

Name: _____

Grade: _____

Team: _____

NTI Days 31 - 35

6th Grade Gold/Maroon

April 27 - May 1, 2020

Directions: Refer to the checklist for each NTI day for a list of required and optional assignments. Students should return the completed packet with their name on EVERY page along with their grade and team.

6th Grade Maroon and Gold - NTI Day 31 Checklist

Required Assignments: The following assignments should be completed for NTI Day 31. These assignments are required for all students!

_____ MATH - Area of Parallelograms including rectangles and squares (Area = base times height.)

_____ ENGLISH LANGUAGE ARTS - Read Paired Texts: "Swarms of Terror" and "Growing up on a Farm." Review Paired Texts Vocabulary and complete the activity at the bottom. Then, complete Paired Texts Vocabulary Practice 1-8.

_____ SOCIAL STUDIES - Read "Economy of Ancient Rome" and "Achievements of Ancient Rome." Answer the questions that go with each section. **Please notice** that the questions are listed below the reading but there is **space to answer them on the next page!**

_____ SCIENCE - Review: Use your knowledge of phase changes to complete the "Phase Changes Worksheet".

_____ EXPLORE - See explore packet for directions and assignments.

Optional Assignments: The following assignments are optional. We encourage you to complete at least some of these assignments each day.

_____ Read for 20 minutes - either to yourself or to a younger sibling!

_____ Complete lessons in Edmentum

Account: HCBOE2

Login: Lightspeed username (for example, kwhalen2026)

Password: Lightspeed password

_____ Join the NEW NTI Day Google Classrooms and complete the supplemental activities posted there.

Social Studies code: qzaivku

Science code: dadch3d

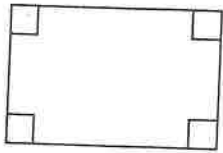
ELA code: p6yh3ma

Use as
a
Study
Guide
all
week!

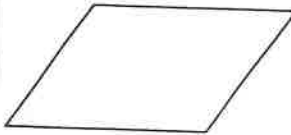
Areas of Polygons

$b = \text{base}$, $h = \text{height}$
 $l = \text{length}$, and $w = \text{width}$

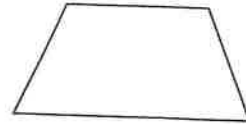
Rectangles



Parallelograms

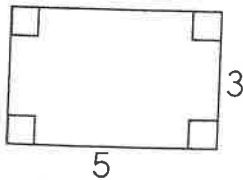


Trapezoids



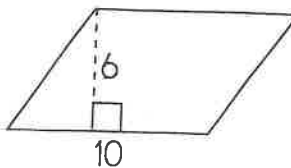
Formula:

$b \times h$



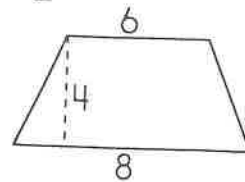
Formula:

$b \times h$



Formula:

$\frac{b_1 + b_2}{2} \times h$



$$A = bh$$

$$A = 5 \cdot 3$$

$$A = 15 \text{ u}^2$$

$$A = bh$$

$$A = 10 \cdot 6$$

$$A = 60 \text{ u}^2$$

$$A = (b_1 + b_2) \cdot h$$

$$A = (8 + 6) \cdot 4$$

$$A = \frac{14}{2} \cdot 4$$

$$A = 7 \cdot 4$$

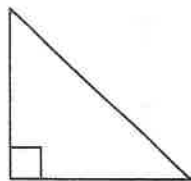
$$A = 28 \text{ u}^2$$

Areas of Polygons

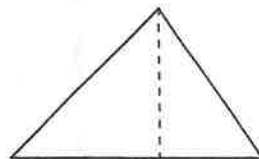
$b = \text{base}$, $h = \text{height}$
 $l = \text{length}$, and $w = \text{width}$

Triangles

Right
Triangles

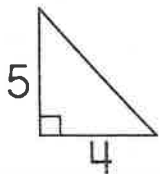


Other
Triangles



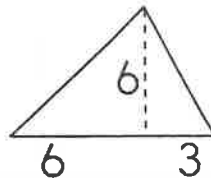
Formula:

$$\frac{1}{2}(b \times h)$$



Formula:

$$\frac{1}{2}(b \times h)$$



$$A = \frac{bh}{2}$$

$$A = \frac{4 \cdot 5}{2}$$

$$A = \frac{20}{2}$$

$$A = \textcircled{10} \text{ u}^2$$

$$A = \frac{bh}{2}$$

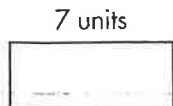
$$A = \frac{9 \cdot 6}{2}$$

$$A = \frac{54}{2}$$

$$\textcircled{A = 27} \text{ u}^2$$

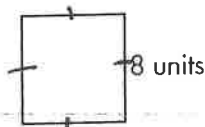
Lesson 6.2 Calculating Area: Quadrilaterals

Area is the number of square units it takes to cover a figure. To find the **area of a rectangle**, multiply the length by the width. $A = lw$ or $A = bh$



$$A = 7 \times 2$$

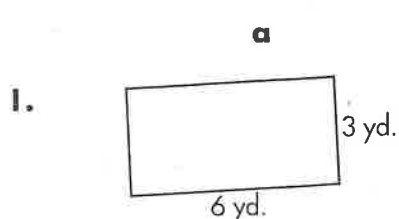
$$A = 14 \text{ square units}$$



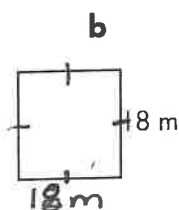
$$A = s \times s = 8 \times 8$$

$$A = 64 \text{ square units}$$

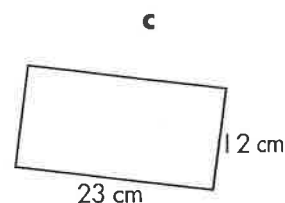
Find the area of each rectangle below.



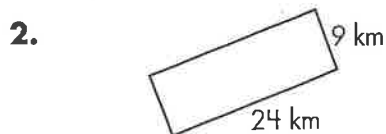
$$A = \underline{\hspace{2cm}} \text{ sq. yd.}$$



$$A = \underline{\hspace{2cm}} \text{ sq. m}$$



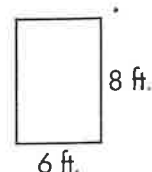
$$A = \underline{\hspace{2cm}} \text{ sq. cm}$$



$$A = \underline{\hspace{2cm}} \text{ sq. km}$$



$$A = \underline{\hspace{2cm}} \text{ sq. in.}$$



$$A = \underline{\hspace{2cm}} \text{ sq. ft.}$$

Find the length of each rectangle below.



$$A = 54 \text{ sq. in.}$$

$$\ell = \underline{\hspace{2cm}} \text{ in.}$$



$$A = 58.5 \text{ sq. ft.}$$

$$\ell = \underline{\hspace{2cm}} \text{ ft.}$$

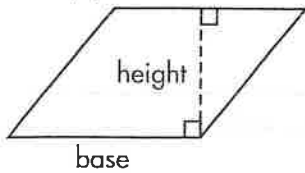


$$A = 81 \text{ sq. m}$$

$$\ell = \underline{\hspace{2cm}} \text{ m}$$

Lesson 6.2 Calculating Area: Quadrilaterals

A parallelogram is a polygon with 2 sets of parallel sides. To find the **area of a parallelogram**, multiply the measure of its base by the measure of its height: $A = b \times h$ or $A = bh$.

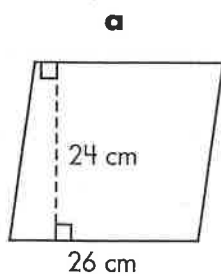


$b = 8$ in. and $h = 7$ in. What is A ?

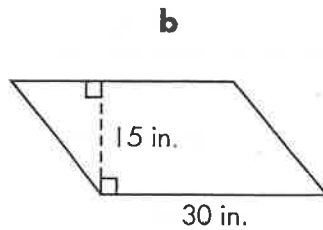
$A = b \times h$ $A = 8 \times 7 = 56$ in.² or 56 square inches.

Find the area of each parallelogram.

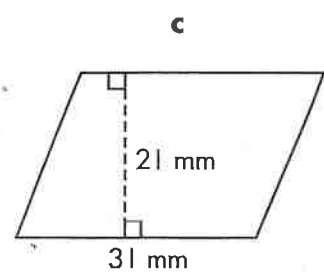
1.



$A = \underline{\hspace{2cm}}$ sq. cm

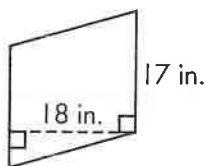


$A = \underline{\hspace{2cm}}$ sq. in.

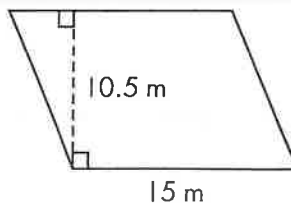


$A = \underline{\hspace{2cm}}$ sq. mm

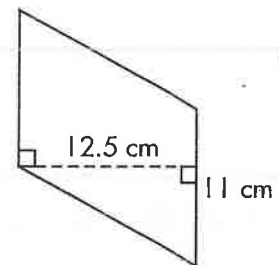
2.



$A = \underline{\hspace{2cm}}$ sq. in.



$A = \underline{\hspace{2cm}}$ sq. m



$A = \underline{\hspace{2cm}}$ sq. cm



AS YOU READ

What was it like to be a farm family in 1875?

Throughout the late 1800s, grasshoppers brought destruction and ruin to pioneers across America's West.

By Lauren Tarshis

The disaster began as a shadow in the distance, a strange shimmer in the sky on a hot summer afternoon in 1875. Eight-year-old Laura Ingalls had no idea what it could be, but in her gut, she knew something terrible was about to happen.

Laura and her family lived on a small farm in western Minnesota. From their one-room house, they could see nothing but miles of flat land covered with tall, waving grass. This region, wide-open and mostly wild, was still a new part of America; Minnesota had become the 32nd state less than 20 years earlier, in 1858.

The Ingallses were among the first of many settlers who came to this enormous prairie from all over the United States and Europe. The newcomers arrived with high hopes of establishing prosperous farms. Few understood the grim realities of pioneer life—that the work would be endless, the dangers everpresent.



The United States in 1875



Each day, the Ingalls family rose at dawn to care for their cows, horses, and chickens. Laura's mother cooked, scrubbed, and sewed; Laura's father often worked in the wheat fields until after the sun had set. Calluses from hauling buckets of water and raking hay covered Laura's hands. And the family **contended** with constant threats: deadly fevers, lightning strikes, rattlesnakes, blackout blizzards, wildfires that sent waves of flame racing across the grass.

And now, this strange, shimmering cloud looming closer and closer.

Whir, Click, Buzz

The cloud extended as far as anyone could see. For miles around the Ingalls farm, people stopped what they were doing to stare up at the sky. Farmers dropped their pitchforks, women turned from their stoves, children abandoned their chores.

What *was* this cloud?

It didn't have the dark-gray puffiness of a thundercloud. It wasn't funnel-shaped like a tornado. And its edges . . . sparkled.

As the cloud came closer, it blocked out the sun and the day turned dark. Eerie sounds echoed through the air.

Whirrrrrrrr.
Click, click, click.
Buzzzzzzzz. It sounded like thousands of giant scissors snipping away at the sky.

Laura stood with her family as the cloud filled the sky over their heads.

And then . . .

Thud.

Something hit the ground.

Laura stared in surprise. It was a grasshopper—greenish brown, about an inch long, with **spindly** legs and gigantic bulging eyes.

Thud, thud, thud, thud.

More grasshoppers fell to the ground. Others hit Laura's head.

Had these grasshoppers somehow been swept into that dark cloud?

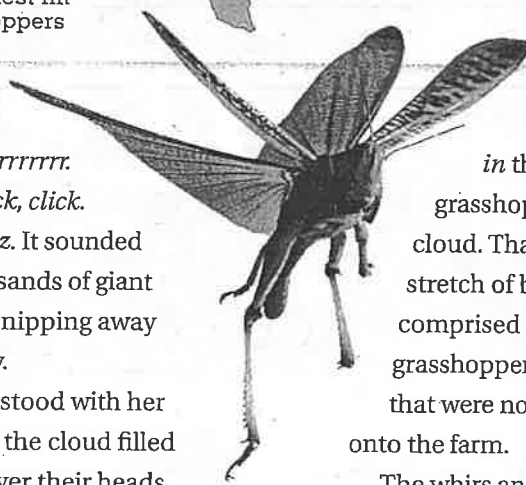
No.

The grasshoppers were not

in the cloud. The grasshoppers *were* the cloud. That enormous stretch of blackness comprised millions of grasshoppers—grasshoppers that were now swooping down onto the farm.

The whirs and clicks and buzzes **crested** into an ear-splitting roar. Laura's older sister, Mary, screamed. Grasshoppers buzzed in Laura's ears, crawled across her eyes, swished up her skirts, and became tangled in her hair. She tried to swat them away, but there were too many. All she could do was press her lips shut to keep the bugs from flying into her mouth.

Laura and her family were caught in a whirlwind of insects, as were thousands of others across the prairie. It was an attack of grasshoppers.



Millions of Chomping Jaws

The insects that rained down on the Ingalls farm were a type of short-horned grasshopper called Rocky Mountain locusts. Throughout the late 1800s, giant swarms of these locusts wrought terror and destruction on farms across Minnesota, Nebraska, Kansas, the Dakotas, and other areas west of the Mississippi River. They did not sting like bees, they were not venomous like black widow spiders, and they did not spread diseases as mosquitoes and fleas can.

What made locusts so devastating was that they ate the crops that people needed to survive. They mowed down fields of wheat, corn, and other grains. They also devoured vegetables sprouting in gardens, fruit budding on trees, and berries ripening on bushes.

The Ingalls family managed to escape the swarming locusts and

rush inside, where they watched in helpless horror as the locusts feasted on their wheat fields. Within minutes, every stalk—each 4 feet high—was covered with bugs.

All that day and through the night, Laura's parents tried to drive the locusts away. They lit fires in their fields, clanged pots, and smacked at the wheat stalks with sticks. Nothing worked; the locusts stuck like glue. And by the next morning, the lush green-and-gold wheat fields had been chewed down to stubble.

It was a catastrophe.

In Laura's day, farmers sold crops for the majority of their income. Without wheat to sell, how would the Ingalls family get through the bitter winter? They needed money to buy coal to heat their little house. If someone got sick or injured, they would need to pay a doctor.

The locusts also devoured the vegetables in the family's garden—vegetables that Laura's mother had been planning to pack away in jars for the winter. Laura's mother had tried to save the cucumbers and pumpkins and beans by covering the plants with quilts, but the bugs chewed right through the fabric.

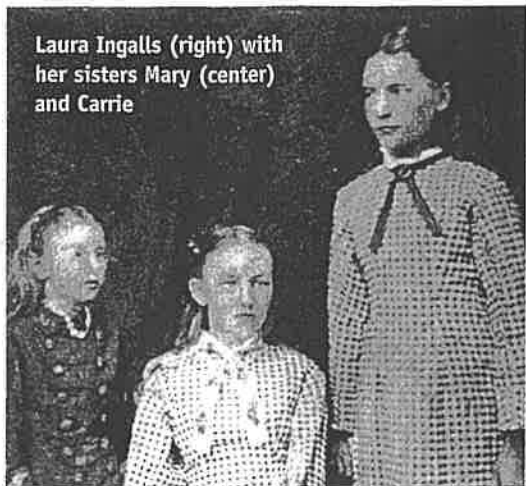
With their crops destroyed and no vegetables to eat, the Ingalls family—along with thousands of others throughout the region—faced starvation and ruin.

Winged Attackers

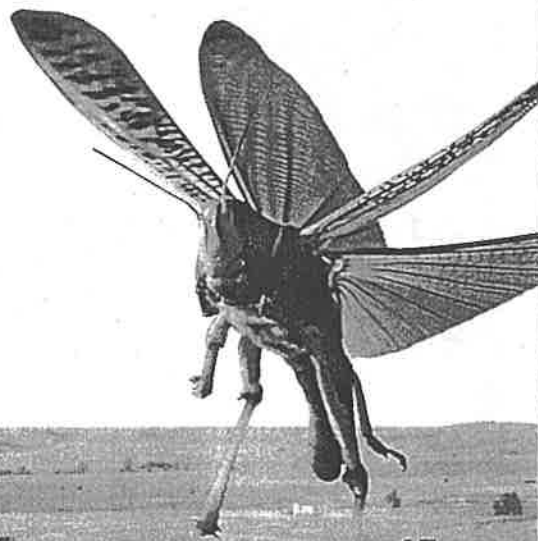
Locusts have been menacing humans for thousands of years and have darkened the skies of every continent but Antarctica. They appear throughout the Bible. Their bulging eyes stare out of ancient Egyptian carvings. In North America, ravenous swarms were terrorizing farmers from coast to coast as far back as the early 1700s.

But the attacks on the prairie in the late 1800s were different. The insects gathered in swarms that were truly monstrous in size. The largest swarm ever recorded was an estimated 110 miles wide and 1,800 miles long—as long as the entire east coast of the United States.

Swarms appeared on and off for decades, though the worst attacks happened in the 1870s. Those years were



Laura Ingalls (right) with her sisters Mary (center) and Carrie



Many pioneers on the prairie lived in "sod houses" made of bricks of dirt and grass.



unusually dry on the prairie, and Rocky Mountain locusts thrived in drought conditions. In many places—including the part of western Minnesota where the Ingalls family lived—locusts didn't fly away when they finished eating; they laid eggs, creating new armies of winged attackers that struck the same areas again and again.

The horror continued even after the locusts died.

Dead locusts filled up wells and ponds, making the water too foul to drink. Their carcasses blanketed the ground and rotted away, emitting a stomach-turning stench that lingered for weeks.

Newspapers told stories of starving families and **decimated** towns. People in eastern states donated money and clothing

to "grasshopper victims." State governments also gave money to those affected by the locust swarms. The Ingalls family received some of this money, but it was not nearly enough. And so, after losing their wheat crop two summers in a row, the Ingalls family gave up on their farm in Minnesota and relocated to Iowa.

Fading From Memory

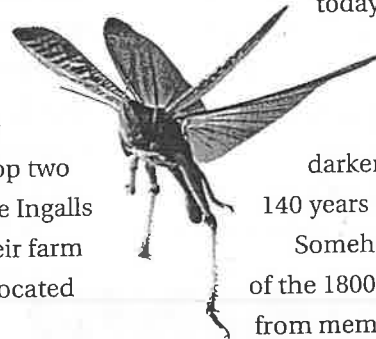
In the late 1890s, the grasshopper attacks stopped. The last Rocky Mountain locust was spotted in 1902, in Canada. They are now extinct.

How did such massive swarms simply vanish? Scientists believe humans killed off the Rocky Mountain locust—by accident. Between droughts, the locusts would migrate back to their original home, a small area in the Rocky Mountains. When settlers

arrived there in the late 1800s, they tore up grass to plant crops and they imported cattle, which munched on plants and trampled the soil. The humans and their cattle altered the natural environment where locusts had thrived for centuries. It turned out that these mighty swarms were actually fragile, and it took only a few years for the Rocky Mountain locust to disappear.

Other locust species continue to swarm around the world, and hungry grasshoppers still **plague** many Western states.

But the grasshoppers in America today are not as



enormous or destructive as the locusts that

darkened the prairie skies

140 years ago.

Somehow those swarms of the 1800s have faded from memory. Today, many Americans don't know that

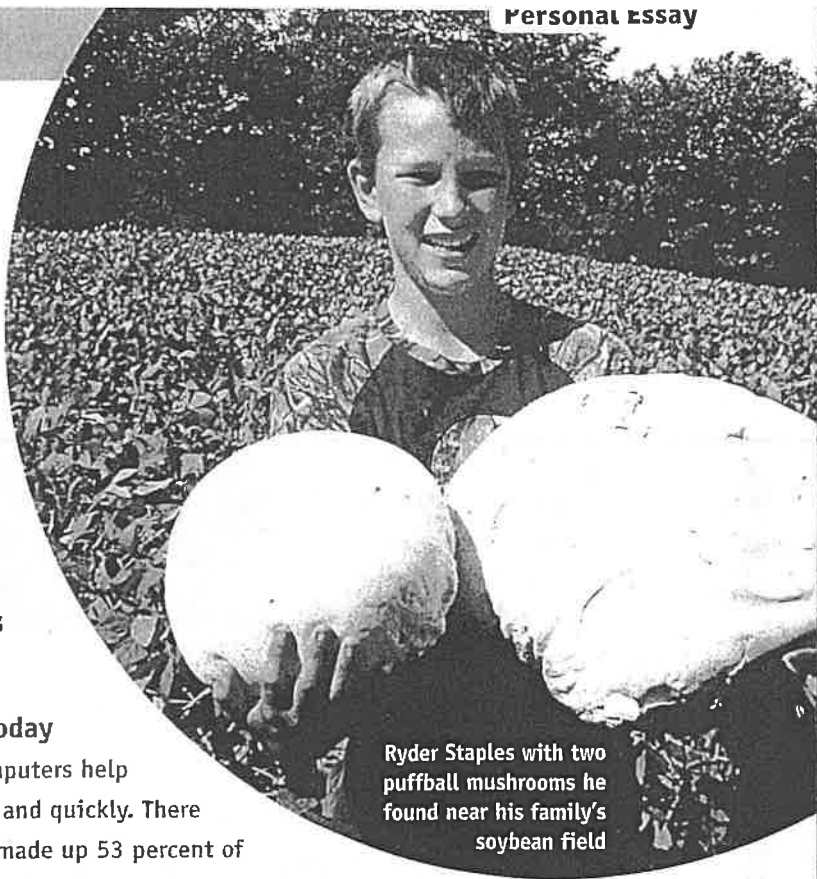
locust attacks were a significant part of pioneer life. Many who do know about the attacks learned about them by reading *On the Banks of Plum Creek*. The book, part of the famous Little House series, is fiction, but it is based on the author's experiences growing up as a pioneer on America's prairie.

That author is Laura Ingalls Wilder, the same little girl who watched the locusts lay siege to her home that awful day in 1875.

Growing Up on a Farm

Ryder Staples, 14, says living on a farm is hard work—and he loves it.

By Ryder Staples, as told to Jessica Press



Ryder Staples with two puffball mushrooms he found near his family's soybean field

Farming in America is quite different today than it was 150 years ago. High-tech computers help today's farmers do their work more precisely and quickly. There are also far fewer farmers. In 1870, farmers made up 53 percent of the U.S. labor force. Now they make up only 1.5 percent.

For everything that has changed about farming, one thing has not: Farming is hard. The hours are long (18-hour workdays are not uncommon), the work is physically demanding, and the surprises from nature can be uncontrollable and devastating. One strong hailstorm can decimate an entire crop in minutes. Weeds, fungi, and bacteria can destroy crops. Pests like beetles, stinkbugs, and crickets can munch their way through acres of plantings. And during a drought year, a farmer may make little or no money.

But in spite of the challenges, farming can be rewarding. For a closer look at farming today, *Scope* spoke with eighth-grader Ryder Staples, who lives on a corn and soybean farm in Douglas County, Minnesota.

Here's what he had to say:

“Our family's farm is such a big part of my life. I'm used to the sweet smell of corn that fills the air over our hilly fields. One of my earliest memories was when I was about 5 and I got to ride with my dad on the combine—a truck-like machine that harvests our corn and soybeans.

During the summer when school is out, I work on the farm from about 8 in the morning until the sun goes down. My job is to pick rocks from

the fields. If a rock gets stuck in the machinery, it can slow down planting and harvesting; bigger rocks can even prevent crops from growing in the soil. My day may sound long, but think about this: During planting season, which starts in late April, my dad and uncles start working at 6 in the morning and stay in the field until midnight.

In May, June, and July, after planting season has ended, my dad and uncles focus on spraying herbicides to keep weeds from growing. My two

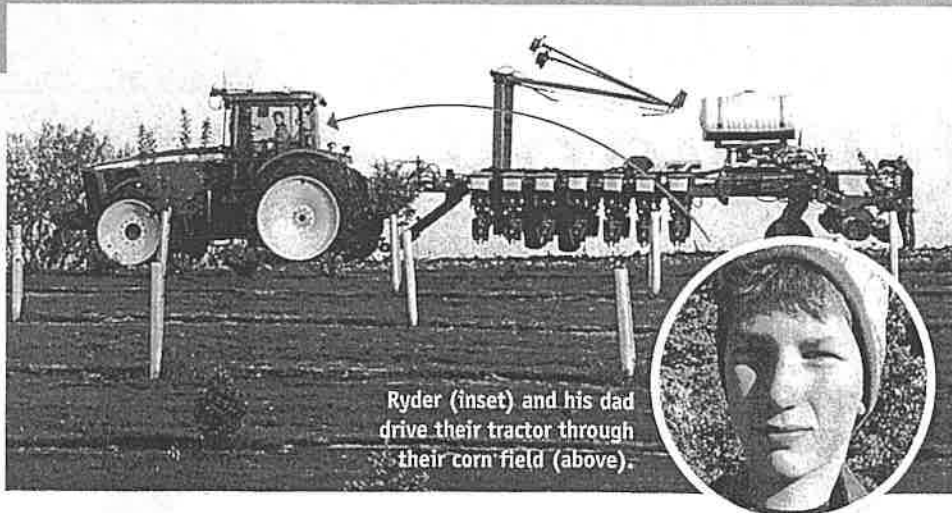
older brothers are starting to help out with that work. (The three of us hope to run the farm after college.)

The corn harvest starts in late August. I look forward to the first taste of creamy, crunchy sweet corn every summer. I also like that time of year because I get to take some of our corn into town to sell.

Back in the 1800s, many of the crops grown in this country were used to feed farm animals, and that's still pretty much true today. Most of our field corn is used for animal feed; it gets shipped by train all across the country. As for our sweet corn, we sell it locally or eat it at home. During the summer, my family eats sweet corn every night.

Planning and Math

There is so much planning and math that goes into farming. My dad and uncles use computerized mapping tools to determine exactly how much can grow on certain parts of the farm and how much—or how little—herbicide needs to be sprayed. But some things are out of our control. Crazy hailstorms and windstorms have taken out some of our fields. Thankfully, we haven't lost too much money from that damage. But think about all the hard work we put into those crops, only to see them ruined by one storm. There are also animals, like raccoons, that try to eat the sweet corn.



Ryder (inset) and his dad drive their tractor through their corn field (above).

(I don't blame them; it's delicious.) To keep them out, we use electric fences and play the radio to make them think humans are nearby.

The Hard Work We Do

Farming makes up a huge part of who I am, but in a lot of ways, I'm just like any other teenager. I play on my school's basketball, football, and baseball teams, I ride bikes with my best friend, my favorite books are Harry Potter, and I go to church with my family.

My town is small; there is no Target or Walmart or McDonald's. My school is 20 miles away, and my neighbor, who is also my best friend, lives 3 miles away.

Growing up on a farm has taught me a lot. My parents, who both grew up on farms too, can be strict, but I know that's because there are certain values they want us to have. They want us to work together as a family, they want us to be kind, and they want us to be humble. And the hard work we do—together—has **instilled** all of that in me, forever." ●

Special thanks to Marvin Pritts, professor of horticulture at Cornell University, for his assistance with this essay.

Writing Contest

In an explanatory essay, compare farm life during the time of Laura Ingalls with farm life today. Use details from both texts. Send your essay to Farm Family Contest. Five winners will each get *One Came Home* by Amy Timberlake. See page 2 for details.

Get this activity online.



Name: _____ Date: _____

Go to Scope
Online to listen
to the words
and definitions
read aloud!

Paired Texts Vocabulary

"Swarms of Terror"

- 1. contend (kuhn-TEND)** *verb*; To contend is to argue or state a belief in a strong way—to insist that something is true. You might, for example, contend that your friend never told you he was spending the summer in Japan, even though he insists that he did. Or you might contend that your favorite football team has a great chance of making it to the Super Bowl this year.

Contend followed by *with* can mean "struggle with" when you're talking about trying to overcome a difficulty or a threat. A coffee shop that runs out of coffee would have to contend with angry customers.

- 2. crescendo (kruh-SHEN-doh)** *noun or verb*; *Crescendo* is a musical term for a gradual increase in volume, or for the climax or peak of a gradual rise in volume. So you could say, "The piece ended in a crescendo" or "The singing reached a crescendo as the characters grasped hands."

Crescendo can be used in nonmusical situations too. The roar of a crowd might reach a crescendo as the band walks on-stage.

As a verb, *crescendo* means "to increase in loudness or intensity." Elizabeth's voice might be soft as she begins her speech and then crescendo until she is shouting.

- 3. decimate (DES-uh-meyt)** *verb*; To decimate something is to destroy it or cause severe damage to a large part of it. A hurricane might decimate a farmer's crops.

- 4. lush (luhsh)** *adjective*; *Lush* is used to describe full, healthy plant growth. A tropical rainforest is lush. *Lush* can also mean luxurious—having a pleasing, rich quality. A room with silk curtains, a crystal chandelier, and a velvet sofa with pillows piled high might be described as lush.

- 5. plague (pleyg)** *noun or verb*; A plague is a disease that spreads quickly and kills many people. You may have heard of a plague known as the "Black Death" that killed millions of people in Europe during medieval times.

Plague is also used to refer to an outbreak of something unpleasant or harmful. After watching a scary movie, you might suffer a plague of nightmares.

As a verb, *plague* means "to cause endless trouble, stress, or suffering." A dog might be plagued by fleas. You might be plagued by guilt if you eat the last slice of pizza after promising your sister that you'd save it for her.

Vocabulary Acquisition

PAIRED TEXTS: "Swarms of Terror" and
"Growing Up on a Farm," pages 12-18
March 2018

6. **ravenous (RA-vuh-nuhs)** *adjective*; If you are ravenous, you are extremely hungry, as in, "We were ravenous after hiking all day. We wolfed down our dinners!"

7. **spindly (SPIND-lee)** *adjective*; Something that is spindly has a long, tall, thin appearance and seems weak or flimsy. Young horses wobble on their spindly legs. A spindly wooden chair has a tall back and skinny legs, and doesn't look like it could support a lot of weight.

"Growing Up on a Farm"

1. **instill (in-STILL)** *verb*; To instill an idea, a value, or a belief is to put it into someone's mind little by little over time. Parents can instill good manners in their children. Teachers can instill pride in their students. A grandmother can instill a love of nature in her grandchildren.

* **Directions:** Below and on the back of this page, list any other words from the articles whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

* complete this activity on a separate sheet of paper, or below.

Day 31

Vocabulary Acquisition
PAIRED TEXTS: "Swarms of Terror" and
"Growing Up on a Farm," pages 12-18
March 2018

Paired Texts Vocabulary Practice

Directions: Answer each question below.

1. Steve instilled a love of camping in his children. Explain how he might have done this.

2. Sandra gazes out of the car window and watches the lush scenery go by. Describe what Sandra sees.

3. Mike didn't stay after school to play basketball with his friends—he said he had to go home because he was ravenous. Describe one thing Mike definitely did when he got home.

4. There was a crescendo of voices in the cafeteria. Describe the noise in the cafeteria.

Directions: In each pair of boldfaced words, underline the word that best completes the sentence.

5. Aaron had planned to sleep in on Saturday, but he had to **contend/instill** with the sound of his neighbor's lawn mower at 8 a.m.

6. The castle's **spindly/ravenous** tower reached so high into the sky that it looked as if it might topple over.

7. The soccer player has spent the past few seasons **instilled/plagued** by knee injuries.

8. My sister **instilled/decimated** the Pigtrooper fleet during our game of *Angry Birds Star Wars* yesterday.

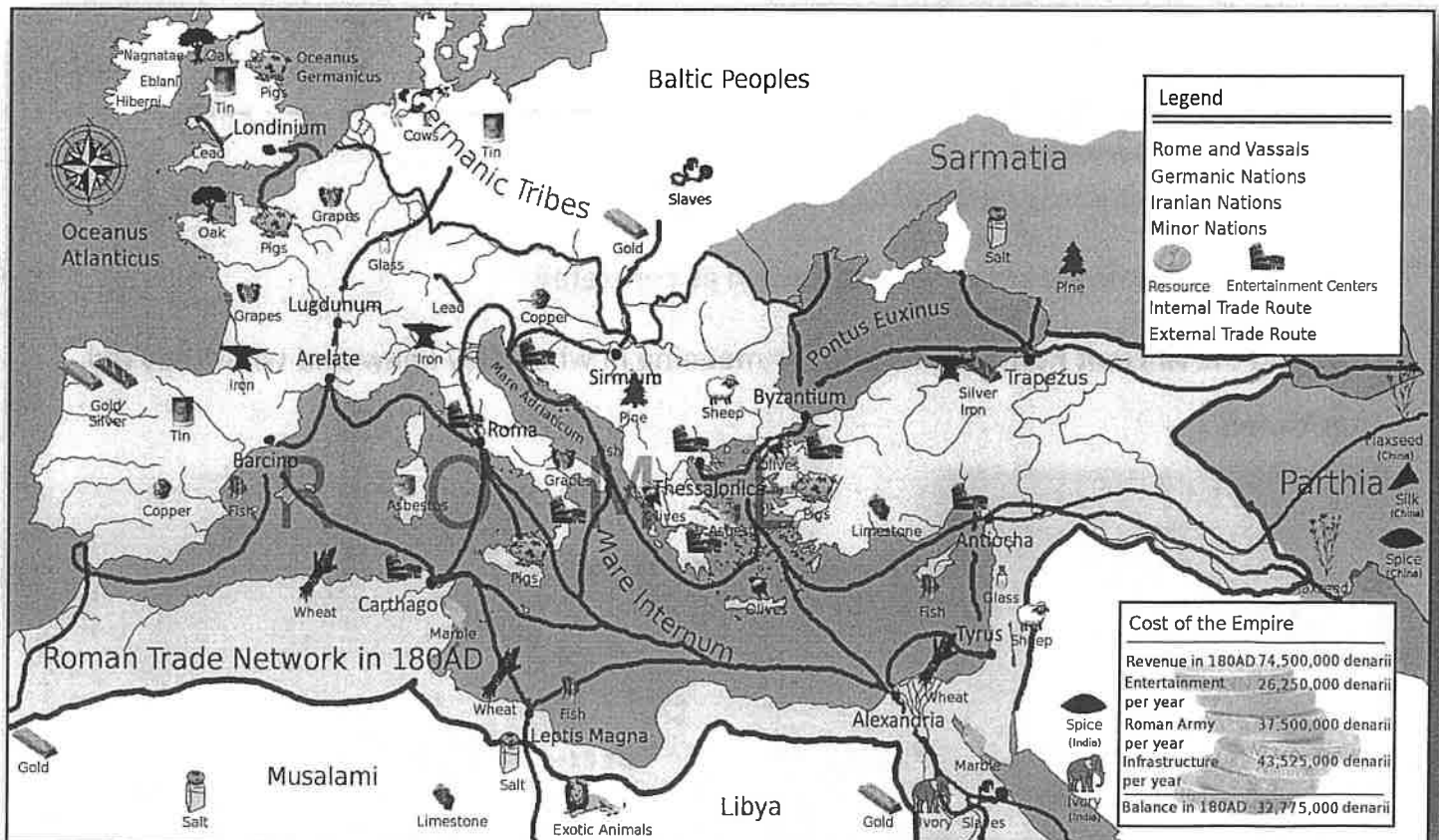
ECONOMY OF ANCIENT ROME

ECONOMY—HOW A CIVILIZATION MAKES MONEY THROUGH THE BUYING AND SELLING OF GOODS AND SERVICES.

The land of Ancient Rome that is not mountains is hilly with very little flat land. Therefore, many of the cities were built atop these hills. This made for excellent defense against enemies. Farming was able to take place on the hills of Ancient Rome because of the mild climate. Crops such as grains, grapes, olives and citrus fruits were raised. The surplus of crops led to the development of other jobs such as artisans, builders, and other specialized workers. Surplus crops were also sold by sea traders to such places as Greece, Spain, northern Africa, and kingdoms of Asia. These merchants would then buy and sell other items such as meats, vegetables, cloth, sandals, and pottery. Ancient Romans even traded for books made on Egyptian papyrus. Maritime trading advanced Ancient Rome's economy.

QUESTIONS TO CONSIDER!

1. **Support with Evidence from the Text**-Support the following sentence with evidence in the form of a direct quote from the text: Ancient Rome sold its surplus crops to other places. Make sure to place the sentence chosen in quotes when you write it down.
2. What advanced the economy of Ancient Rome?
3. **Map Analysis:** List 8 items that were traded in the Roman trade network in 180 AD.



ACHIEVEMENTS OF ANCIENT ROME

ACHIEVEMENTS—THE LASTING CONTRIBUTIONS OF A CIVILIZATION.

The land of Ancient Rome was very mountainous and hilly. Therefore, sturdy roads were needed to move people and supplies from one area to other. The Ancient Romans constructed roads of long lasting materials that could withstand heavy traffic and exposure to weather. These roads connected large areas of the country. The Ancient Romans also created aqueducts, channels, that carried fresh water from the mountains to the cities. These aqueducts, like many other buildings in Ancient Rome were made with concrete, a mixture of sand or gravel and cement. Concrete made the structures very strong. The Ancient Romans also created vaults, a series of arches, to support the roof of buildings.

The Ancient Romans sought knowledge in order to improve their lives. They loved to learn about new things and tell stories. They also loved to argue in order to find deeper meanings. The story of the Trojan War hero, Aeneas, tells how Ancient Rome was formed with a group of people called the Latins.

QUESTIONS TO CONSIDER!

1. Why were Roman roads built to last a long time?
2. What makes up the building material known as concrete?
3. How did the Ancient Romans find deeper meaning in what they knew and what they did not know?



ANCIENT ROME QUESTIONS

ECONOMY IN ANCIENT ROME

1. **Support with Evidence from the Text**-Support the following sentence with evidence in the form of a direct quote from the text: Ancient Rome sold its surplus crops to other places. Make sure to place the sentence chosen in quotes when you write it down. _____

2. What advanced the economy of Ancient Rome? _____

3. **Map Analysis:** List 8 items that were traded in the Roman trade network in 180 AD.

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ANCIENT ROME QUESTIONS

ACHIEVEMENTS OF ANCIENT ROME

1. Why were Roman roads built to last a long time? _____

2. What makes up the building material known as concrete? _____

3. How did the Ancient Romans find deeper meaning in what they knew and what they did not know? _____

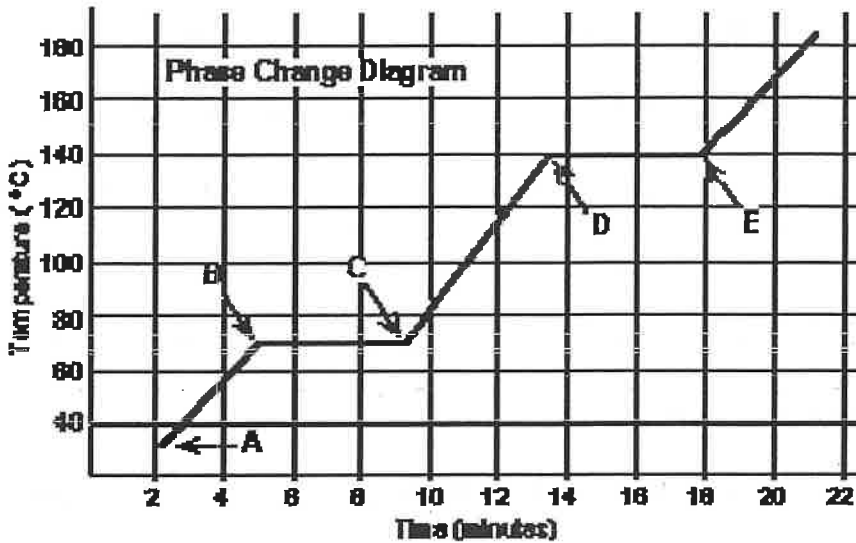
Phase Changes Worksheet

Name _____

Date _____

L 1, 2, 3

Introduction: The graph below was drawn from data collected as a substance was heated at a constant rate. Use the graph and word bank to answer the following questions. -



Word bank: Some words may be used more than once. Some not at all.

gas	solid	faster	cool	boiling	slower
heat	temperature		melted	freezing	liquid
move	melt	condensing			

At point **A**, the beginning of observations, the substance exists in a solid state. Material in this phase has a definite volume and definite shape. With each passing minute, _____ is added to the substance. This causes the molecules of the substance to _____ more rapidly which we detect by an increase in the _____ of the substance. At point **B**, the temperature of the substance is _____°C. The solid begins

to _____. At point C, the substance is completely _____ or in a _____ state. Material in this phase has a definite volume and does not have a definite shape. The energy put into the substance between minutes 5 and 9 was used to convert the substance from a _____ to a _____.

Between 9 and 13 minutes, the added energy increases the _____ of the substance. During the time from point D to point E, the liquid is _____. By point E, the substance is completely in the _____ phase. Material in this phase does not have a definite volume or a definite shape. The energy put into the substance between minutes 13 and 18 converted the substance from a _____ to a _____ state. Beyond point E, the substance is still in the _____ phase, but the molecules are moving _____ as indicated by the increasing temperature.

Which of these three substances was likely used in this phase change experiment?

Substance	Melting point	Boiling point
Bolognium	20 °C	100 °C
Unobtainium	40 °C	140 °C
Foosium	70 °C	140 °C

6th Grade Maroon and Gold - NTI Day 32 Checklist

Required Assignments: The following assignments should be completed for NTI Day 32. These assignments are required for all students!

_____ MATH - Area of Triangles (Use the formula Area = (base times height) divided by 2

_____ ENGLISH LANGUAGE ARTS - Complete Finding Text Evidence 1-4 for the paired texts you read yesterday. Then, complete Exploring Text Structures 1-4, also using the paired texts you read.

_____ SOCIAL STUDIES - Read "Social Classes of Ancient Rome" and "Religion of Ancient Rome." Answer the questions that go with each section. **Please notice** that the questions are listed below the reading but there is **space to answer them on the next page!**

_____ SCIENCE - Practice Worksheet: Net Force and Acceleration

Hint: (Remember that forces in the same direction work together and therefore must be added to get the net force. Forces in opposite directions work in opposition and you must find the difference to get the net force.)

_____ EXPLORE - See explore packet for directions and assignments.

Optional Assignments: The following assignments are optional. We encourage you to complete at least some of these assignments each day.

_____ Read for 20 minutes - either to yourself or to a younger sibling!

_____ Complete lessons in Edmentum

Account: HCBOE2

Login: Lightspeed username (for example, kwhalen2026)

Password: Lightspeed password

_____ Join the NEW NTI Day Google Classrooms and complete the supplemental activities posted there.

Social Studies code: qzaivku

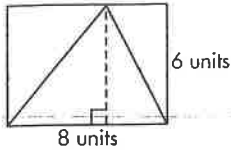
Science code: dadch3d

ELA code: p6yh3ma

Lesson 6.1 Calculating Area: Triangles

The area of a triangle is related to the area of a rectangle.

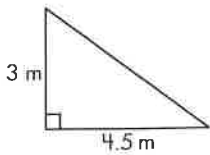
$$\text{Area} = \frac{\text{base} \times \text{height}}{2}$$



The dashed line indicates the height of the triangle.

rectangle: $A = 8 \times 6 = 48$ sq. units

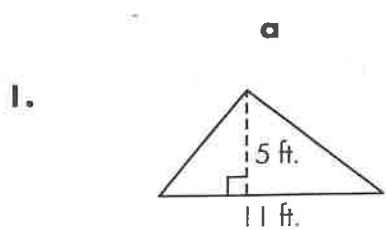
triangle: $A = \frac{1}{2}(8)(6) = 24$ sq. units



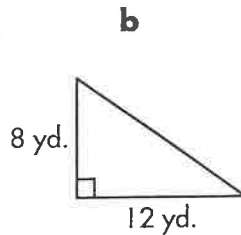
$$A = \frac{1}{2}(4.5)(3) = 6\frac{3}{4} \text{ sq. m}$$

Notice that in a right triangle the height is the length of one of the legs. This is not the case with acute and obtuse triangles.

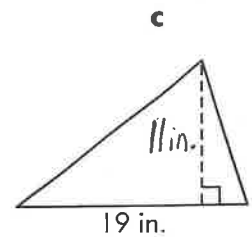
Find the area of each triangle below.



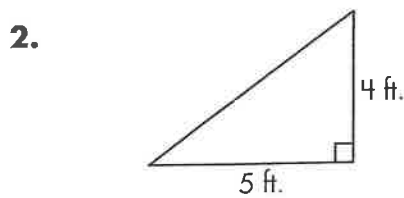
$A = \underline{\hspace{2cm}}$ sq. ft.



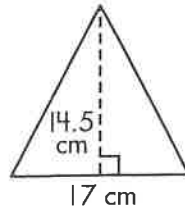
$A = \underline{\hspace{2cm}}$ sq. yd.



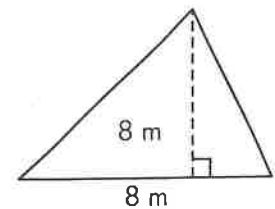
$A = \underline{\hspace{2cm}}$ sq. in.



$A = \underline{\hspace{2cm}}$ sq. ft.



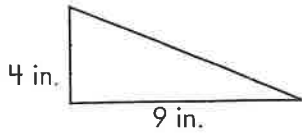
$A = \underline{\hspace{2cm}}$ sq. cm



$A = \underline{\hspace{2cm}}$ sq. m

Lesson 6.1 Calculating Area: Triangles

The area (A) of a triangle is one-half the of the base (b) times the height (h).



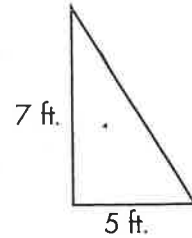
$$A = \frac{1}{2} \times b \times h$$

or

$$A = \frac{1}{2}bh$$

or

$$A = \frac{bh}{2}$$



$$\begin{aligned} A &= \frac{1}{2} \times 9 \times 4 \\ &= \frac{1}{2} \times 36 \\ &= 18 \end{aligned}$$

$$A = 18 \text{ square inches}$$

$$\begin{aligned} A &= \frac{1}{2} \times 5 \times 7 \\ &= \frac{1}{2} \times 35 \\ &= 17\frac{1}{2} \end{aligned}$$

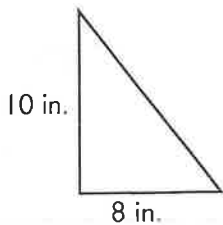
$$A = 17\frac{1}{2} \text{ square feet}$$

Find the area of each right triangle.

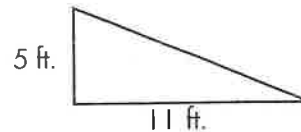
a

b

1.

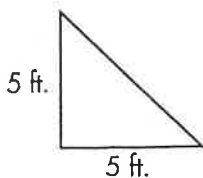


$$A = \underline{\hspace{2cm}} \text{ sq. in.}$$

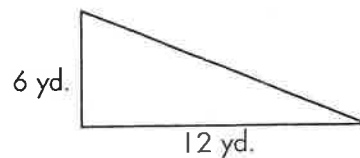


$$A = \underline{\hspace{2cm}} \text{ sq. ft.}$$

2.



$$A = \underline{\hspace{2cm}} \text{ sq. ft.}$$



$$A = \underline{\hspace{2cm}} \text{ sq. yd.}$$

Name: _____ Date: _____

Finding Text Evidence

Directions: Read "Swarms of Terror" and "Growing Up on a Farm." Then complete the activity below.

1. Choose TWO pieces of text evidence from "Swarms of Terror" that best support the statement below.

STATEMENT:

Life on the prairie in the 1800s was challenging.

- Ⓐ "The newcomers arrived with high hopes of establishing prosperous farms." (p. 13)
- Ⓑ "Each day, the Ingalls family rose at dawn to care for their cows, horses, and chickens. Laura's mother cooked, scrubbed, and sewed . . ." (p. 14)
- Ⓒ "This region, wide-open and mostly wild, was still a new part of America . . ." (p. 13)
- Ⓓ "And the family contended with constant threats: deadly fevers, lightning strikes, rattlesnakes, black-out blizzards, wildfires that sent waves of flame racing across the grass." (p. 14)

2. Choose ONE piece of text evidence from "Swarms of Terror" that best supports the statement below. Then complete the sentence to explain your choice.

STATEMENT:

A swarm of locusts can quickly destroy a farm's crops.

- Ⓐ "The grasshoppers were not *in* the cloud. The grasshoppers *were* the cloud." (p. 14)
- Ⓑ "And by the next morning, the lush green-and-gold wheat fields had been chewed down to stubble." (p. 15)
- Ⓒ "What made locusts so devastating was that they ate the crops that people needed to survive." (p. 15)

I chose ___ because _____

Day 32

3. Below are a statement and two pieces of supporting evidence. Find one more piece of evidence from the article and write it on the lines below.

STATEMENT:

Locusts have plagued humankind for a long time.

- Ⓐ "They appear throughout the Bible." (p. 15)
- Ⓑ "In North America, ravenous swarms were terrorizing farmers from coast to coast as far back as the early 1700s." (p. 15)

Ⓒ _____

4. Read the lines from "Swarms of Terror" and "Growing Up on a Farm" below. Then write a statement that they all support.

STATEMENT:

- Ⓐ "Laura's mother cooked, scrubbed, and sewed; Laura's father often worked in the wheat field until after the sun had set." (p. 14)
- Ⓑ "During planting season, which starts in late April, my dad and uncles start working at 6 in the morning and stay in the field until midnight." (p. 17)
- Ⓒ "Calluses from hauling buckets of water and raking hay covered Laura's hands." (p. 14)

Name: _____ Date: _____

Exploring Text Structures

"Text structure" is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and one piece of writing often has multiple text structures.

Directions: Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "Swarms of Terror" and "Growing Up on a Farm."

Swarms of Terror:

1. A. Underline the text structure the author uses in the section "Whir, Click, Buzz."

problem and solution description or list

B. Explain how you know, using evidence from the text.

2. The author lists a series of causes and effects in the section "Millions of Chomping Jaws." Read the following cause. Explain its effect on the lines provided.

Cause: Throughout the late 1800s, giant swarms of locusts invaded farms across the American prairie.

Effect: _____

3. What does the author compare and contrast in the section "Winged Attackers"?

Description or List

Includes details to help you picture or get to know a person, a place, a thing, or an idea

Cause and Effect

Explains *why* something happened (cause) and *what* happened as a result (effect)

Problem and Solution

Presents a problem and explains how it is solved

Compare and Contrast

Presents the similarities and/or differences between two items, such as a pair of events, time periods, ideas, or places

Sequence of Events

Describes events in the order in which they happen (also called chronological order)

Day 32

Core Skills Workout: Text Structures

PAIRED TEXTS: "Swarms of Terror" and "Growing Up on a Farm," pages 12-18
March 2018

Growing Up on a Farm:

4. A. What text structure does the author use in the introduction of "Growing Up on a Farm"?

B. Explain how you know, using evidence from the text.

SOCIAL CLASSES OF ANCIENT ROME

SOCIAL CLASS—HOW A CIVILIZATION IS DIVIDED INTO CLASSES THAT HAVE DIFFERENT ROLES, RESPONSIBILITIES AND PRIVILEGES.

Ancient Romans had a strong belief in values such as justice, honesty, valor, and loyalty. These values would be the hallmark of Ancient Roman society. Much of society was divided into two groups; the patricians, wealthy leaders and the plebeians, common people such as artisans, traders, and farmers. The majority of the people were plebeians. Slaves were also a part of Ancient Roman society. These slaves were often educated and many held highly skilled professions such as teachers and doctors.

The Forum was Rome's public meeting place and was where all types of activities took place. It was the center of Rome and all roads began here and distances were measured from here. Shops, markets, government buildings as well as temples were found at or near the Forum. It was here that shoppers and other citizens would gather to discuss all types of interests and issues.

QUESTIONS TO CONSIDER!

1. What were the three main divisions in Ancient Roman society?
2. Describe one thing that you learned from the reading that was a surprise to you.



RELIGION OF ANCIENT ROME

RELIGION—A BELIEF SYSTEM THAT INFLUENCES THE DEVELOPMENT OF A CIVILIZATION.

Ancient Romans were very practical people. Because of this the Ancient Romans did not want to offend any god, or goddess, or any religion therefore, they were polytheistic or worshipped numerous gods and practiced numerous religions. Ancient Romans would include other gods and rituals from people they met and conquered. Many Romans took on the Olympian gods of Greece. Soon the Greek gods of mythology had Roman names.

The Ancient Romans allowed citizens and non-citizens living within their borders to practice their religions because they felt it was easier to rule someone who was able to keep their belief system than someone who was forced to change. The only exception would come when Roman officials began to believe that Christianity was causing political problems. But, even with Christianity the Romans only placed limits on where and when Christians could meet.

QUESTIONS TO CONSIDER!

1. What religions were practiced by Ancient Romans?
2. Why would the Ancient Roman government allow foreign religions to be practiced within their borders?
3. What religion ever had an limitations placed on it? Why was this religion treated differently?



ANCIENT ROME QUESTIONS

SOCIAL CLASSES OF ANCIENT ROME

1. What were the three main divisions in Ancient Roman society? _____

2. Describe one thing that you learned from the reading that was a surprise to you. _____

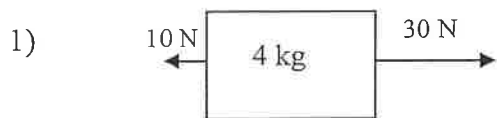
RELIGION IN ANCIENT ROME

1. What religions were practiced by Ancient Romans? _____

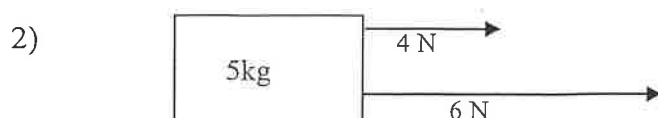
2. Why would the Ancient Roman government allow foreign religions to be practiced within their border?

3. What religion ever had an limitations placed on it? Why was this religion treated differently?

For each of the following problems, give the net force on the block, and the acceleration, including units.



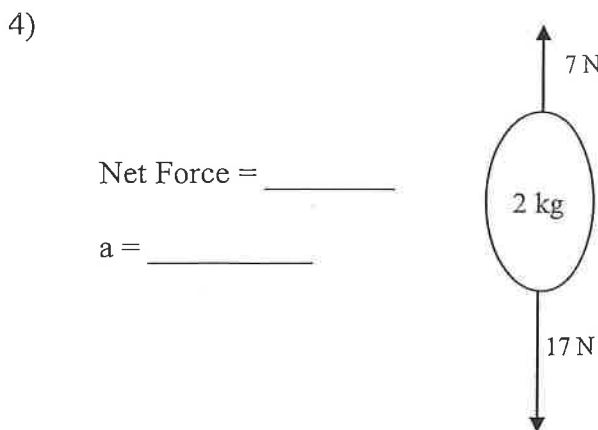
Net Force = $30\text{ N} - 10\text{ N}$ $a = 20\text{ N} / 4\text{ kg}$
 Net Force = 20 N $a = F/m = \underline{5\text{ m/s}^2}$



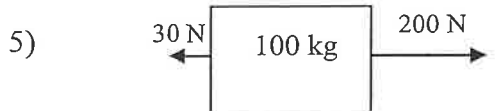
Net Force = _____ $a = F/m = \underline{\hspace{2cm}}$



Net Force = _____ $a = \underline{\hspace{2cm}}$



Net Force = _____
 $a = \underline{\hspace{2cm}}$



Net Force = _____ $a = \underline{\hspace{2cm}}$

For problems 6-9, using the formula net Force = Mass • Acceleration, calculate the net force on the object.



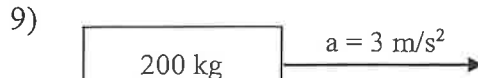
$F = m \cdot a = \underline{\hspace{2cm}}$



$F = m \cdot a = \underline{\hspace{2cm}}$



$F = m \cdot a = \underline{\hspace{2cm}}$



$F = m \cdot a = \underline{\hspace{2cm}}$

10) Challenge: A student is pushing a 50 kg cart, with a force of 600 N. Another student measures the speed of the cart, and finds that the cart is only accelerating at 3 m/s^2 . How much friction must be acting on the cart? Hint: Draw a diagram showing the cart, and the two forces acting on it.

6th Grade Maroon and Gold - NTI Day 33 Checklist

Required Assignments: The following assignments should be completed for NTI Day 33. These assignments are required for all students!

_____ MATH - Area of Trapezoids (Follow order of operations) Area = (base1 +base2) times height divided by 2

_____ ENGLISH LANGUAGE ARTS - Complete Integrating Knowledge activity using the paired texts you read on Day 31. Then, complete the Critical-Thinking Questions 1-3. You do not have to use RACE, but you MUST use complete sentences and answer all parts of the questions.

_____ SOCIAL STUDIES - Read "Government in Ancient Rome Part 1" and "Government Part 2: Laws and Heroes in Ancient Rome." Answer the questions that go with each section. **Please notice** that the questions are listed below the reading but there is **space to answer them on the next page!**

_____ SCIENCE - Constructed Response: Energy in the Ecosystem

_____ EXPLORE - See explore packet for directions and assignments.

Optional Assignments: The following assignments are optional. We encourage you to complete at least some of these assignments each day.

_____ Read for 20 minutes - either to yourself or to a younger sibling!

_____ Complete lessons in Edmentum

Account: HCBOE2

Login: Lightspeed username (for example, kwhalen2026)

Password: Lightspeed password

_____ Join the NEW NTI Day Google Classrooms and complete the supplemental activities posted there.

Social Studies code: qzaivku

Science code: dadch3d

ELA code: p6yh3ma

Day 33

Kuta Software - Infinite Pre-Algebra

Name _____

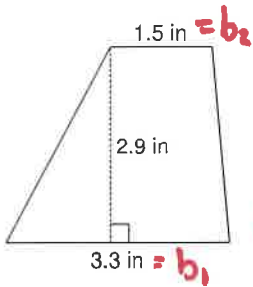
Area of Trapezoids

$$\text{Area} = \frac{(\text{base 1} + \text{base 2}) \times \text{height}}{2}$$

Date _____ Period _____

Find the area of each.

1)



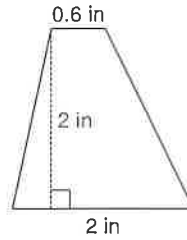
$$A = \frac{(3.3 + 1.5) \times 2.9}{2}$$

$$A = \frac{4.8}{2} \times 2.9$$

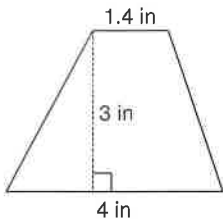
$$A = 2.4 \times 2.9$$

$$A = 6.96 \text{ in}^2$$

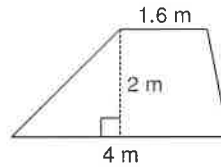
2)



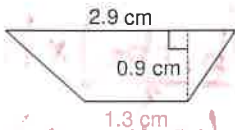
3)



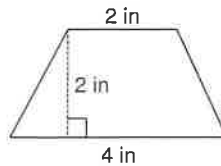
4)

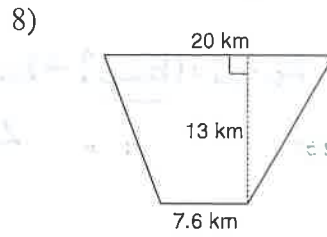
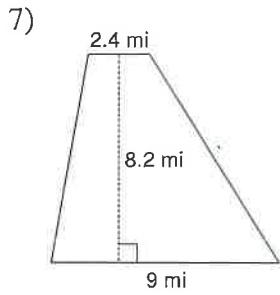


5)



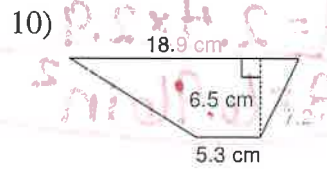
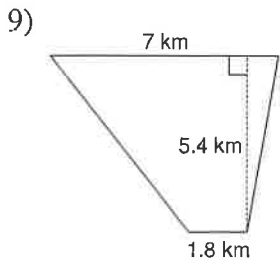
6)





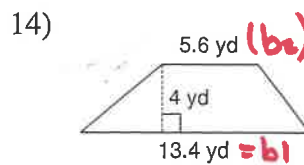
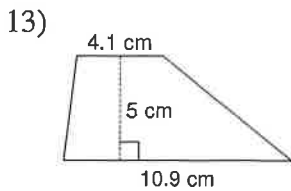
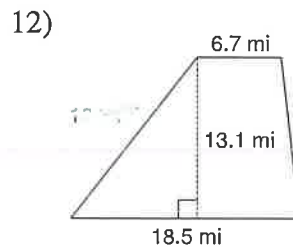
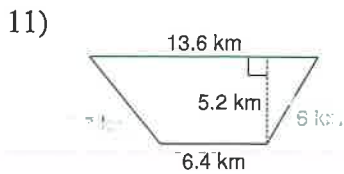
$$P.S \times \frac{(2.4 + 9.0)}{2} = A$$

$$P.S \times \frac{8.2}{2} = A$$



$$P.S \times \frac{H}{2} = A$$

$$P.S \times \frac{6.5}{2} = A$$



$$A = \frac{(b_1 + b_2)}{2} \times h$$

$$A = \frac{(13.4 + 5.6)}{2} \times 4$$

$$A = \frac{19}{2} \times 4$$

$$A = 9.5 \times 4$$

$$A = 38 \text{ yd}^2$$

Name: _____ Date: _____

Integrating Knowledge

Directions: Using details from "Swarms of Terror" and "Growing Up on a Farm," fill in the boxes below to explore how farm life today compares with farm life during the time of Laura Ingalls, in the 1800s. We filled in some information for you. Some boxes may be left blank.

	Farm life in the 1800s	Farm life today
Technology		<ul style="list-style-type: none"> Farmers use computer programs to plan and map their crops and to determine how much herbicide needs to be sprayed (18).
Challenges	<ul style="list-style-type: none"> Laura Ingalls's whole family had to help out on their family's farm every day, and it was hard work (14). 	
Rewards		
Number of farmers in the U.S.	<ul style="list-style-type: none"> In 1870, farmers made up 53 percent of the U.S. labor force (17). 	

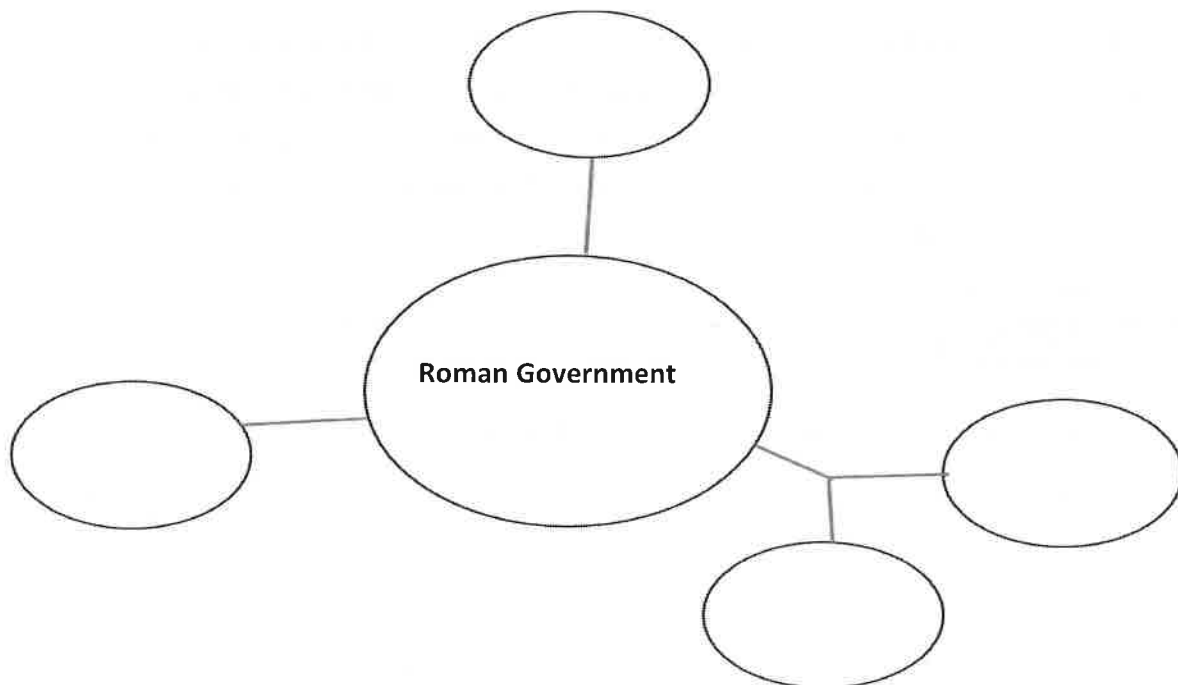
GOVERNMENT IN ANCIENT ROME PART 1

GOVERNMENT- HOW A CIVILIZATION CREATES AN ORGANIZED WAY OF LEADERSHIP.

The Ancient Romans formed a republic where the people elected leaders to govern themselves. In the beginning only the wealthy patricians could hold power. However, it did not take long before the plebeians, or common people, began to want to have a say in their government. The republic was reformed to include a tripartite, three part, government. Each part had its own rights and responsibilities. The first part of the tripartite was the two magistrates. To guarantee against corruption, the two magistrates shared the power and performed the duties of ruling the country. Their term of office was only a year long. The second part of the tripartite was the Senate. The Senate was made up of wealthy, powerful Romans who kept their positions for life. The Senate's responsibility was to advise the leaders. The third part of the tripartite was divided into two different branches. One of the branches was the assembly which had the responsibility of electing the magistrates. The assembly was made up of both patricians and plebeians. The second branch was the tribune. Only plebeians could serve on the tribune. It held the power to veto, which means "I forbid" in Latin. This allowed the tribune to vote down any law or action taken by any other part of the government and made the tribune very powerful.

QUESTIONS TO CONSIDER!

1. Create a chart that shows the different parts of the Roman republic.



GOVERNMENT PART 2: LAWS & HEROES IN ANCIENT ROME

GOVERNMENT AND LAWS - A SET OF RULES OF CONDUCT SET UP BY AN AUTHORITY, CUSTOM OR AGREEMENT.



*Law of Twelve Table displayed
in the Forum.*

To make sure that everyone was treated equally and fairly the Romans wrote down their laws for everyone to see. Because the laws were written on 12 bronze tables or tablets they became known as the Law of Twelve Tables. The laws were then displayed in Rome's Forum, or public meeting place for everyone to see. Therefore, everyone could know the laws.

What kind of laws did the Romans have? One law written stated that "Marriage shall not take place between a patrician and a plebeian." In other words, a rich person could not marry a poor person. Another law about lying called for, "whoever is convicted of speaking false witness shall be flung from Tarpeian Rock." Ouch! Tarpeian Rock is 80 feet tall. That's like falling off an eight story building!

Another part of Roman law was the census, or population count. The Roman's used the census to regulate taxes. Therefore, as the population of Rome grew the more taxes and money the government had to spend.

Ancient Rome is known for its many great heroes that became famous for a number of reasons. Some were military heroes such as Publius Cornelius Scipio Africanus. Scipio, known for his great bravery, is also known for defeating Hannibal and his elephants at the final battle of the Second Punic War. Julius Caesar is perhaps the best known Roman. Besides being a military hero, Julius Caesar made himself dictator of Rome and led the country to grow in size and strength. He also created the calendar we use today naming one of the months after himself, July. Like Julius (his uncle), Augustus further expanded Rome. He ruled in a period called Pax Romana when Romans enjoyed an era of relative peace and prosperity. Under his leadership a network of roads and a postal system were created. He also instated official police and fire fighting services.

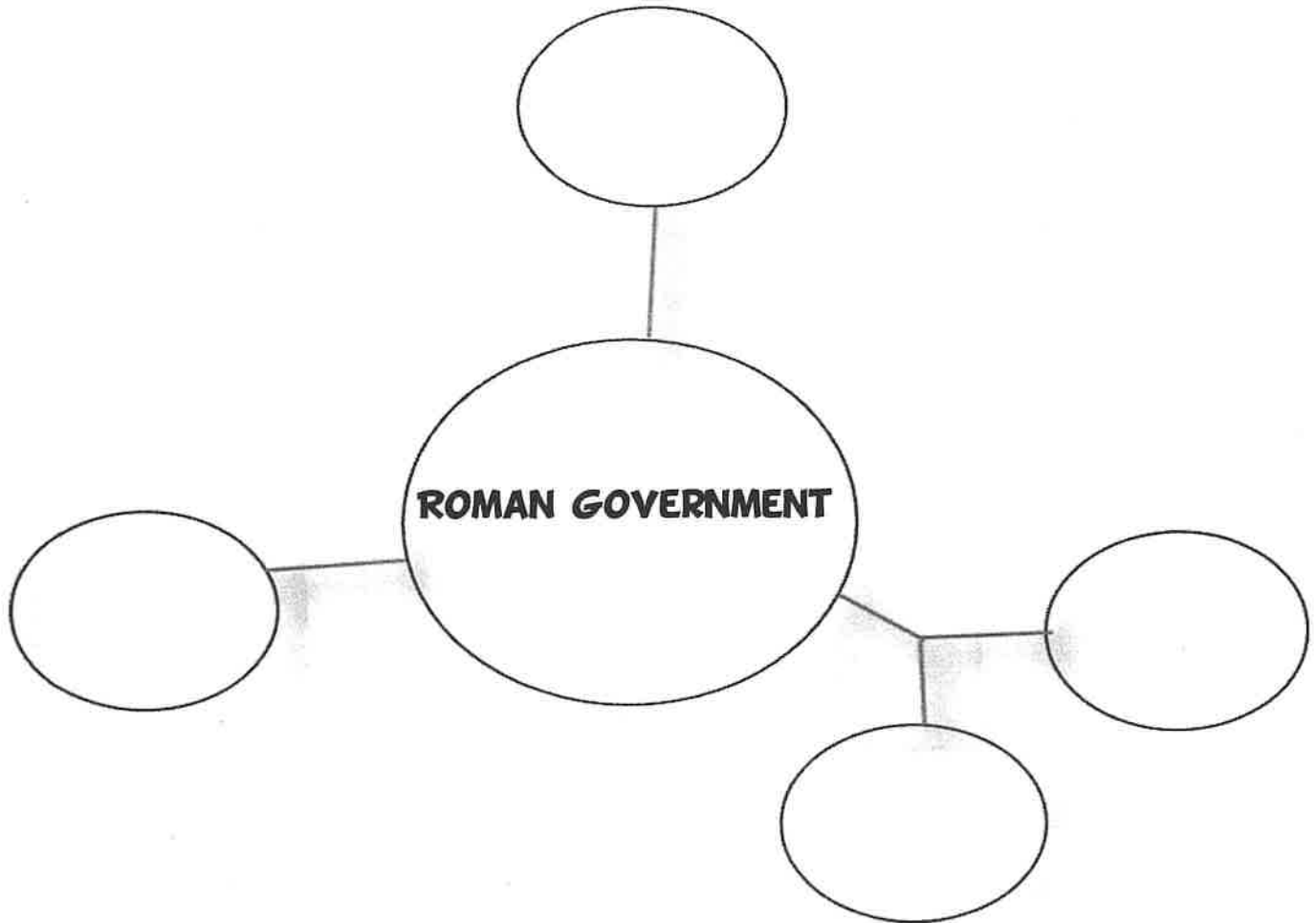
QUESTIONS TO CONSIDER!

1. How were the Romans able to ensure that everyone was treated equally and fairly?
2. Which leader deserves the title "Hero"? Use evidence in the form of a *direct excerpt* from the text to support your answer.

ANCIENT ROME QUESTIONS

GOVERNMENT OF ANCIENT ROME PART 1

1. Create a chart that shows the different parts of the Roman republic.



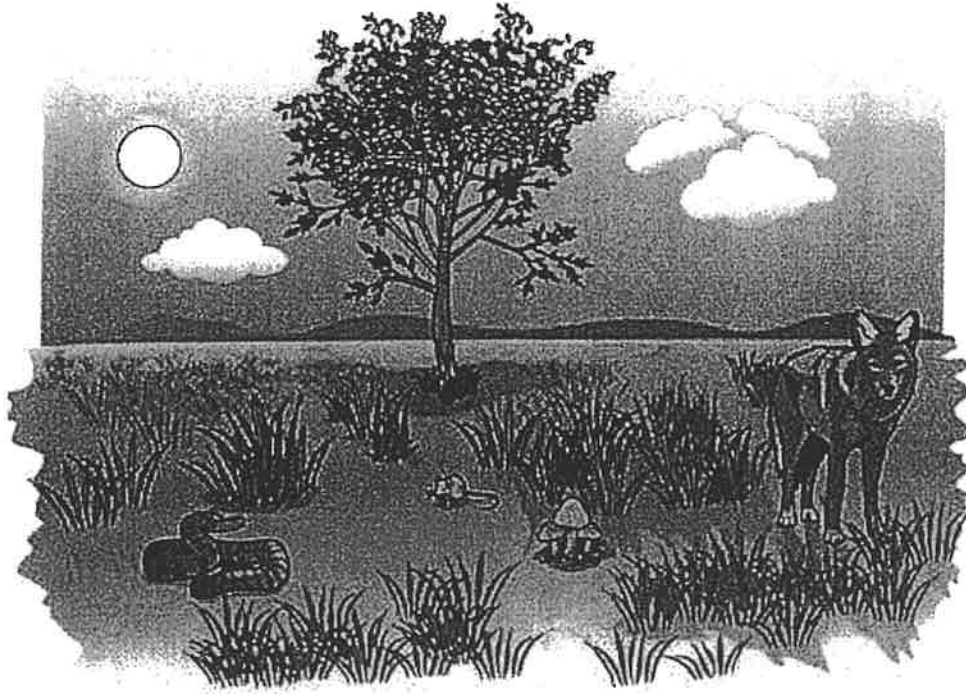
GOVERNMENT PART 2: LAWS & HEROES IN ANCIENT ROME

1. How were the Romans able to ensure that everyone was treated equally and fairly?

2. Which leader deserves the title "Hero"? Use evidence in the form of a direct excerpt from the text to support your answer.

Energy in an Ecosystem

A prairie ecosystem includes many different organisms, such as grasses, coyotes, trees, mushrooms, snakes, and mice, as shown in the picture below. The energy needed by all the organisms in the ecosystem comes from one primary source.



Directions: Use the attached response sheet to completely answer the following.

- Identify the primary source of energy in the prairie ecosystem.
- Identify one producer, one consumer, and one decomposer shown in the picture of the prairie ecosystem.
- Explain how the energy from the primary source you identified in part (a) moves through the prairie ecosystem. Be sure to include producers, consumers, and decomposers in your answer.

2012 K-PREP Extended-Response Space

Do not write outside this box

50.

Handwriting practice area with a grid of lines. The grid consists of 20 horizontal lines, with a double line in the middle. The lines are evenly spaced and cover most of the page area.



6th Grade Maroon and Gold - NTI Day 34 Checklist

Required Assignments: The following assignments should be completed for NTI Day 34. These assignments are required for all students!

_____ MATH - Area of Parallelograms (Area = base times height) and Area of Trapezoids
Use order of operations Area = (base1+base2) times height divided by 2.

_____ ENGLISH LANGUAGE ARTS - Complete the Close-Reading Questions "Swarms of Terror" 1-4. Then, complete Close-Reading Questions "Growing Up on a Farm" 1 & 2.
You do not have to use RACE, but you **MUST** use complete sentences and answer all parts of the questions.

_____ SOCIAL STUDIES - **Today's activity is a 2 day activity for today and tomorrow!** As your final project for Rome, complete the One Pager Activity. Directions are listed on the worksheet and you should complete your One Pager on the back of direction sheet.

_____ SCIENCE - Use the Rock Cycle Diagram to answer the ten followup questions.

_____ EXPLORE - See explore packet for directions and assignments.

Optional Assignments: The following assignments are optional. We encourage you to complete at least some of these assignments each day.

_____ Read for 20 minutes - either to yourself or to a younger sibling!

_____ Complete lessons in Edmentum

Account: HCBOE2

Login: Lightspeed username (for example, kwhalen2026)

Password: Lightspeed password

_____ Join the NEW NTI Day Google Classrooms and complete the supplemental activities posted there.

Social Studies code: qzaivku

Science code: dadch3d

ELA code: p6yh3ma

(Think: which formula do you use for Trapezoids?)

Name _____

Date _____

Finding the Area of Trapezoids and Parallelograms

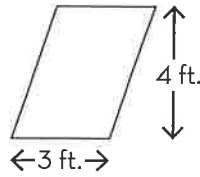
Which formula do you use for parallelogram

Find the area of each quadrilateral. Draw a line to match each answer on the left with one on the right.

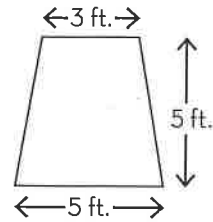
LEFT

RIGHT

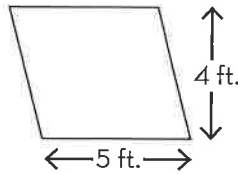
1. Area = _____



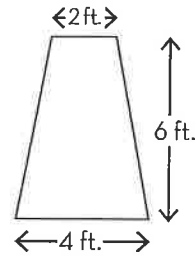
A. Area = _____



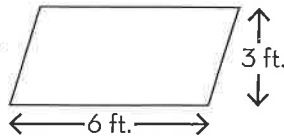
2. Area = _____



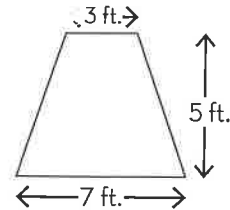
B. Area = _____



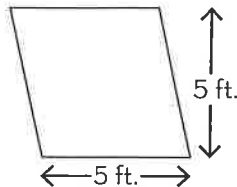
3. Area = _____



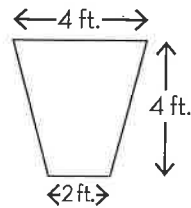
C. Area = _____



4. Area = _____



D. Area = _____



TRIPLE MATCH Challenge

A parallelogram has a height of 6 feet and an area of 72 square feet. What is the measurement of the base? _____

Circle the answers that match above.

Name: _____ Date: _____

Close-Reading Questions

"Swarms of Terror"

1. Describe the purpose of the introduction—the article's opening section. ()

2. In the section "Whir, Click, Buzz," many paragraphs are very short—some are only one sentence long. Why might the author have chosen to use such short paragraphs here?

3. Why did the locust swarms lead to ruin for many families?

4. How does Tarshis characterize pioneer life in the American West?

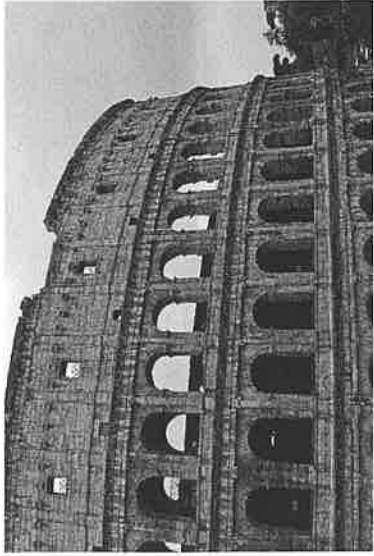
Name: _____ Date: _____

Close-Reading Questions

"Growing Up on a Farm"

1. The introduction states that "surprises from nature can be uncontrollable and devastating" to farmers. How is this idea developed in the essay?

2. What technology used in modern farming does Ryder mention?



Ancient Rome

ONE PAGER DIRECTIONS

Follow the steps below to complete your One Pager. Your One Pager should be neat, colorful, and take up the entire page. All work must be completed on the back of this assignment sheet.

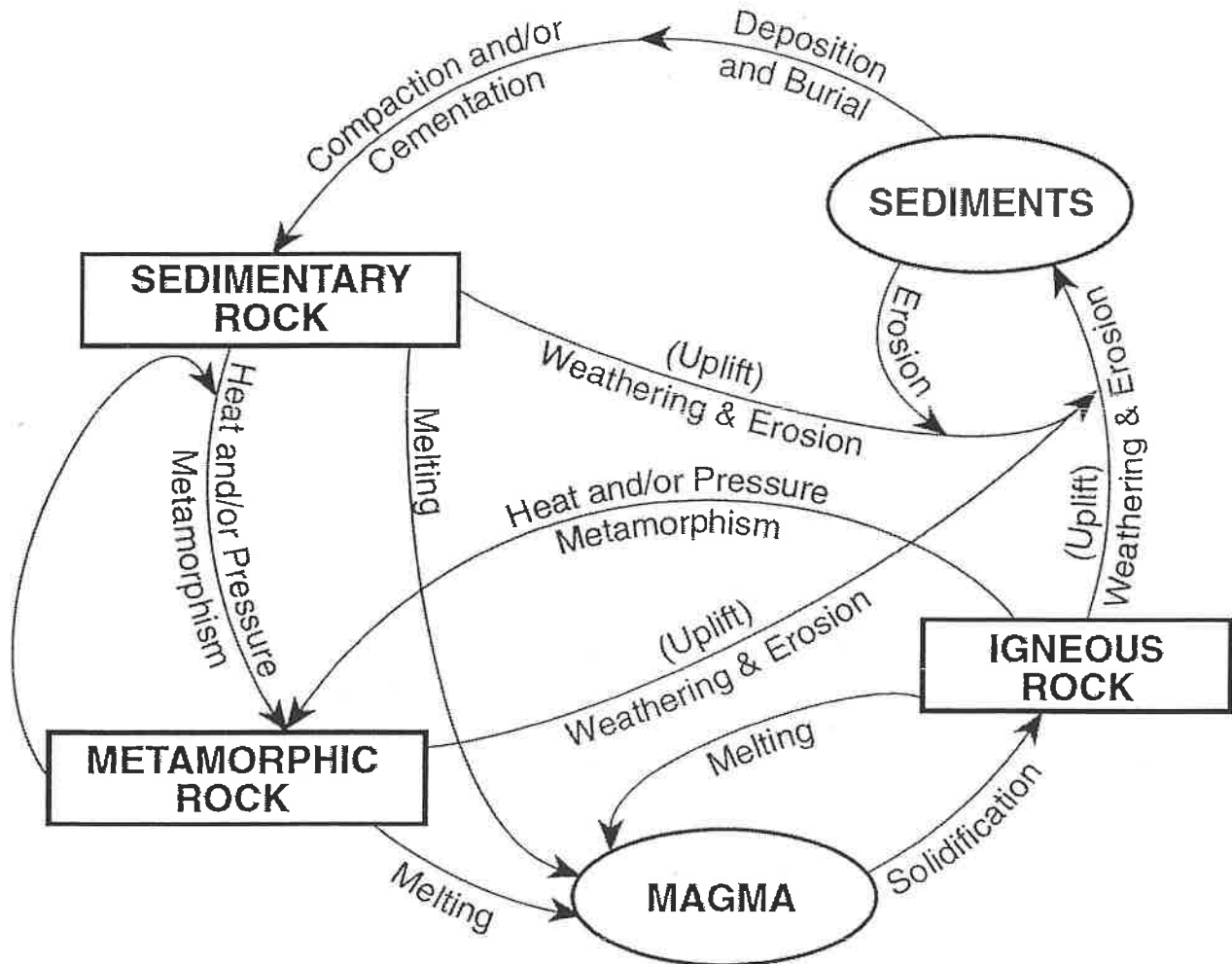
- Write your name on the left hand corner of your paper.
- Create a border that reflects Ancient Rome.
- In large bold or bubble letters, write "Rome" as your title.
- Write 2 of your favorite Ancient Roman inventions and draw images that reflect those inventions.
- Draw and list the name of a key figure from ancient Rome (such as Caesar or Augustus).
- Draw and list the name of a well known Roman monument or building.
- Create a short poem about Rome. This can be as simple as an acrostic poem using the letters R-O-M-E.
- Create 2 questions that you still have about Ancient Rome. These can be about material that you didn't understand or information that you would like to learn.
- Rate how well you understand Ancient Rome by drawing one of the following emojis in the bottom right hand corner.



Name: _____ Date: _____ Period: _____

Rock Cycle Diagram

The Rock Cycle diagram below is an easy-to-read model of how rocks can change over time.



Directions: Use the diagram above to answer the questions below.

1. What are the three classes of rocks?
2. Follow the arrow from sedimentary rock to metamorphic rock. What process is necessary to change a sedimentary rock to a metamorphic rock?

3. Follow the arrow from sediments to sedimentary rock. How do sediments become sedimentary rock?
4. How is magma formed?
5. How does magma become igneous rock?
6. How does igneous rock become metamorphic rock?
7. How does a metamorphic rock become an igneous rock?
8. How are sediments formed?
9. Which process *cannot* happen?
 - a. Igneous rock → heat and or pressure → metamorphic rock
 - b. Igneous rock → weathering and erosion → burial → deposition → cementation → sedimentary rock
 - c. Metamorphic rock → melting → solidification → igneous rock
 - d. Sedimentary rock → melting → solidification → metamorphic rock
10. Can an igneous rock become another igneous rock? If so, how?

6th Grade Maroon and Gold - NTI Day 35 Checklist

Required Assignments: The following assignments should be completed for NTI Day 35. These assignments are required for all students!

_____ MATH - Area of Parallelograms, Triangles, and Trapezoids (Use the correct formula)

_____ ENGLISH LANGUAGE ARTS - Complete the Paired Texts Quiz 1-6 AND Constructed Response Questions. Use the lined paper included to complete questions 7 and 8. **You WILL use RACE for these 2 questions.**

_____ SOCIAL STUDIES - Complete the Ancient Rome One Pager Activity that you started yesterday. Directions are in yesterday's portion of the packet.

_____ SCIENCE - Complete the "Continents Adrift: Constructed Response" using the space provided.

_____ EXPLORE - See explore packet for directions and assignments.

Optional Assignments: The following assignments are optional. We encourage you to complete at least some of these assignments each day.

_____ Read for 20 minutes - either to yourself or to a younger sibling!

_____ Complete lessons in Edmentum

Account: HCBOE2

Login: Lightspeed username (for example, kwhalen2026)

Password: Lightspeed password

_____ Join the NEW NTI Day Google Classrooms and complete the supplemental activities posted there.

Social Studies code: qzaivku

Science code: dadch3d

ELA code: p6yh3ma

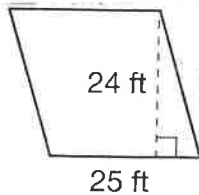
Name _____



Lesson Practice

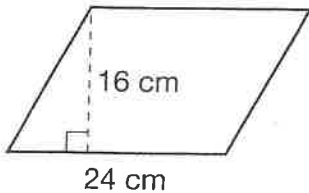
Choose the correct answer.

1. What is the area of this rhombus?



- A. 100 ft^2
 B. 576 ft^2
 C. 600 ft^2
 D. 625 ft^2

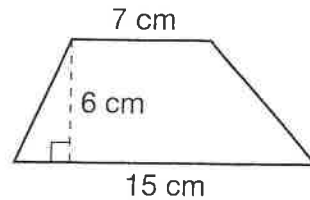
2. What is the area of this parallelogram?



- A. 288 cm^2
 B. 384 cm^2
 C. 504 cm^2
 D. 576 cm^2

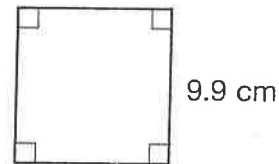
3. Nikki's bedroom is shaped like a rectangle that is 18 feet long and 12 feet wide. She wants to carpet the entire room. How many square feet of carpeting does she need?
- A. 40 square feet
 B. 80 square feet
 C. 108 square feet
 D. 216 square feet

4. What is the area of this trapezoid?



- A. 28 cm^2
 B. 66 cm^2
 C. 132 cm^2
 D. 630 cm^2

5. What is the area of this square?



- A. 3.3 cm^2
 B. 39.6 cm^2
 C. 81.81 cm^2
 D. 98.01 cm^2

6. Lex built a rectangular pen outdoors for his dog Luther. The pen is 36 feet long and 27 feet wide. What is the area of the pen?
- A. 126 ft^2
 B. 486 ft^2
 C. 972 ft^2
 D. $3,969 \text{ ft}^2$

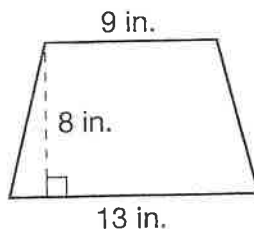
7. Mae's rose garden is in the shape of a trapezoid with a height of 35 feet. The bases of the garden measure 50 feet and 32 feet. What is the area of Mae's rose garden?

- A. $58\frac{1}{2} \text{ ft}^2$
- B. $1,360 \text{ ft}^2$
- C. $1,435 \text{ ft}^2$
- D. $2,870 \text{ ft}^2$

8. The schoolyard at Kenny's school is a square that is 50 yards long on each side. What is the area of the schoolyard?

- A. $2,500 \text{ yd}^2$
- B. $2,000 \text{ yd}^2$
- C. 250 yd^2
- D. 200 yd^2

9. Amanda drew the trapezoid shown below.



- A. What is the area of Amanda's trapezoid? Show your work.

- B. Explain how the formula for the area of a triangle can be used to find the area of Amanda's trapezoid.

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read the articles "Swarms of Terror" and "Growing Up on a Farm." Then answer the questions below.

- In the introduction, author Lauren Tarshis portrays pioneer life in the American West as
 - pleasant and appealing.
 - new and mysterious.
 - difficult and dangerous.
 - simple and boring.
- Which line supports the answer you chose in Question 1?
 - "Minnesota had become the 32nd state less than 20 years earlier, in 1858." (p. 13)
 - "From their one-room house, they could see nothing but miles of flat land covered with tall, waving grass." (p. 13)
 - "The newcomers arrived with high hopes of establishing prosperous farms." (p. 13)
 - "And the family contended with constant threats: deadly fevers, lightning strikes, rattlesnakes, black-out blizzards, wildfires that sent waves of flame racing across the grass." (p. 14)
- On page 13, Tarshis writes that young Laura Ingalls knew "in her gut" that something terrible was about to happen. What does it mean to know something in your gut?
 - to be an expert about it
 - to just know it, even though you can't explain why
 - to be confused about it
 - to have a stomachache
- According to "Swarms of Terror," locusts
 - spread deadly diseases.
 - did not exist until the 1800s.
 - are no longer as large nor as destructive to crops as they once were.
 - are found only in North America.
- The main purpose of the article "Growing Up on a Farm" is to
 - inform readers about the state of Minnesota.
 - give readers a sense of what it's like to live on a farm today.
 - describe the latest high-tech farm machinery.
 - compare corn and soybean crops.
- Both "Swarms of Terror" and "Growing Up on a Farm" support the idea that
 - farming requires hard work and long hours.
 - Rocky Mountain locusts are now extinct.
 - computerized mapping tools make planning easier for farmers.
 - most crops grown in the U.S. are used to feed animals.

* use RACE to answer questions 7 and 8.

Constructed-Response Questions

Directions: Write your answers to the questions below on the back of this paper ~~or type them up on a computer.~~

- What would life have been like for the Ingalls family in the months after the locusts attacked their farm? Use text evidence to support your answer.
- Describe one way farming has stayed the same over the past 150 years. Use details from both "Swarms of Terror" and "Growing Up on a Farm" to support your answer.

Answer #7 below.

Do not write outside this box.

50

STOP

Answer # 8 below.

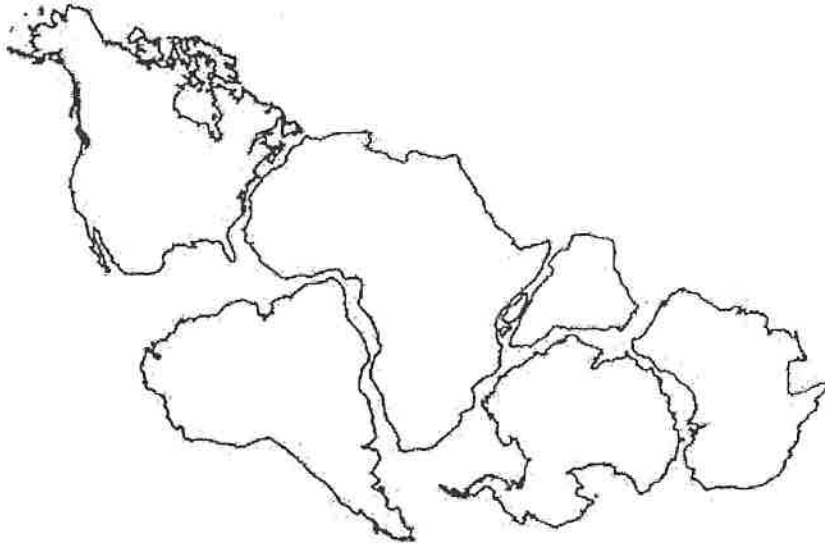
Do not write outside this box

50

STOP

Continents Adrift: Constructed Response

The continents of Earth fit together like a puzzle. The east coast of South America fits closely with the west coast of Africa.



Directions: Use the attached page to answer the following.

Explain why the continents of Earth appear to fit together like a puzzle. In your explanation, be sure to include

- the process responsible for the current position of continents
- other supporting evidence

Write your answer in the space provided.

2012 K-PREP Extended-Response Space

Do not write outside this box

50.



Explore NTI 31-35

Write your 1st of LAST Name :

Baroque Music

Baroque Music

(Print)

George Frederick Handel

George Frederick Handel was born on February 23, 1685, in Halle, Germany. He was not born into a family that was musically centered. Handel's father, a well-known and well-respected barber surgeon, did what he could to extinguish his son's early love for music, putting in its place the preparation for a career in law. But in secret, young George would practice on a small clavichord, and he progressed from playing familiar pieces to composing his own.

When he was seven, George went with his father to the court of a duke. There he played the court organ, and the Duke was so impressed with young Handel's talent that he persuaded the hostian father to allow George to begin music lessons with the organist, Friedrich Zachau, who also taught the boy to play the harpsichord, the organ, the violin, and to compose music. As George studied, his fame spread. By age twelve, he became the assistant organist at Halle.

Although George's father still wanted him to study law, there was no denying the boy's exceptional musical talent. Soon after his father's death, young Handel answered the call of music full time, playing, teaching, and composing in Hamburg. He also traveled to Italy, learning how to compose Italian opera. In 1710, on a trip to England, Handel was so admired and respected there, he decided he would eventually like to become an English subject, which he did. By age 30, Handel was the most popular musician in England. He made most of his money by composing operas, but also tried other styles of writing. Handel developed the oratorio, which was like a short opera, telling a Bible story in a dramatic way. His most famous oratorio was the *Messiah*, a work he took twenty-three days to complete. When King George II of England heard the "Hallelujah Chorus" from the *Messiah*, he was so overcome by emotion that he stood. Audiences to this day continue the tradition.

Handel continued to play the harpsichord and organ, as well as to compose, well into his later years. He had composed 50 operas, 20 oratorios, and chamber and orchestral music, including such well-loved favorites as *Water Music* and *Fireworks Music*. Near the end of his life, Handel became blind, but his blindness did not stop him from creating music. It is quite amazing that he was at the organ for a performance of the *Messiah* eight days before his death on April 14, 1759. He was buried with honor in Westminster Abbey.

Johann Sebastian Bach

On March 21, 1685, Johann Sebastian Bach (BACH) was born in Eisenach, Germany. He was surrounded from birth with music, for most of his relatives were musicians. They would gather for musical "feasts," and the town of Eisenach would be filled with music. Bach seemed destined to become a fine musician.

At an early age, Bach was taught the violin by his father. The young Bach proved to be a talented student. Before Bach was ten, his parents died and Johann went to live with an older brother. Bach continued his musical training, soon perfecting his ability on the clavichord, harpsichord, and organ, and he began to compose his own music. He also sang as a choirboy. By the time he was fifteen, he was ready to leave his brother's home to seek a career as a paid musician.

A teenage Bach became a violinist in Weimar, then a court organist and chamber musician. People were caught up in the cleverness of the accompaniments he played on the organ for hymns, and his fame as an organist spread. While in Weimar, Bach composed music for religious services, including many cantatas. Bach was a religious man, and the depth of his devotion was heard in his works. During this time, Bach composed his famous *Toccatia and Fugue in D minor*.

Bach lived a full family life, fathering twenty children in his two marriages. The Bach home was filled with children, guests, and students who sometimes lived with the family. Of Bach's children, four sons went on to have careers in composition: Wilhelm Friedemann, Carl Philipp Emanuel, Johann Christian Friedrich, and Johann Christian.

Before his move to Leipzig in 1723, he composed Book I of the *Well-Tempered Clavier*, and the six "Brandenburg Concertos." After he moved to Leipzig in 1723 (where he lived the rest of his life), he became the director of music in a school and he wrote music for the churches in the city. It was in Leipzig that he composed such beautiful works as *Magnificat* and *Mass in B minor*.

Bach composed over 1,000 pieces of music. He expressed single moods in many of his pieces, trying to keep the same mood throughout the piece. He tried to express meaning rather than "showing off" the ability of the instruments and voices. He perfected the musical techniques of "figure" (the repeating of a melody by different instruments with some variations) and "counterpoint" (the playing of two or more melodies at the same time). He used his musical talent to serve the church, his employers, and the people around him. Bach's great musical genius earned him the title "Father of Music."

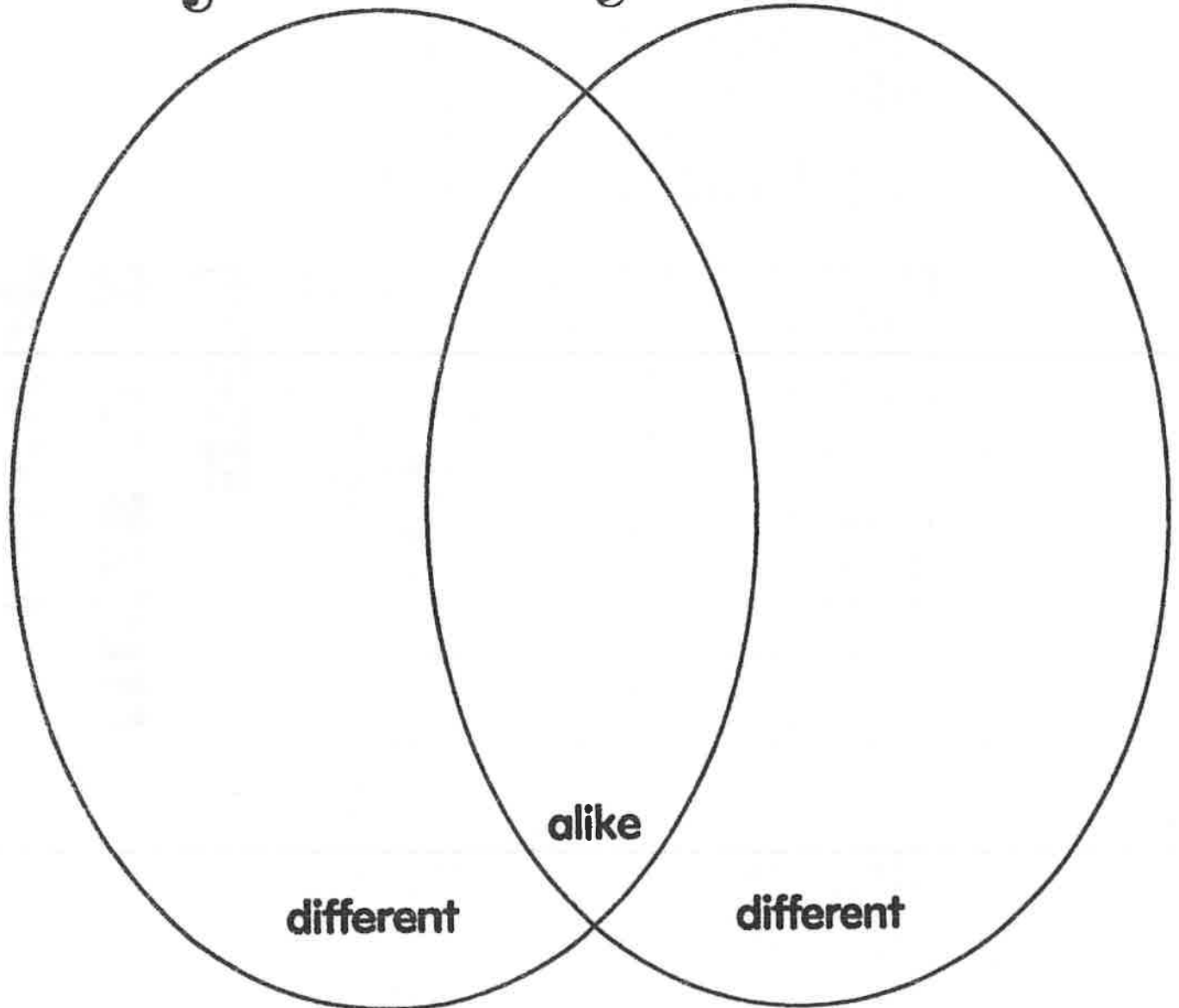
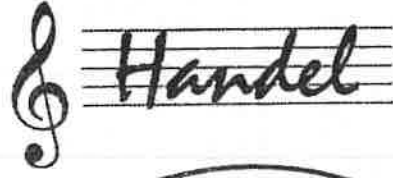
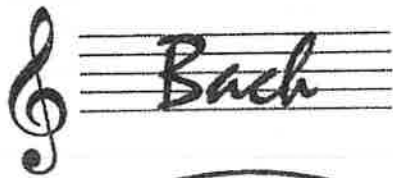
Comparing Composers

It is interesting to compare the lives of two of the great composers of the Baroque period: Handel and Bach. Although their style of composition was quite different, their lives were similar in some ways. Both were born in 1685 in Germany and both were outstanding organists. In addition to biographical information

Use the information from the front to fill in the Venn Diagram with 5 similarities & 5 differences between Bach & Handel.

Activity _____

In the Venn diagram below, write ways in which their lives were alike and ways in which they were different.

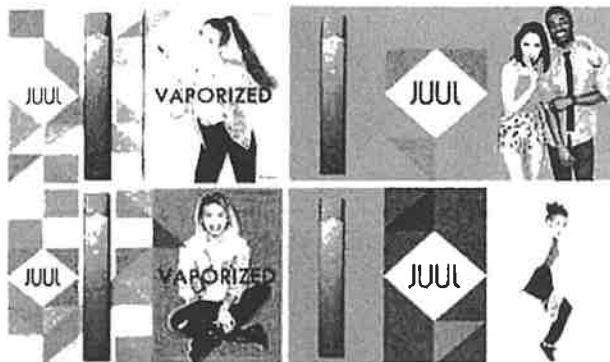


NTI Days

HEALTH

Tuesday April 28, 2020

Dangers of E-Cigarette Use/Vaping



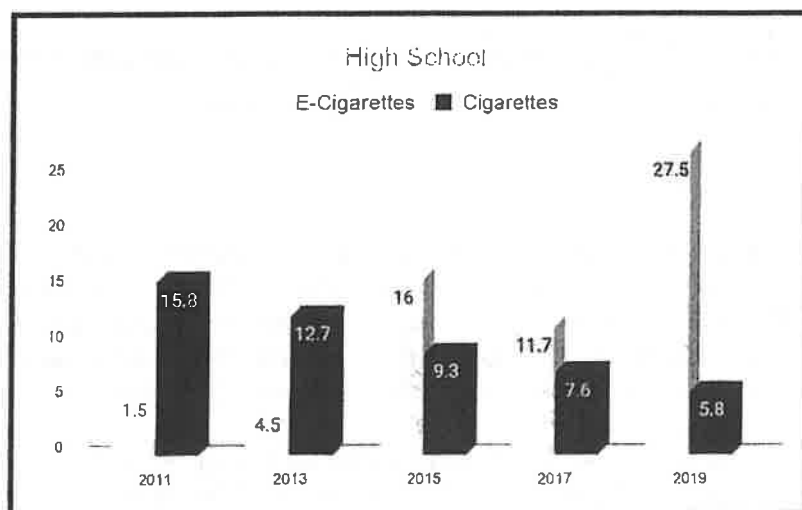
© mblynchfirm.com

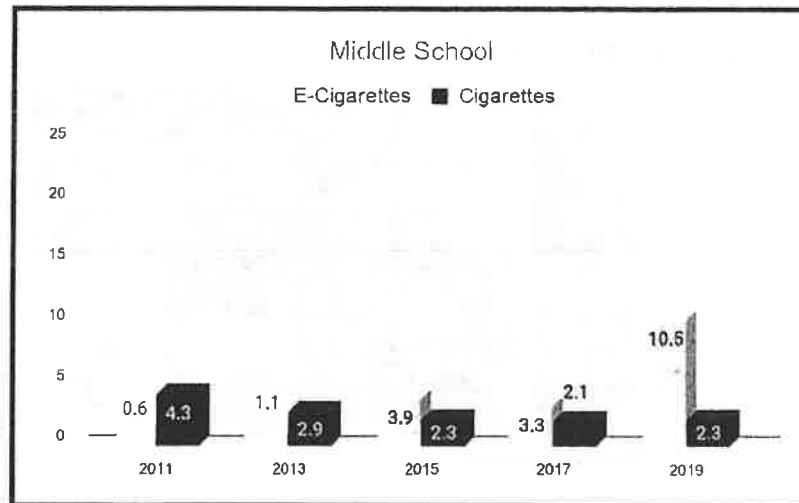
What is an E-Cigarette?

Electronic cigarettes are battery-powered devices that use a heating element to heat a special liquid that is sold in replaceable pods. Many e-liquids come in flavors, making them appealing to kids. E-cigarettes are inhaled like regular cigarettes and produce an aerosol cloud of nicotine and other substances. Currently the most popular e-cigarette among teens is the JUUL, which looks like a USB flash drive and produces little visible aerosol when used. This allows them to be used more discreetly than combustible cigarettes.

E-cigarettes were originally marketed as a safe alternative for smokers wanting to quit the habit. Scientists, however, know very little about the risks associated with them as they have only existed for about 15 years and no testing concerning the long-term effects has been conducted. The Food and Drug Administration (FDA) has found no e-cigarette to be safe and effective in helping smokers quit. In fact, more than half of all adult e-cigarette users continue to use regular cigarettes. Also, because the FDA has not reviewed e-cigarettes or their ingredients, nor has it issued any standards on the products, e-cigarette make-up and effects vary from product to product. American Lung Association, www.lung.org

PERCENTAGE OF STUDENTS WHO REPORTED USING CIGARETTES OR E-CIGARETTES





From Scholastic and the scientists of the National Institute on Drug Abuse, National Institutes of Health, U.S. Dept. of Health and Human Services.

What is in an E-Cigarette?

While no research exists as to the long-term effects of e-cigarette use, researchers do know that e-cigarettes contain many toxic substances. Because there are no guidelines governing the making of e-cigarettes or e-liquid, there is no way to know exactly what is in it. Virtually all e-cigarettes contain nicotine - even those labeled as "nicotine free". Cartridge-based e-cigarettes like JUUL contain nicotine salts that do not produce vapor or visible emissions and may make the product even more addictive.

Other harmful substances found in vape pods include **propylene glycol** (a common food additive which is also used to make antifreeze and paint solvent, among other things); **formaldehyde** (a known carcinogen); **acrolein** (an herbicide primarily used as a weed-killer); **diacetyl** (which is used as a flavoring); heavy metals such as **nickel, tin and lead**; **cadmium** (a toxic metal used to make batteries); **benzene** (volatile organic compound also found in car exhaust); as well as **ultrafine particles** that can be inhaled deep into the lungs. E-cigarettes can also be used for delivery of marijuana and other illicit drugs.

1. American Lung Association, www.lung.org
2. The CDC - https://www.cdc.gov/tobacco/basic_information/e-cigarettes/about-e-cigarettes.html
3. Know the risks: <https://e-cigarettes.surgeongeneral.gov/>
4. Teen Health; <https://kidshealth.org/en/teens/e-cigarettes.html>

Health Impacts of E-Cigarette Use

E-cigarettes are a relatively new product and have not been reviewed by the Food and Drug Administration to determine their impact on lung health. However, in January 2018, the National Academies of Science, Engineering and Medicine released a consensus study from over 800 different studies that made one conclusion clear: due to the harmful nature of many chemicals involved with e-cigarette use, using e-cigarettes causes health risks.

Nicotine: Nicotine is a very addictive stimulant drug. A single vape pod can contain anywhere from 1 to 2 packs of cigarettes worth of nicotine. As a stimulant, nicotine plays a significant role in the development of hypertension (high blood pressure) which can lead to more advanced cardiovascular disease (#1 cause of death in the U.S.).

Research has also shown that nicotine use during adolescence can increase the risk of developing psychiatric disorders and cognitive impairment later in life. Nicotine mostly affects the areas of the brain responsible for attention, memory, learning, and brain plasticity - all of which is still developing well into young adulthood.

Propylene glycol: Propylene glycol is a substance that is commonly used as a food additive that has been declared generally safe for use in foods by U.S. and European food authorities. However, high doses of propylene glycol have been shown to cause hypertension, cardiovascular disease, seizures, and neurological symptoms.

Formaldehyde: In 1987, the U.S. Environmental Protection Agency (EPA) classified formaldehyde as a probable human carcinogen (cancer-causing agent). Since that time, studies have suggested that exposure to formaldehyde is associated with myeloid leukemia in humans.

Acrolein: Acrolein is a common herbicide ingredient found in weed-killers. It is a known upper respiratory tract and eye irritant. Low doses of acrolein can lead to severe respiratory complications while large doses can be lethal.

Diacetyl: Diacetyl is a buttery-flavored chemical originally found in microwavable popcorn. It was removed from popcorn products when workers in microwavable popcorn factories began to develop the respiratory disease bronchiolitis obliterans, also known as "popcorn lung", due to breathing in diacetyl fumes. Bronchiolitis obliterans causes fibrosis, or scarring, of the air sacs in the lungs which leads to narrowing of the airways. Symptoms of the disease are similar to chronic-obstructive pulmonary disease (COPD). Despite being removed from microwavable popcorn, diacetyl is still an ingredient found in most vape pods.

Benzene: Benzene is a volatile organic compound widely used in the U.S. to make plastics, resins, nylon and synthetic fibers, lubricants, dyes, detergents, and pesticides and can also be found in car exhaust. The Dept. of Health and Human Services has determined that long-term exposure to benzene in the air can cause leukemia in humans.

Ultrafine Particles: Using e-cigarettes exposes the user to ultrafine particles that can be inhaled deep into the lungs. A new study by the California Environmental Protection Agency's Office of Environmental Health Hazard Assessment (OEHHA) has shown a correlation between long-term exposure to ultrafine particle air pollution and death from cardiovascular disease, possible COPD, and effects on emotional behavior, learning capability, and neurotransmission.

1. Acrolein - World Health Organization. <https://www.who.int/ipcs/publications/cicad/en/cicad43.pdf>
2. Formaldehyde and Cancer Risk. <https://www.cancer.gov/about-cancer/causes-prevention/risk/substances/formaldehyde/formaldehyde-fact-sheet>
3. From E-Cigs to Tobacco: Here's How Nicotine Affects the Body. <https://www.healthline.com/health-news/heres-how-nicotine-affects-the-body#1>
4. NAM Report- <https://www.nap.edu/resource/24952/012318ecigaretteConclusionsbyEvidence.pdf>
5. Popcorn Lung: A Dangerous Risk of Flavored E-Cigarettes. <https://www.lung.org/blog/popcorn-lung-risk-ecigs>
6. Propylene Glycol in Food: Is This Additive Safe? <https://www.healthline.com/nutrition/propylene-glycol>
7. Study Finds Long-term Exposure to Ultrafine Particle Air Pollution Associated With Death From Heart Disease. <https://oehha.ca.gov/air/press-release/press-release-air/study-finds-long-term-exposure-ultrafine-particle-air-pollution>

E-Cigarettes & Marijuana Use

E-cigarettes are sometimes used for delivery of marijuana and other illicit drugs. Vaping cannabis products is more popular among teens and young adults in part because many believe that it is a healthier alternative to smoking. Some marijuana users prefer the e-cigarette due to the fact that it is smokeless, odorless, and much easier to conceal. Vaping marijuana, however, presents several health risks. Marijuana concentrates, also known as 710 or CBD oil, is a highly potent THC-concentrated mass that looks like honey or butter. These concentrates contain extraordinarily high THC levels ranging from 40 to 80 percent THC (up to 4 times the amount found in high grade marijuana which normally contains about 20 percent THC). The increased THC level found in marijuana concentrates can produce stronger psychoactive effects and can lead to greater risk of paranoia, anxiety, panic attacks, and hallucinations in addition to increases in heart rate and blood pressure.

In addition to the harmful effects of THC, vaping itself can be potentially damaging to the body. Vape fluids use a wide range of ingredients to suspend THC or CBD in order to create the vapor-like aerosol - all of which can be damaging to the lungs. In 2019, several cases of severe lung disease linked to vaping began popping up throughout the U.S. totalling more than 2,300 by November. Everyone who got sick reported a history of vaping with most of those affected reporting using vaping products that contained THC. The majority of the cases were linked to bootleg products containing THC, many of which were bought online. Health officials aren't certain what specific compound caused the lung damage but the evidence suggests that vitamin E acetate may be to blame. As a result, the Centers for Disease Control (CDC) issued a recommendation that people avoid vaping THC products, especially with bootleg or modified vaping devices.

1. Correll, Robyn MPH. Vaporizers Are Not a Safe Way to Smoke Marijuana. <https://www.verywellhealth.com/are-vaporizers-the-safest-way-to-smoke-weed-1124089>
2. The Facts About Marijuana Concentrates. <https://www.justthinktwice.gov/facts-about-marijuana-concentrates>

Top 5 Reasons for Vaping (among middle & high school students)

1. Use by a friend or family member. This reason had the highest response (39%) in a survey conducted by the National Youth Tobacco Survey.
2. They are available in flavors such as mint, candy, fruit, or chocolate. 31% of responders named this as their main reason for vaping.
3. Belief that they are less harmful than other forms of tobacco. 17% chose this as their top reason.
4. To try to quit using tobacco products such as cigarettes.
5. They can be used in areas where other tobacco products, such as cigarettes, are not allowed.

1. Tsai, J, Walton, K, Coleman, BN, et al. Reasons for Electronic Cigarette Use Among Middle and High School Students - National Youth Tobacco Survey, United States, 2016. *MMWR Morb Mortal Wkly Rep* 2018;67:196-200. DOI: <http://dx.doi.org/10.15585/mmwr.mm6706a5>

10 Surprising Facts About E-Cigarettes

1. E-cigarettes and other vaping devices are NOT risk-free.
 - It's generally agreed that e-cigarettes are less harmful than combustible cigarettes, however, recent research indicates that their use can lead to negative health consequences.
2. E-cigarettes contain nicotine, a highly addictive drug with known health risks.
 - Using nicotine, regardless of how it is delivered, increases the risk of addiction - and nicotine addiction is extremely difficult to reverse.
3. Using e-cigarettes is not a proven method for quitting smoking.
 - There is little evidence that e-cigarette use is an effective means to reduce cigarette smoking. The increased amount of nicotine in e-cigarette may actually make it even more difficult to quit smoking.
4. E-cigarettes are not used exclusively by people trying to quit smoking.
 - These devices are becoming increasingly popular with teenagers, including those that had never smoked cigarettes before.
5. E-cigarettes and other vaping devices are frequently used in addition to smoked cigarettes, rather than in place of them.
 - Many smokers use these products in addition to traditional cigarettes - especially at times and in places where smoking is not allowed. This increases their total exposure to nicotine and the harmful effects of other chemicals.
6. Nicotine can affect brain development and functioning in young people.
 - Numerous studies have shown a correlation to adolescent nicotine use and the disruption of brain development, interference of long-term cognitive functioning, and the risk of various mental disorders. The adolescent brain is also more vulnerable to the effects of addictive substances than a fully developed brain.
7. E-cigarettes are not FDA approved.
 - Until recently, manufacturers of e-cigarettes were not bound by FDA safety standards in place for traditional tobacco products and have not been FDA approved. E-cigarette manufacturers are free to project a risk-free image in their advertisements.
8. There is little consistency across different vaping products.
 - Due to limited federal oversight, there is considerable variation in the nature and concentration of ingredients across products which makes it difficult to assess the dangers of any specific product.
9. There is no evidence that the aerosol from e-cigarettes is safe.
 - There are growing concerns over the long-term health effects but, due to the newness of these devices, no long-term studies have been conducted.
10. The spread of e-cigarettes and other devices may be re-normalizing smoking behavior.

1. Richter, L PhD. 10 Surprising Facts About E-Cigarettes - Center on Addiction, 2018.
<https://www.centeronaddiction.org/e-cigarettes/about-e-cigarettes/10-surprising-facts-about-e-cigarettes>

Vaping & the Economy

By 2017, vape company Juul had captured 75% of the e-cigarette market after just three years in existence. The company was averaging \$1.5 billion dollars of revenue and had positioned itself as a major enemy to the Big Tobacco companies. In December of 2018, the Altria group (parent company of Marlboro cigarettes) invested \$12.8 billion in Juul to seize control of 35% of the company. At that time, Juul was valued at \$38 billion. As part of the deal, Altria agreed to give Juul top-shelf marketing space allowing Juul pods to be displayed alongside Marlboro cigarettes in stores and gas stations throughout the U.S.

Soon after Altria group's stock purchase of Juul, public health officials including FDA Commissioner Scott Gottlieb and U.S. Surgeon General Jerome Adams called youth e-cigarette use an epidemic and targeted Juul for most of the blame due to its marketing efforts aimed at teens. Juul began facing some of the same regulatory and financial pressures that Big Tobacco companies had been subjected to for decades. The resulting regulatory pressures have led to slumping sales and vape bans in some states. In January 2020, Altria group reported a net loss of \$1.8 billion for the fourth quarter of 2019. Juul's total value is now estimated to be around \$12 billion which is \$800 million less than what Altria spent in purchasing just 35% of the company only one year ago.

1. LaVito, A. Tobacco Giant Altria Takes 35% Stake in Juul, Valuing E-cigarette Company at \$38 Billion. Dec. 20, 2018. <https://www.cnbc.com/2018/12/20/altria-takes-stake-in-juul-a-pivotal-moment-for-the-e-cigarette-maker.html>
2. Linnane, C. Altria Stock Slammed as Juul Stake Leads to Another Multi-billion Charge. Jan. 31, 2020. <https://www.marketwatch.com/story/altria-stock-slammed-as-juul-stake-leads-to-another-multi-billion-charge-2020-01-30>

Answer the following questions using the dangers of e-cigarette use/vaping notes.

1. What is currently the most popular e-cigarette among teens?

- A. blue B. Juul C. MarkTen D. VUSE

2. Which statement is NOT true?

- A. E-cigarettes have been tested & approved by the FDA.
 B. More than half of all adult e-cigarette users continue to use regular cigarettes.
 C. There is little consistency in the nature of ingredients across different vape products.
 D. Using e-cigarettes is not a proven method for quitting tobacco use.

3. A single vape pod can contain the amount of nicotine equivalent to:

- A. 1 to 2 cigarettes C. 1-2 packs of cigarettes
 B. half a pack of cigarettes D. 3-4 packs of cigarettes

4. What is the number one reason for vaping given by middle and high school students?
- A. belief that they are less harmful than combustible cigarettes
 - B. they are offered in a variety of flavors
 - C. they are easier to conceal
 - D. use by a friend or family member
5. Using an e-cigarette to vape marijuana concentrates is especially dangerous because:
- A. it exposes the user to extremely high levels of THC.
 - B. it can produce stronger psychoactive effects.
 - C. it can cause increases in heart rate & blood pressure.
 - D. all of the above are correct.
6. What were e-cigarettes originally marketed as a replacement for?
7. Use the two graphs titled "PERCENTAGE OF STUDENTS WHO REPORTED USING CIGARETTES OR E-CIGARETTES" to compare and contrast cigarette and e-cigarette use among both middle and high school students.

In which population of students is e-cigarette use higher? Why do you think that is the case?

What happened to the percentage of high school students using e-cigarettes from 2011 to 2019? Compare that change to the trend of cigarette use for high school students during the same time period.

What happened to the percentage of middle school students using e-cigarettes from 2011 to 2019? Compare that change to the trend of cigarette use for middle school students during the same time period.

8. How does nicotine exposure affect the developing adolescent brain?
9. How does overexposure to propylene glycol affect the human body?

10. What are some of the harmful effects caused by overexposure to formaldehyde?

11. What serious health problems can be attributed to overexposure to acrolein?

12. What effect does diacetyl have on the lungs?

13. What health problems can be caused by exposure to benzene?

14. How do ultrafine particles produced by e-cigarettes affect the human body?

15. Why do you believe the tobacco giant Altria spent \$12.8 billion in 2018 to buy a 35% share of the e-cigarette company Juul?

PE NTI ACTIVITY DAYS 31-35

You will need the following information to complete today's activity!

Healthy Fitness Zone

This Healthy Fitness Zone® indicates that the student is considered to be fit enough for good overall health. Most students who are regularly active should be able to score within or above the Healthy Fitness Zone on most FitnessGram assessments.

Needs Improvement

This zone indicates a potential for future health risks if fitness doesn't improve. Increased activity as well as eating a healthy, controlled diet could delay or reverse this potential risk. Students in the Needs Improvement Zone will see messaging on their FitnessGram Student Reports explaining how they can move into the Healthy Fitness Zone.

Health Risk

The Health Risk zone suggests that the student has a probability for future health problems if they don't improve their physical fitness. The need for increased activity and eating a healthy diet is more urgent for students in this category than those in the Needs Improvement Zone.

DIRECTIONS: After reviewing the information above as well as the chart on the next page, you will choose one of the Fitnessgram tests to complete today! In order to complete the Pacer test you must have access to the internet to play the test on you tube at the following link:

https://www.youtube.com/watch?v=8_iQKh86wnw

Please note, it is the 15 METER PACER test, not 20. This means you will also need to be able to mark this distance in your yard in order to complete this test at home. **DO NOT DO THIS IN THE ROAD.**

The curl up test is similar to the situp test, but hands are straight down at your sides and you do not come all the way up (it feels more like a crunch). Feet stay flat on the floor with a bend at the knee and the head

touches the ground after each repetition. At a consistent pace, count how many you complete without breaking form. A video demonstration can be found here: <https://youtu.be/e6D6uRIfK7M>

The pushup test is not timed but rather gauges how many pushups you can complete in a row (no stopping or breaks!) while using proper form! <https://youtu.be/KIcU-Qaf0Bg>

The sit and reach test tests flexibility by gauging how far you can reach while in a pike position with knees flat to the ground and arms/hands even with one another. A video on how to create a sit and reach box at home can be found here: <https://youtu.be/JMy096RH9Gc> It shows an actual cardboard box and ruler being used, but you can also use tape on the floor and a measuring tape as well!

You may notice the healthy fitness zones on the charts on the next pages reflect lower numbers than what you may be used to. They encourage exact correct form on each repetition or the test is over!

FITNESSGRAM Performance Standards

Males

Healthy Fitness Zones (HFZ)

Cardiorespiratory Endurance

Age	15m PACER Laps	Aerobic Capacity (VO ₂ Max)
10	21	40.2
11	25	40.2
12	30	40.3
13	38	41.1

Muscular Strength, Muscular Endurance, and Flexibility

Age	Curl-Ups # completed	Push-Ups # completed	Back-Saver Sit & Reach
5	≥ 2	≥ 3	8 in
6	≥ 2	≥ 3	8 in
7	≥ 4	≥ 4	8 in
8	≥ 6	≥ 5	8 in
9	≥ 9	≥ 6	8 in
10	≥ 12	≥ 7	8 in
11	≥ 15	≥ 8	8 in
12	≥ 18	≥ 10	8 in
13	≥ 21	≥ 12	8 in

FITNESSGRAM Performance Standards

Females

Healthy Fitness Zones (HFZ)

Cardiorespiratory Endurance

Age	15m PACER Laps	Aerobic Capacity (VO ₂ Max)
10	21	40.2
11	25	40.2
12	30	40.1
13	32	39.7

Muscular Strength, Muscular Endurance, and Flexibility

Age	Curl-Ups # completed	Push-Ups # completed	Back-Saver Sit & Reach
5	≥ 2	≥ 3	9 in
6	≥ 2	≥ 3	9 in
7	≥ 4	≥ 4	9 in
8	≥ 6	≥ 5	9 in
9	≥ 9	≥ 6	9 in
10	≥ 12	≥ 7	9 in
11	≥ 15	≥ 7	10 in
12	≥ 18	≥ 7	10 in
13	≥ 18	≥ 7	10 in

Portfolio Foal Setting and Reflection Page

Name: _____ Date: _____

What Fitnessgram Assessment will you be working on today? (Check one)

Push up

Curl Up

Sit and Reach

15M Pacer test

What is your benchmark score? (This is the score you SHOULD based on your age and gender found on the previous charts)

_____ Laps, reps, or inches

What is your goal score in order to approach the healthy fitness zone and beyond? (This is the score you WANT to reach based on individual ability level)

_____ Laps, reps, or inches

What activities could you do in order to achieve this goal or improve your performance further?

What was your score? _____ laps, reps, or inches

How do you feel about having achieved your goal or if you did not reach it when will you try again?

If you did not achieve your goal, why do you think this happened?

Forms of Art - Symbolism

by ReadWorks



***Directions:** Read the passage then answer the questions.

In the 1800s, a lot of writing in France had the same structure and patterns. Some writers responded by starting a movement called Symbolism. These writers were also responding to the way that the people around them thought. A lot of the people around them thought that logic and reason were important.

People in the Symbolist movement thought that feelings were also important. The movement spread to countries outside of France. It spread to countries in Europe and North America as well. It had an effect on a lot of artists. Some of them were painters.

Lots of painters were angry and frustrated. They were frustrated with art that tried to copy the world around it. Symbolist painters wanted art to show their thoughts and feelings instead.

They did not paint what they saw around them. Instead they painted images that were

symbols, or signs. The images showed what the painters thought and felt.

Look at the picture that is included with this article. It is a painting called *The Scream*. It is a prime example of Symbolism. It shows how the artist who painted it felt. It shows that he was frustrated.

Symbolist painters used line and color in new ways. Some of the painters also made the people in their paintings look strange. Doing these things helped the artists show their feelings in their paintings.

Additional Information

This resource video may also be useful to watch to help you better understand the work of art *The Scream* by Edvard Munch. If you have access to the internet follow the link below to watch the short video.

https://youtu.be/aUclH6P_hik

If you prefer to complete this entire assignment online you may do so by going to Mrs. Pulliam's NTI google classroom. Just sign in to your google classroom account using your school email. Next use this code to join this classroom: vxv5b47 You will find art NTI lessons 11-35 here. For this assignment open lesson NTI lesson 31-35 & follow the directions.

ADDITIONAL WAYS TO FIND MORE RESOURCES FROM MRS. PULLIAM:

RESOURCES AND HOW TO CONNECT:

- REMIND-<https://www.remind.com/join/bbkk38>
- ARTSONIA-Access Code: NBZŴ-YBSB
- NTI-GOOGLE CLASSROOM CODE-vxv5b47
- FACEBOOK-<https://www.facebook.com/debbie.pulliam.37>
- MRS. PULLIAM'S WEBSITE-<https://sites.google.com/harrison.kyschools.us/hcmsart/home>

Name: _____ Date: _____

1. Which painting does the text state is a prime example of Symbolism?

- A. Edvard Munch's *Melancholy*
- B. Edvard Munch's *The Scream*
- C. René Magritte's *The Son of Man*
- D. Edgar Degas's *Dancing Class*

2. What does the text describe?

- A. Edvard Munch's personal life
- B. how the Symbolist movement differed from other artistic movements
- C. how Symbolist painters expressed their feelings and thoughts in their paintings
- D. the difference between Symbolist painters of the past and modern Symbolist painters

3. Read the following sentences from the text:

"Many painters were feeling frustrated with creating art to mimic reality. Instead of painting exactly what they saw, Symbolist painters felt their paintings should be a visual outlet for their inner feelings and thoughts. To do this, they often painted mystical or loosely defined images as symbolic imagery to express themselves."

Based on this information, how can Symbolist paintings best be described?

- A. They represent a certain idea or belief.
- B. They accurately depict reality.
- C. They only show humans expressing a certain emotion.
- D. They show images unfamiliar to most people.

4. Why does the author explain what kinds of images Symbolist painters painted?

- A. to compare Symbolist art to Symbolist literature
- B. to show how Symbolist art changes as it spread throughout Europe and North America
- C. to explain why some people are confused by Symbolist art
- D. to highlight the fact that Symbolist painters wanted to express themselves as opposed to mimic reality

5. What is the main idea of this text?

- A. Edvard Munch's *The Scream* shows us how frustrated the artist is on the inside.
- B. Symbolism became a way for artists to express their inner thoughts and feelings.
- C. The Symbolist movement started with French writers in response to the rigid structure of writing.
- D. French writers responded to society's age of reason and value of material things with the Symbolist movement.

6. Describe Edvard Munch's painting *The Scream* using at least three details to support your answer.

7. Explain why Edvard Munch's painting *The Scream* is a good example of Symbolism. Use evidence from both the painting and the text to support your answer.

8. Choose the word or phrase that best completes the sentence.

Symbolist painters felt their paintings should be a visual outlet for their inner feelings and thoughts. _____, they often painted mystical or loosely defined images as symbolic imagery to express themselves.

- A. However
- B. Namely
- C. Otherwise
- D. As a result

Agriculture and Society

What Is Agriculture and How Does It Affects Us All?

MSAGED8-1: Students will identify why agriculture is important and describe some things it provides us with

All In One Lessons from One Less Thing

Agriculture is a Science

- Science is defined as the study of natural occurrences.
- **Agriculture is the science and management of those natural occurrences that produce food, fiber, and natural resources.**
- Agriculture includes the growing, managing, and harvesting of plants and animals for use by people.
- It is made up of lots of different businesses and together they are the agriculture industry.

Advantages of American Agriculture

- The Americas have an ideal climate for growing crops/raising animals.
- There are nutrient rich soils there.
- The developed transportation system allows for easy movement of plants/animals.
- There has been a lot of technologies and inventions developed that help make agricultural tasks easier.

The success and wealth of the United States can be connected to the strength of our agriculture industry.

A Better Product at a Lower Cost

- American people have cheaper and safer food than many other people around the globe.
- Americans spend **only about 9.7%** of their yearly income for food.
- In other countries, people can spend **up to 50%** of their annual income on food alone.

Got Food? Thank a Farmer

- Currently, one American farmer produces enough food to feed **over 160 people**. (In the 1930s, they could only feed around 4.)
- Since American farmers can efficiently feed so many people, other citizens are able to work in many different jobs.
- If farmers were not able to produce large amounts of food, everyone would be responsible for growing or gathering their own food.

Plants and Their Many Uses

- 1.**Food:** Plants are our main source of food and processed ingredients for us and for the animals we eat and use.
- 2.**Fiber:** Plant fibers (cotton, wood, etc.) are used for clothing and other products (such as paper and packaging).
- 3.**Shelter:** Most of the trees harvested for wood have been planted and maintained by tree farmers.
- 4.**Medicine:** Many plants are used in the manufacturing of medicine; for example the heart drug Digitalis is made from Foxglove plants.

Everyday Uses for Animals

1. **Food:** Most of the animals produced in the U.S. are raised for food.
2. **Clothing:** Hides are used for leather and the wool from sheep and goats is spun into yarn.
3. **Household Items:** Most are made from animal by-products. These include items used to make things like detergents, candles and even plastics.
4. **Medicine and Research:** Animals and animal by-products are used in the manufacture of medicines and new remedies are developed through research.

Food Products From Animals

- **Beef cattle:** steaks, hamburger, roasts, and other meat products
- **Dairy cattle:** fluid milk for drinking and the production of cheese, butter, yogurt, ice cream, and other dairy products
- **Pigs:** meat (pork) such as ham, sausage, bacon, ribs, and pork chops.
- **Poultry (birds) Industry:** meat and eggs from chickens, turkeys, ducks, and other poultry animals
- **Sheep and Goats:** meat and milk (The meat from sheep is called lamb or mutton.)
- **Aquaculture:** fish, shellfish, and other aquatic animals are grown on farms

Medicines From Animals

- Insulin for diabetics is made from a chemical produced by the pancreas in swine (pigs) and cattle animals.
- Pig skin is used in skin grafts for burn victims to help repair the damage from the burns.
- Milk proteins help make bandaids stick.
- Research is also being performed on transplants of organs like the heart from pigs to humans.

Overall Agriculture is a Global Market Place

Some of the commodities (goods) previously discussed are shipped to other countries for their use. We then may receive other items from them in return that we do not have here.

- A **commodity** is a raw material or primary agricultural product that can be bought and sold.
- An **export** is a commodity that is grown in the United States and shipped to another country.
- An **import** is a commodity that is purchased from another country and shipped to the United States.

Ag and Society Guided Notes

Name _____

Class _____

Date _____

1. Agriculture is a... _____

2. Name two reasons America has an advantage in agriculture.

3. Americans spend _____ of their yearly income on food which is much less than people in other countries.

4. One American farmer can feed _____ people.

5. The four main uses of plants are...

6. What else are plant fibers used for besides clothing?

7. Two other everyday uses for animals other than food and clothing are...

8. Meat from sheep is called lamb or _____.
9. What is the term for farming aquatic animals?

10. A raw material or product that can be bought and sold is a...

11. A product or material shipped out of the country is an...

12. A product or material brought into the country is an...
