*Name _____

8th GRADE Original

NTI Packets: 31-35

8th Maroon & Gold

April 27-May 1st

Student Name: _____

Teachers:
Mrs. Koch & Mrs. Lemons: Reading
Ms. Herrington & Mr. Persinger: Math
Mr. Case & Mr. McEwan: Social Studies
Ms. Hanrahan & Ms. Klausman: Science
Mrs. Thomas & Mrs. Doyle: Resource

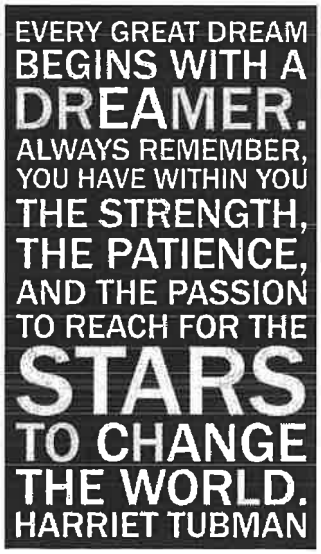
Please put your name on each subject and all your work you turn in :)

Attached you will find work for each day 26-30. You will have a reading, math, social studies, science, and explore class assignment for EACH DAY! Therefore, take it day by day! Everything is broken down for you by subject and by days. So, read each subject's cover sheet to know exactly what assignment you need to do EACH NEW DAY. If you are confused or need help, please email any of your teachers, call the school (859-234-7123) or text/call Mrs. Lemons (859-298-4048) or Mr. Case (859-771-3945).

WE TRULY ENJOYED OUR YEAR WITH EACH OF YOU! YOU HAVE BEEN A BLESSING TO US AND WE MISS YOU EVERYDAY!! PLEASE CONTACT ANY OF YOUR TEACHERS IF YOU NEED HELP WITH YOUR WORK. WE ARE HERE FOR YOU!

#dontforgetus #thesehallsarelonelywithoutourkids
#wemissourstudents #staysafewashyourhands

Be real
BE YOURSELF
BE UNIQUE
Be true
BE HONEST
BE HUMBLE
Be happy



Choice Menu: Language Arts NTI #31-35 **NAME**: _____

Directions: Pick any **5** activities from the menu below. You will have 5 days to complete 3 activities! I have included blank sheets of paper for you to use if needed. If you need any other supplies, please email or contact Mrs. Koch or Mrs. Lemons. PLEASE PUT YOUR NAME ON ALL WORK YOU TURN IN!!###@@@*****PLEASE PUT NAME ON WORK :) :) ##****!!!.

*Indicate choice # on your work #

1 **Brochure-** Create a brochure to inform people about the 8th grade Language Arts. You should include important content covered, the format of the class, and materials needed. You should also include at least one illustration/picture for each section.	2 **Interview-** Choose an essential worker to interview by phone, facetime, or zoom. . (This can be family members that are still working!) Create 10 essential questions to ask them about their experiences during the COVID-19 pandemic. (Try to ask questions that highlight the positive and negative aspects of their experience.)	3 **Teach a Lesson-** Teach a lesson about your favorite story you have read in class this year! Discuss the characters, plot, and theme of the story. Some stories that you might consider: "Death By Scrabble" "Fall of the House of Usher" "Ransom of Red Chief "A Christmas Carol" "The Drummer Boy of Shiloh"
4 **Journal-** Reflect about your time at home during the COVID-19 virus. Your journal should address the following: -How you used your time -How you entertained yourself -Typical daily routine -Positive/Negative aspects of your experience - How did you communicate with others **** See back for additional info****	5 **Prediction-** Write a 3.8 paragraph that predicts how things will change once we are out of the COVID-19 shut down. Suggestions: -3 safety changes -3 economical changes -3 hardships -3 family changes -3 hobby changes	6 **Stay Home KY-** Create an advertisement poster that informs readers as to why they should stay home and stay safe. The poster should contain illustrations about human safety during COVID-19. Also, write a paragraph on the back explaining who the advertisement appeals to and why. If possible, color and add a creative touch to your poster making it appealing to viewers.
7 **Internal and External Conflict -** List real world examples of conflicts that you have experienced or that you have witnessed in news coverage since you have been home due to COVID 19. You will need to have an example for Man Vs. Self, Man Vs. Man, Man Vs. Society, and Man Vs. Nature. Be sure to explain each example	8 **Fun to Say Words-** Define, write the part of speech and an example sentence for the following Fun to Say Words: bamboozle, flabbergasted, discombobulate, shenanigans,kerfuffle, brouhaha, skedaddle, malarkey ***Enrichment/ OPTIONAL:** As fun as the words are to say, how do you picture them? Create an illustration or cartoon clip of the words. Have fun!	9 **Thinking of You Greeting Card-** Create an uplifting greeting card for a resident at a local nursing home. Write a friendly letter to the person to let them know you are thinking of them as they cannot have visitors and are alone during this stressful time. Decorate your card and make it appealing for the patient. Turn in with your NTI work, teachers will deliver to nursing home.Make sure you sign your name to the letter!

*Name _____

*We love & Miss You so much! We miss seeing you!
Mrs. Koch & Mrs. Lemons

EXTENDED OPTIONAL ACTIVITY: (THIS IS VOLUNTEER ONLY!!)

Use the following link to make your journal part of Harrison County's History!!

http://cynthianalibrary.org/history-as-it-happens/

Harrison County's "History As it Happens" Community Project

Because we are now living in historic times, we would like to encourage all Harrison County residents to contribute to a file we will create about living in Harrison County during the COVID-19 pandemic. We are interested in your thoughts, feelings, and experiences. Write either on paper or electronically, whichever is your preference. You can contribute as much or as little as you wish. Once we know when the library will re-open, we will announce that we are taking contributions. After the library has an opportunity to curate the documents this file will be available to the public.

Visit the website for helpful suggestions and more details. Please let your journey be a part of Harrison County's History!!

Name:

* Blank paper if needed for your Menu Choices:

Name:
Paper for Reading assingments, if needed

NTI Days 31 - 35 Math Assignments

Topic: General Review

Name:

Day 31: Analyzing Linear Functions (from words)

Day 32: Geometry Vocabulary Review

Day 33: Writing Linear Equations (from a table)

Day 34: Functions Vocabulary Review

Day 35: Analyzing Functions (from a graph)

Comments:

All of these assignments were chosen based off of content that has already been covered in class this year.

If you have any questions, you can contact Ms. Herrington four different ways:

1. Message on Remind101 (Send @hbc3c8 to 81010 to join)
2. Text: (859) 749-6499
3. Email: melody.herrington@harrison.kyschools.us
4. Join Ms. Herrington on Zoom at 1:00 pm on Monday and Wednesday. This will be a joint meeting with Ms. Hanrahan. Make sure to join my Remind group so I can send you the meeting password for each session.

   Use Personal Meeting ID: 582 581 2645

Mr. Persinger can be contacted two different ways:

1. Email: Rodney.persinger@harrison.kyschools.us
2. Phone: (859) 234-7123 (leave message with front desk)

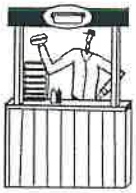
Day 31 Name:

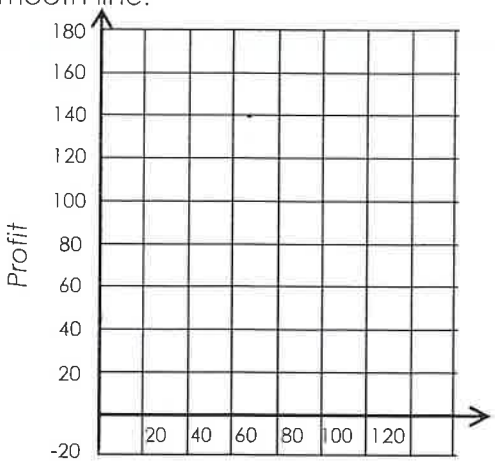
Problem #3

Mark sells hot dogs from a hotdog cart. He pays the cart owner $20 ~~per night for~~ to use the cart. He sells each hotdog for $2.00.

7. Complete the table below that shows Mark's profit if he sells 0, 20, 40 ….,100 hotdogs. Then graph the data as ordered pairs. Connect the dots in a smooth line.

# of Hotdogs Sold	Profit	Ordered Pair
0		
20		
40		
60		
80		
100		





8. Use the **graph** to answer the following questions.

a. How much money does Mark make for each hotdog that he sells? _____

b. What is the slope of the line, reduce if possible? (Hint: slope = $\frac{rise}{run}$) _____

c. What is the meaning of the slope in the context of the problem? _____

_____

d. What is Mark's starting profit (before he sells any hotdogs)? _____

e. What is the y-intercept of the line? _____

f. What is the meaning of the y-intercept in the context of the problem? _____

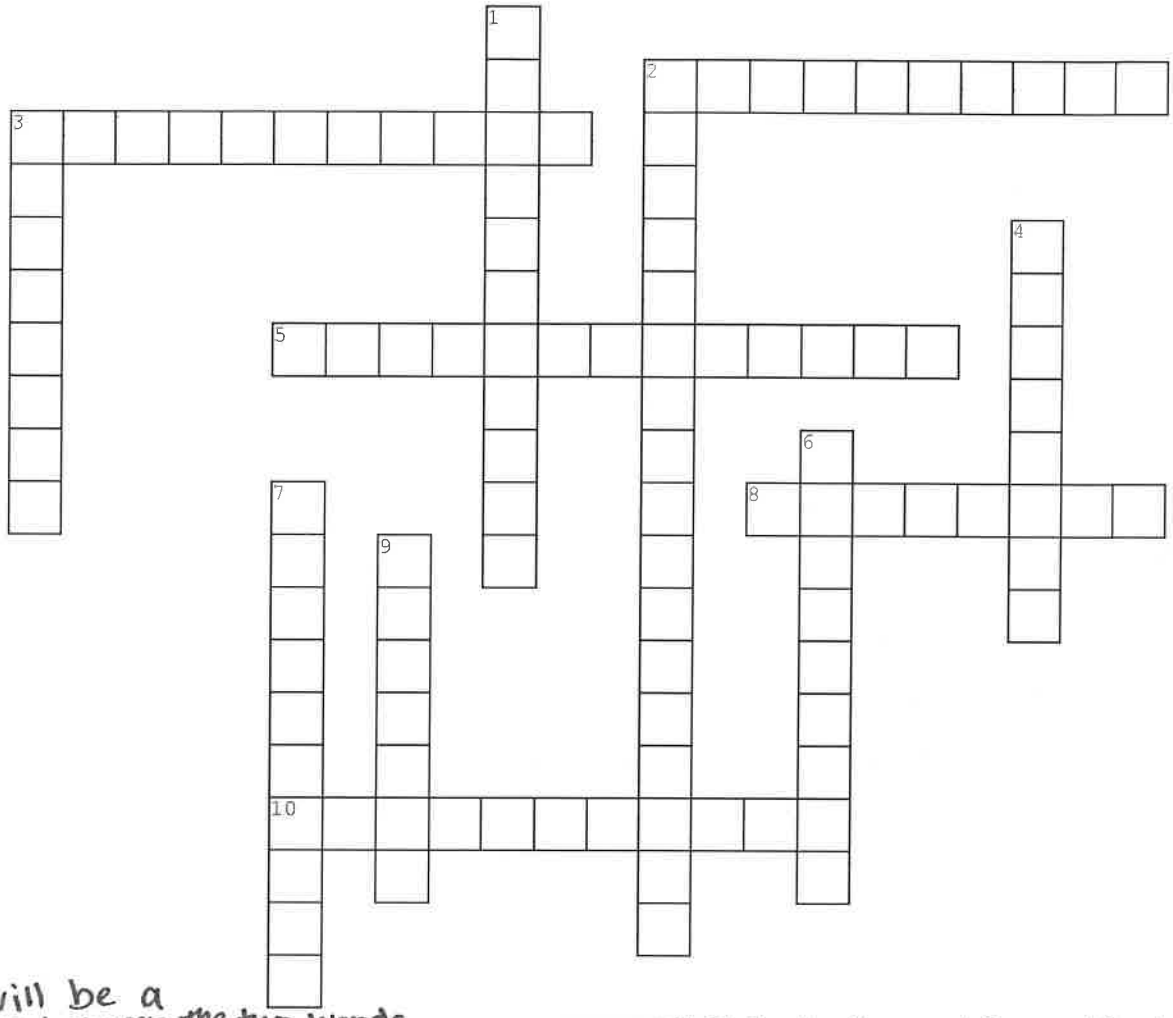
_____

9. Use the slope and the y-intercept to write an equation in the form $y = mx + b$, that relates Mark's profit to the number of hotdogs sold. Use y for profit and x for number of hot dogs sold.

Day 32

Name: _____

Geometry



*There will be a space between the two words

Created with TheTeachersCorner.net Crossword Puzzle Generator

coordinate system | similar | coordinate | congruent | perpendicular | rotation | dilation | parallel

transversal | translation | reflection | pythagorean

Across

2. A set of two numbers that identifies a place on the coordinate plane.
3. The _____ Theorem states that the square of the hypotenuse of a right triangle is equal to the sum of the squares of the other two sides. A2 + B2 = C2
5. Lines, planes, or faces that are at an angle of 90° to each another.
8. _____ turns a geometric figure around a central point in a coordinate system.
10. _____ moves a geometric figure from one place to another in a coordinate system.

Down

1. A line that crosses at least two other lines.
2. A system that uses coordinates to determine the position of points on geometric figures.
3. A word that describes lines that never intersect and are always an equal distance from each other.
4. Making a geometric figure bigger. (or smaller) increases all distances away from a central point.
6. Geometric figures that are identical in size and shape are said to be _____.
7. Ordered pairs that differ only by sign (+, -). (flip)
9. Geometric figures that are the same shape are said to be _____.

Name Day 33 Date _____ Class _____

LESSON 5-2

Writing Linear Equations from a Table

Practice and Problem Solving: A/B

m b

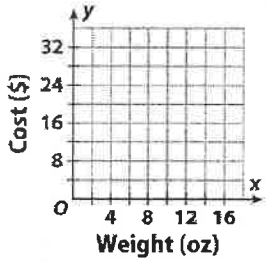
Graph the data, and find the slope and *y*-intercept from the graph. Then write an equation for the graph in slope-intercept form. (y=mx+b)

1.

Weight (oz), *x*	2	4	8	10
Cost ($), *y*	12	16	24	28

2 oz

$4



slope: _____

y-intercept: _____

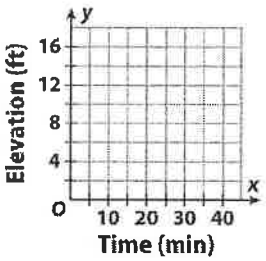
equation: _____

Change in y / Change in x

the value of y when x is zero

2.

Time (min), *x*	5	20	30	35
Elevation (ft), *y*	4	10	14	16



slope: _____

y-intercept: _____

equation: _____

Write an equation in slope-intercept form that represents the data.

3.

Sales Per Day, *x*	0	1	2	3
Daily Pay ($), *y*	100	105	110	115

equation: _____

4.

Time Since Turning Oven Off (min), *x*	0	5	10	15
Temperature of Oven (°F), *y*	375	325	275	225

equation: _____

The table shows the linear relationship of the height *y* (in inches) of a tomato plant *x* weeks after it was planted.

Weeks After Planting, *x*	Height (in.), *y*
0	8
1	11
2	14
3	17

5. Write an equation that shows the height of the tomato plant.

_____

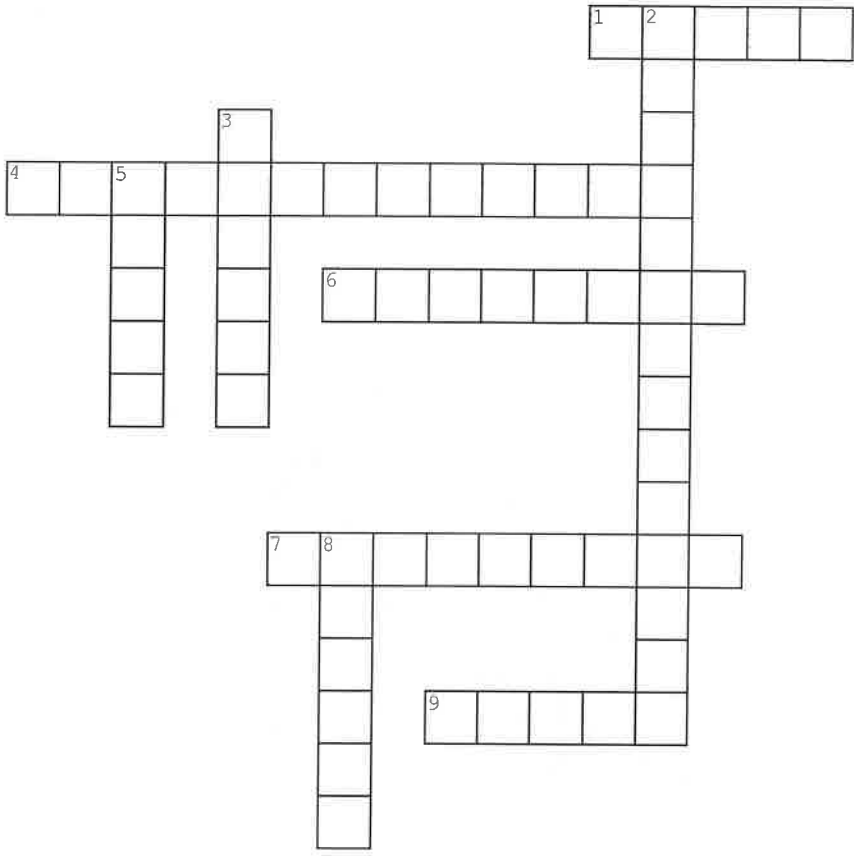
6. Use the equation to find the height of the tomato plant 6 weeks after it was planted.

_____

Day 34

Name: _____

Functions



Created with TheTeachersCorner.net Crossword Puzzle Generator

input | table | nonlinear | rate of change | linear | initial value | function | graph | output

Across

1. A diagram of the relationship between two variables, drawn on a coordinate plane.
4. The value of the output when the input is zero.
6. A rule that assigns exactly one output to every input.
7. A function that, when graphed, does not make a straight line.
9. Information arranged in rows and columns.

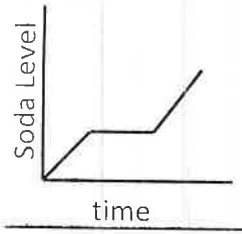
Down

2. A number that describes how one quantity changes in relation to another.
3. A function that, when graphed, makes a straight line.
5. The value that is entered into a function. The value of the _____ is independent of the value of the output.
8. The value that is the result of the function. The value of the _____ depends on the value of the input.

Day 35 Make Sure to read the questions!

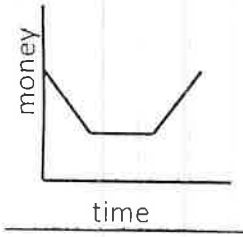
Name _____ Directions: Answer the questions , find the color for each number, and color the picture accordingly.

1 Match the Situation



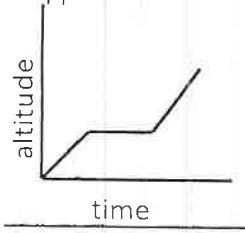
You start to fill your soda, you stop to talk to a friend, and you continue filling.	red
You take a big gulp of your soda, you stop for a second, and then you take another big gulp	yellow

2 Which comes first?



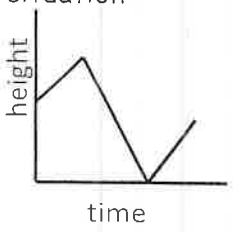
You don't spend money for a while.	red
You start spending money.	orange
You earn money.	yellow

3. Which happens second?

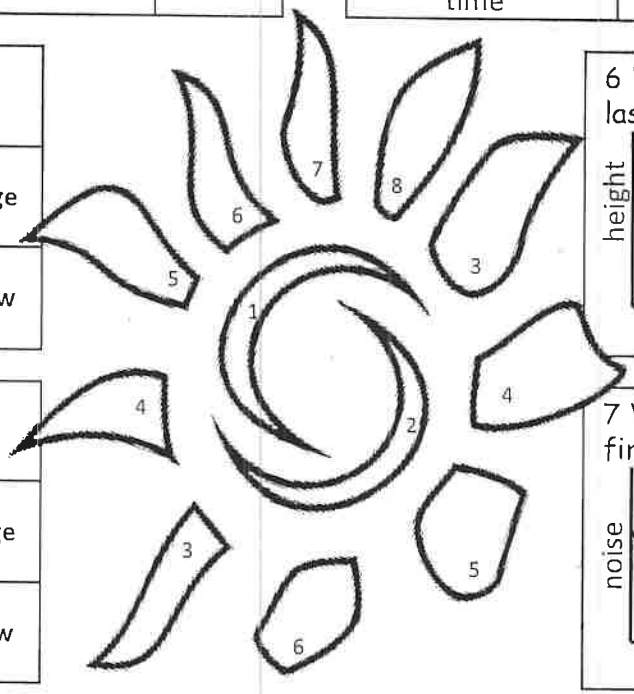


Bob walks down a hill.	red
Bob walks up a hill	orange
Bob takes a nap.	yellow

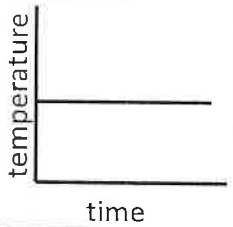
4. Match the situation



A skateboarder starts at the top of a ramp and jumps up, lands in the bottom of the half pipe and the skates towards the top.	red
A skateboarder goes down a ramp and then goes back up the ramp.	yellow

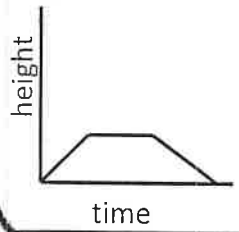


5 Match the situation



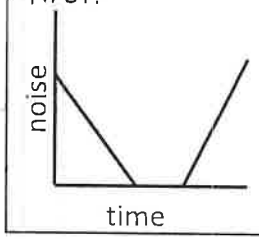
The temperature rises and then falls.	red
The temperature drops 20 degrees at lunch time.	Blue
The temperature stays the same all day.	purple

6 Which happens last?



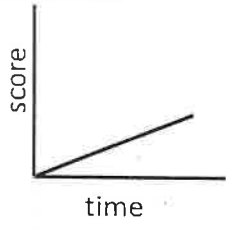
The cat takes a nap.	Blue
The cat jumps off the couch.	Green
The cat jumps onto the couch.	purple

7 Which happens first?



The baby's cry gets softer.	Blue
The baby is not crying.	Green
The baby starts to cry.	purple

8 Match the situation



You lose all of your points playing angry birds.	red
You steadily earn points playing guitar hero.	orange
You gain points and then lose some of them playing Temple Run.	yellow

*Answer Key Math

8th Grade Days 31-35 Social Studies
NTI Assignments

This week will cover a General Review of the year

If you have any questions please contact
Mr. Case: james.case@harrison.kyschools.us or by phone at 859-771-3945
Mr. McEwan john.mcewan@harrison.kyschools.us or by phone at 859-338-8438

Day 31: Read "*What it Means to be an American - Two Views*" and answer **What did you Learn? Questions 1-2**

Day 32: **Indians and Settlers Crossword Puzzle**. Read the background information to help you solve the puzzle.

Day 33: Read "*Mercy Otis Warren*" and answer **What did you Learn? Questions 1-2**

Day 34: Read **Benjamin Franklin** and answer **the Comprehension Check Questions 1-8**

Day 35: Read "*John Jay*" and answer **What did you Learn? Questions 1-2**

Name _____ Class _____ Date _____ *Day 31

What It Means to Be an American—Two Views

ABOUT THE READING People can become American citizens in one of two ways. Any person born in the United States is automatically an American citizen. Those who come from other countries must go through a legal process to become naturalized, or "adopted," citizens. Over the years, people have expressed different ideas about what it means to be an American. The following excerpts present views of Americans from two different centuries.

As you read note how the two men describe what it means to be a good citizen.

J. Hector St. John de Crèvecoeur

Like most American colonists, Crèvecoeur was an immigrant. He was born in France and became a citizen of New York in 1765. During the American Revolution he was caught in the conflict between patriots and loyalists. He fled to England. There he published a book of essays. The book described his adopted country. In the excerpt below, he presents his idea of what makes Americans unique.

What then is the American, this new man? . . . He is an American, who leaving behind him all his ancient prejudices and manners, receives new ones from the new mode of life he has embraced, the new government he obeys, and the new rank he holds. He becomes an American by being received in the broad lap of our great ***Alma Mater***. Here individuals of all nations are melted into a new race of men, whose labours and posterity will one day cause great changes in the world. Americans are the western pilgrims, who are carrying along with

VOCABULARY

Alma Mater caring mother (refers to someone or something that provides care)

incorporated included

hereafter in the future

wherein in which

allurement appeal

An American is someone who leaves behind the ideas of his old land. His new way of life makes him form new ideas.

In America, people from different countries blend together. Through their work and their children, they will change the world.

Source: From *Letters from an American Farmer* by J. Hector St. John de Crèvecoeur.

them that great mass of arts, sciences, vigour, and industry which began long since in the east; they will finish the great circle. The Americans were once scattered all over Europe; here they are **incorporated** into one of the finest systems of population which has ever appeared, and which will **hereafter** become distinct by the power of the different climates they inhabit. The American ought therefore to love this country much better than that **wherein** either he or his forefathers were born. Here the rewards of his industry follow with equal steps the progress of his labour; his labour is founded on the basis of nature, *self-interest*; can it want a stronger **allurement**? . . . The American is a new man, who acts upon new principles; he must therefore entertain new ideas, and form new opinions. From involuntary idleness, servile dependence, penury, and useless labour, he has passed to toils of a very different nature, rewarded by ample subsistence.—This is an American.

America offers people the chance to leave behind a life of poverty and lack of meaningful work. Here hard work leads to a better life.

WHAT DID YOU LEARN?

1. Why does Crèvecoeur think Americans should love their new country more than their old one?

_____

_____

2. Do you agree with the author's idea that in America people from different places are "melted into a new race"? Explain your answer.

_____

_____

Day #32

INDIANS AND SETTLERS

When Europeans and Native Americans first met, they were often friendly. Columbus exchanged gifts with the Arawak (AHR-uh-wok) people when he landed on the Caribbean island of Hispaniola (hiss-pah-NYO-luh). A Native American named Squanto helped the Pilgrims survive by teaching them to plant corn and showing them ways to catch fish. At Jamestown, a group of tribes led by Chief Powhatan (pow-HAH-tuhn) gave corn to the starving colonists.

Quickly, however, conflict became the rule between settlers and Indians. The settlers tried to buy land, or they simply took it. Most Indians thought land could not be bought or sold but belonged to those who were using it at the moment. As settlers built and farmed farther west, Indians fought them, raiding villages and farms. Settlers also raided Indian settlements. At times, the conflict became real war. One example is King Philip's War, in which the son of a chief who had welcomed the Pilgrims fought New Englanders.

A greater conflict between Indians and English settlers began in the mid 1700s. The French were fighting the British in a war in Europe. At the time, French traders were buying furs from American Indians in territory north and west of the English colonies. France claimed that territory, as did Britain. The European war spread to North America, where it was called the French and Indian War. Many Indians joined the French in fighting the British. The British won the war in 1763, but they agreed to keep settlers east of the Appalachian Mountains.

The American Revolution put an end to the British agreement, and settlers began moving west. The Shawnee leader Tecumseh (teh-CUM-seh) desperately tried to keep back the tide of settlement. He tried to unite all the tribes west of the Appalachians to stop the settlement. He did not succeed, and the tribes were pushed farther westward.

The greatest European weapon against the Indians turned out to be disease. Some historians think as many as two-thirds of all Native Americans in North America were killed by European diseases such as smallpox and the flu.

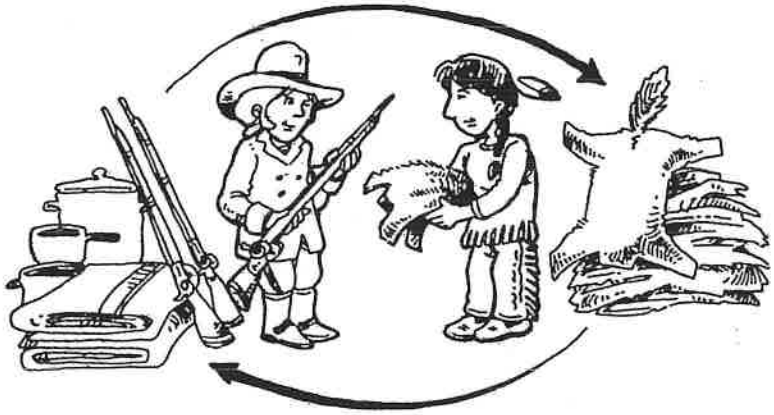
Across

1. After 1863, England agreed to keep settlers east of these mountains.
4. Settlers and Indians would often ____ each other's settlements.
6. A European disease that killed many Indians
7. Name of the people who were on the island where Columbus landed
9. Item traded by Indians to the French for manufactured goods
11. Most Indians did not think it possible to buy or _____ land.

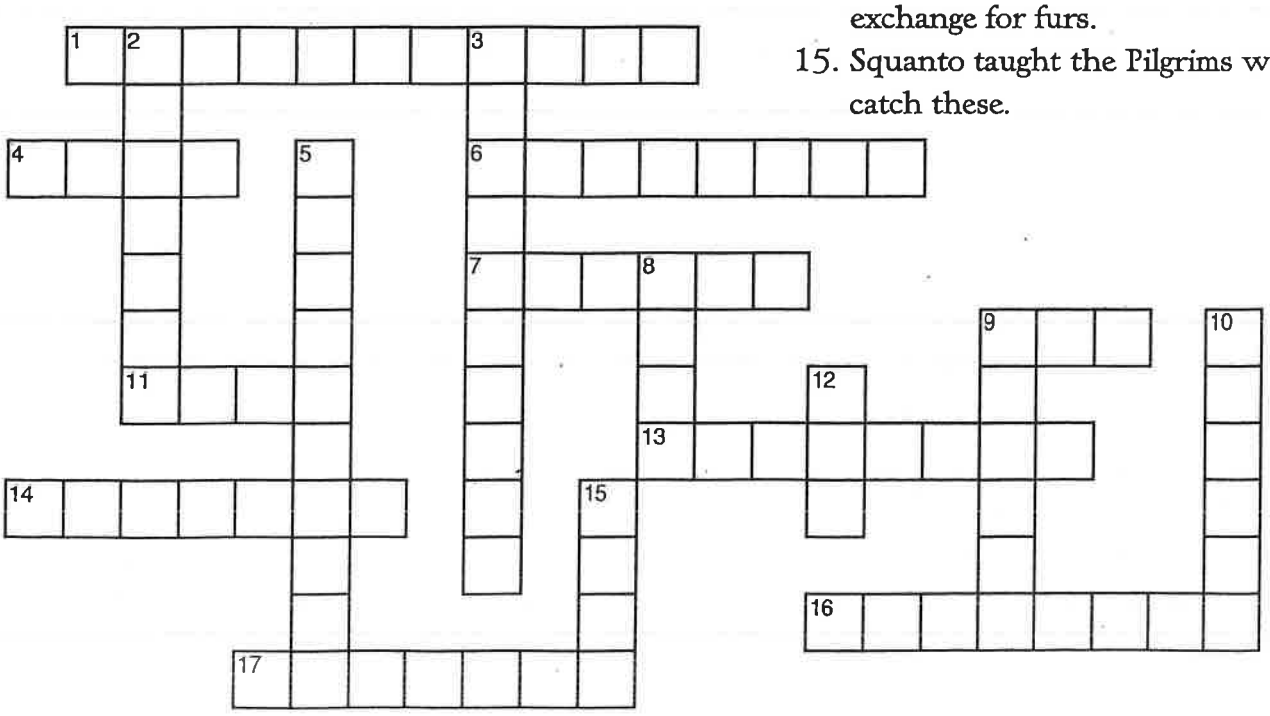
13. Shawnee chief who tried to unite many tribes
14. Indian who helped the Pilgrims survive
16. Name of the chief who helped save Jamestown from starvation
17. Nationality of settlers fighting the French and Indians

Down

Fur Trade



2. King _____ War was fought in New England between settlers and Indians.
3. Name of the island where Columbus exchanged gifts with Indians
5. After this war, settlers poured westward across the Appalachians: the American _____.
8. Direction in which Indians were often forced to move
9. These people were trading partners with Indians.
10. France fought English colonists in the French and _____ War.
12. Indians often got this weapon in exchange for furs.
15. Squanto taught the Pilgrims ways to catch these.



Name _____ Class _____ Date _____

Mercy Otis Warren

1728—1814

WHY SHE MADE HISTORY Mercy Otis Warren was an American writer who believed that women should have the same rights as men. She wrote many political plays that expressed her feelings on liberty and government.

© Bettmann/CORBIS

As you read the biography below, think about the confidence it took Mercy Otis Warren to publish her satirical plays.

Mercy Otis Warren was born in Massachusetts into an upper-class family. Though her brothers attended Harvard, Mercy Otis Warren was self-educated, as were all women of her time. She read often and involved herself in political discussion with her father and brother.

Warren became what was known as a Patriot writer. She wrote plays and poetry that expressed her views and feelings about America. She anonymously published one of her satirical plays, *The Adulateur,* which described the governor as a villain who preyed upon the colony. Mercy Otis Warren's writings were Antifederalist, and were often veiled attacks on public officials or politicians.

Mercy Otis Warren married James Warren in 1754. At twenty-six, Warren was a much older bride than most women of her time, which is often attributed to her independence.

James Warren was a speaker of the Massachusetts House of Representatives. Thanks to her husband, Mercy Otis Warren met many important people in America during that time. She communicated by letters with such figures as Benjamin Franklin,

Thomas Jefferson, Abigail Adams, and many others. Warren also urged leaders of the Revolution to include women's equal rights in the Constitution.

Mercy Otis Warren was the author of hundreds of poems, plays, and letters during the Revolution. She strongly believed in equality, independence, and liberty. Warren's talent with the written word has left historians with insightful commentary on America during its formative years.

WHAT DID YOU LEARN?

1. **Recall** What was the purpose of Mercy Otis Warren's satirical plays?

_____

_____

2. **Contrast** In what ways has the United States changed for women's rights since Warren's time?

_____

_____

Name: Day 34

★ NONFICTION ★

Benjamin Franklin

Benjamin Franklin was born on January 17, 1706, in a four-room house on Milk Street in Boston. He was the fifteenth child of his father, Josiah, a maker and seller of soaps and candles. After he had attended school for just two years, 10-year-old Benjamin went to work in his father's shop. In his free time he liked to read, fish, go rowing, and swim. Inventive at an early age, he tried floating in a large pond while holding a stick attached to the string of a kite. On windy days, the kite pulled him quickly and smoothly through the water.

When he was 12, Benjamin became an **apprentice** to his brother James, who was a printer. He signed a contract in which he agreed to work without pay for eight years. In return, James agreed to provide him with a room, food, and training as a printer. Benjamin quickly mastered setting type and operating the heavy wooden printing press. At night after work and very early in the morning, he eagerly read book after book on a wide range of subjects.

In 1721 James started a newspaper called the *New England Courant*. The paper was a single sheet, printed on both sides, which included humorous letters to the editor written by James and his friends. To hide their identities, they signed their letters with **fictitious** names like Ichabod Henroost, Harry Meanwell, and Tabitha Talkative. Benjamin wanted to write for the Courant, too. One night he slipped a letter signed "Silence Dogood" under the door of the print shop. To his joy it was printed. He wrote 13 more of these letters in which he made fun of such things as drunkenness and women's hoop petticoats. By 1723, 17-year-old Benjamin was fed up with serving his brother who was often harsh and critical. Without a word to anyone, he ran off to Philadelphia where he found a room to rent and a paying job with a printer.

Just six years later, Benjamin owned his own print shop and newspaper, *The Pennsylvania Gazette*. Both were soon very successful. In 1733 he launched his *Poor Richard's Almanack*, a yearly publication that included weather predictions, verses, helpful information, and wise sayings. Most of these sayings expressed basic truths ("Lost time is never found again") or were meant to advise ("Be slow to choose a friend, slower in changing"). Before long, his cleverly written almanac was one of the most popular publications in the American colonies.

By the time he was 42, Franklin was a wealthy man. He retired from his printing business, but continued to lead a full and productive life. Fascinated by science, he conducted experiments with electricity. He invented a musical instrument, signed the Declaration of Independence, and persuaded the French to aid America in the Revolutionary War. Still politically active at 81, he helped shape the new nation's Constitution. Printer, writer, scientist, inventor, statesman—this man, who accomplished so much, is one of the most important figures in America's history.

COMPREHENSION CHECK

1. **Which of these do you think was most likely one of Benjamin's tasks when he worked in his father's shop?**
   - ○ **A.** setting type
   - ○ **B.** trimming wicks for the candles
   - ○ **C.** selling newspapers to the customers
   - ○ **D.** making and selling kites

2. **An apprentice is someone who**
   - ○ **A.** makes predictions about the weather.
   - ○ **B.** writes humorous letters to the editor.
   - ○ **C.** works for little or no pay in exchange for training in a trade or craft.
   - ○ **D.** experiments with electricity.

3. **What was the name of the newspaper that was owned by James Franklin?**
   - ○ **A.** *Poor Richard's Almanack*
   - ○ **B.** *The Pennsylvania Gazette*
   - ○ **C.** the *New England Courant*
   - ○ **D.** the *Boston News-Letter*

4. **In paragraph three, it says that James and his friends signed their letters to the editor with fictitious names. Which of these is the best synonym for *fictitious*?**
   - ○ **A.** well-known
   - ○ **B.** made-up
   - ○ **C.** important
   - ○ **D.** complicated

5. **Why did Benjamin leave Boston in 1723?**
   - ○ **A.** He wanted more free time to read books.
   - ○ **B.** He wanted to be a scientist.
   - ○ **C.** He had completed the agreed-to period of time as his brother's apprentice.
   - ○ **D.** He was tired of working for his strict brother.

6. **One of the sayings in *Poor Richard's Almanack* was, "The sleeping fox catches no poultry." This saying advises against being**
   - ○ **A.** lazy.
   - ○ **B.** hungry.
   - ○ **C.** cowardly.
   - ○ **D.** greedy.

7. **"Lost _____ is never found again." Which of these words correctly completes this wise saying, which is quoted in this biography?**
   - ○ **A.** patience
   - ○ **B.** courage
   - ○ **C.** confidence
   - ○ **D.** time

8. **Which of these sentences states an OPINION about Benjamin Franklin?**
   - ○ **A.** He invented a musical instrument.
   - ○ **B.** When he was 12, he became an apprentice to his brother James.
   - ○ **C.** After he retired, he led a full and productive life.
   - ○ **D.** He was one of the signers of the Declaration of Independence.

Name _____ Class _____ Date _____

John Jay

*Day 35

1745—1829

WHY HE MADE HISTORY John Jay was the first chief justice of the U.S. Supreme Court. He was a representative at both the First and Second Continental Congress, and worked for the ratification of the Constitution.

Library of Congress

As you read the biography below, *think about how John Jay helped ratify the United States Constitution.*

VOCABULARY

Federalist Papers series of essays that defended the Constitution

ratify to approve or confirm

When President George Washington was looking for someone to be the first chief justice of the new nation's Supreme Court, John Jay was a logical choice. Aside from his background as a lawyer, Jay was a respected diplomat, a strong leader, and a champion of the Constitution.

Born in New York City in 1745, Jay began his career studying law at King's College and graduated at the age of 19. He helped write a constitution for the state of New York, and served as the state's chief justice.

Jay also participated in the birth of the new American nation. He was elected to the First Continental Congress in 1774, and was voted its president in 1778. Although he didn't sign the Declaration of Independence—he had hoped a war with England could be avoided—Jay became a staunch supporter of the new nation once the Revolution began.

After serving as foreign minister to Spain, Jay helped negotiate the Treaty of Paris in 1783. That treaty ended the Revolutionary War, and Great Britain agreed to recognize the independence of the former colonies.

Jay returned to the United States in 1784 to find that Congress had appointed him secretary of foreign affairs. During this time, he wrote five articles in the series known as the ***Federalist Papers***. Jay's articles stated that the United States would benefit from a stronger central government, and focused on ways to **ratify** the Constitution.

In 1789, Washington appointed Jay chief justice of the Supreme Court. Jay helped establish the Court's rules and procedures and presided over several important cases, but he was disappointed with how little power the Court had.

Jay resigned as chief justice when he was elected governor of New York in 1795, even though he did not run for the office. In fact, he was not even in the country—he was in London negotiating the agreement called Jay's Treaty. Many people were angry with Jay because they felt that the United States gave up too much under the agreement, but the treaty halted a conflict that could have led to another war with England.

Jay served as governor of New York for six years and then retired from public service.

WHAT DID YOU LEARN?

1. What were some of John Jay's contributions to the United States?

_____

_____

2. **Predict** What might have happened if John Jay remained as chief justice?

_____

_____

3. [redacted]

Name:

Ms. Hanrahan and Mrs. Klausman's Days 31-35
Science NTI Assignments 8th Grade

This week we are going to be reviewing content we talked about this school year. We will be reviewing independent and dependent variables, graphing, the water cycle, and the carbon cycle.

Day 31

1. Complete the "independent and dependent variable identification with hypotheses worksheet."

Day 32

1. Complete the "identifying independent and dependent variables" worksheet.
2. **Make sure you read the directions for hints!**

Day 33

1. Complete the "Ecosystems Graphing Practice" worksheet.
2. **Do not forget the questions on the back after you create your graph.**

Day 34

1. Read the passage about the water cycle and answer the questions.

Day 35

1. Read the passage about the nitrogen cycle and answer the questions.

Helpful Hints

1. Independent Variable- the variable that is changed by scientists in an experiment
2. Dependent Variable- the variable that is measured by scientists in an experiement
3. DRY MIX
    a. D- dependent variable
    b. R- responding (measured)
    c. Y- Y axis
    d. M-manipulated (changed)
    e. I- independent variable
    f. X- x axis

****Questions, Comments, or Concerns***

8th Gold

1. Call the middle school at 859-234-7123
2. Email Ms. Hanrahan at emma.hanrahan@harrison.kyschools.us
3. Message Ms. Hanrahan on the Remind App. Remind info: text @7g6c8k to 81010
4. Ms. Hanrahan is on Zoom at 1pm on Monday, Wednesday, and Friday. This program allows students and parents to video conference with her. This can be used on computers, tablets, or smartphones. All you have to do is click on or type

this link into the search bar if you are using a computer: https://us04web.zoom.us/j/5825812645 You will want to run the extension. If you are using a tablet or smartphone, download the free Zoom app, click join meeting, enter this code 5825812645, and click join. Zoom is now requiring a password as well to join meetings. My password is 8Zvut9.

5. Text or call 859-229-2394

8th Maroon

1. Call the middle school at 859-234-7123
2. Email Mrs. Klausman at shari.klausman@harrison.kyschools.us
3. Text or call 606-298-9174

#Day 31

Independent & Dependent Variable Identification with Hypotheses

Name: **Date:** **Hour:**

Directions: Read each hypothesis and identify its independent and dependent variables.

1. **Hypothesis:** If students regularly play chess, then they will be able to solve logic puzzles faster.

Independent Variable	Dependent Variable
Regularly playing chess	How fast students solve logic puzzles

2. **Hypothesis:** If hamsters eat more fresh vegetables, then they will have longer lifespans.

Independent Variable	Dependent Variable

3. **Hypothesis:** If people watch TV for several hours each day, then they will take longer to fall asleep at night.

Independent Variable	Dependent Variable

4. **Hypothesis:** If passing period is two minutes longer, then more students will arrive to class on time.

Independent Variable	Dependent Variable

5. **Hypothesis:** If students read one book every month, then they will earn higher scores on standardized tests.

Independent Variable	Dependent Variable

6. **Hypothesis:** If a child is the oldest sibling, then he or she will earn more money as an adult.

Independent Variable	Dependent Variable

BONUS! What do you notice about where the independent and dependent variables are located in each of the hypotheses above?

#Day 31

DEPENDENT INDEPENDENT CONSTANT CONTROL

INDEPENDENT

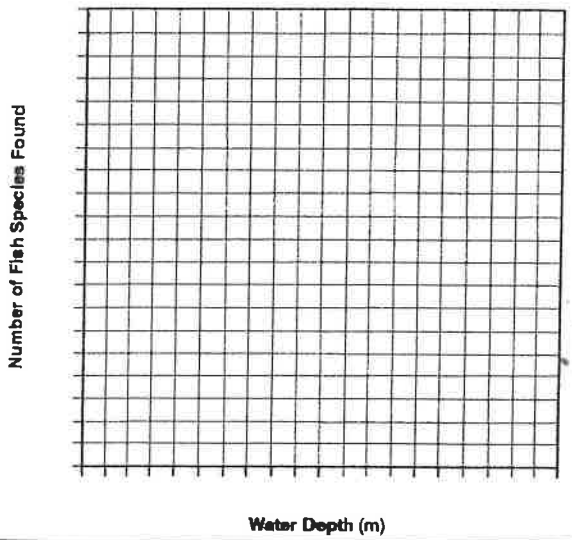
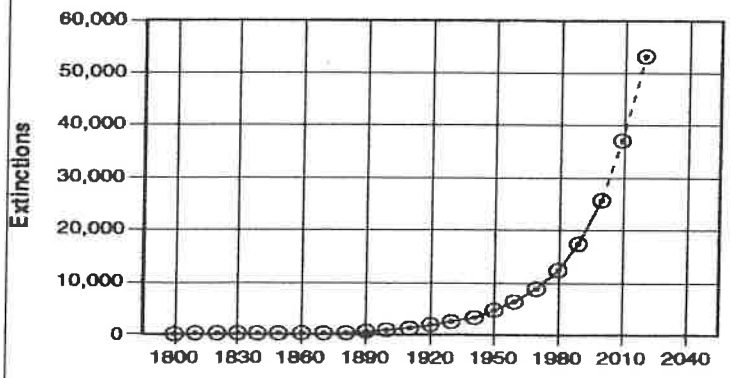
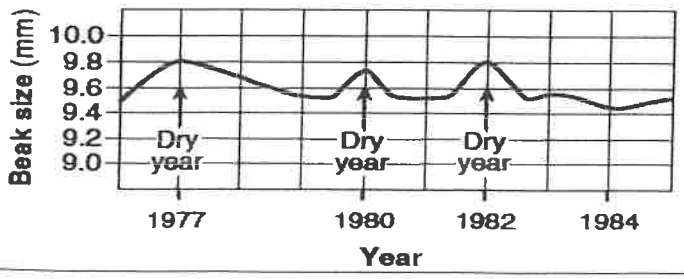
SAME

REAL

Name: _____ Date: _____

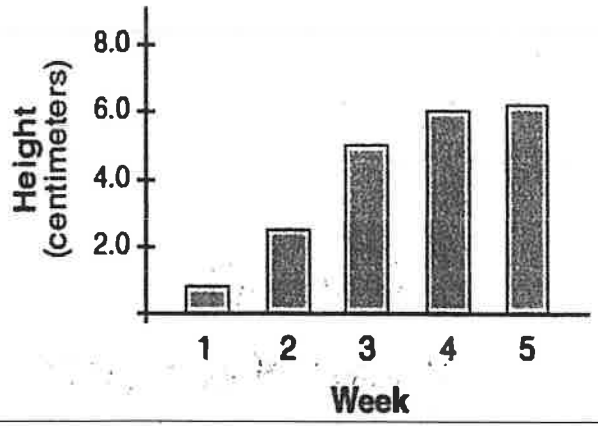
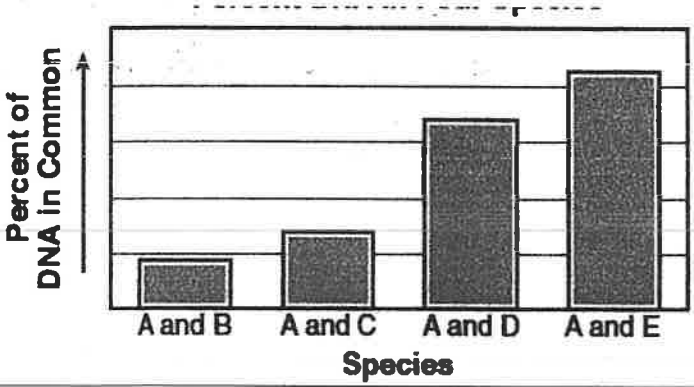
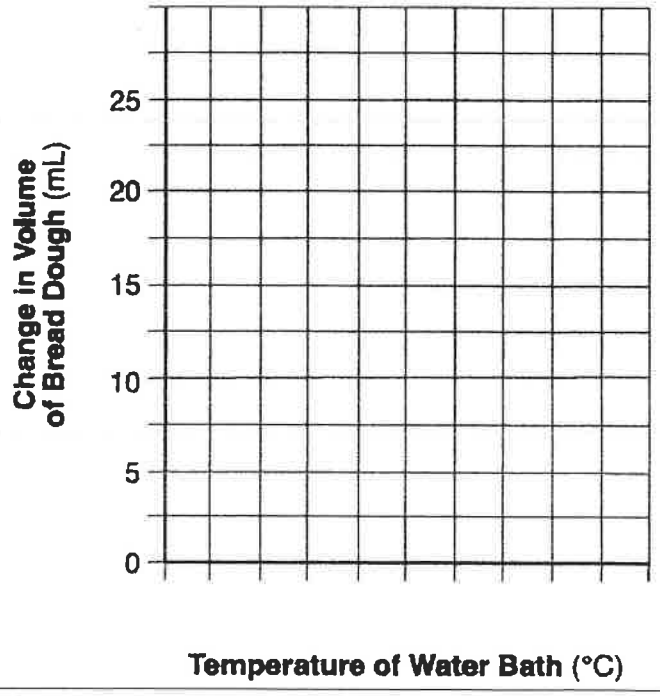
Day 32

Directions: Examine each graph and identify the independent/dependent variables and create a title for each graph. Remember, the **independent variable** is graphed on the x-axis and the **dependent variable** is graphed on the y-axis; a good title should include both variables.

1. 	**Independent variable:** Water depth **Dependent variable:** Number of fish species found **Graph title:** Number of fish species found at different water depths
2. 	**Independent variable:** **Dependent variable:** **Graph title:**
3. 	**Independent variable:** **Dependent variable:** **Graph title:**

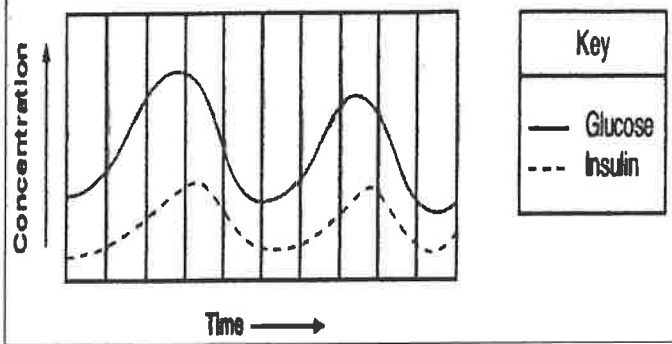
Identifying Independent and dependent Variables

Day # 32

4.  	Independent variable: Dependent variable: Graph title:
5.  	Independent variable: Dependent variable: Graph title:
6.  	Independent variable: Dependent variable: Graph title:

Name:

7.

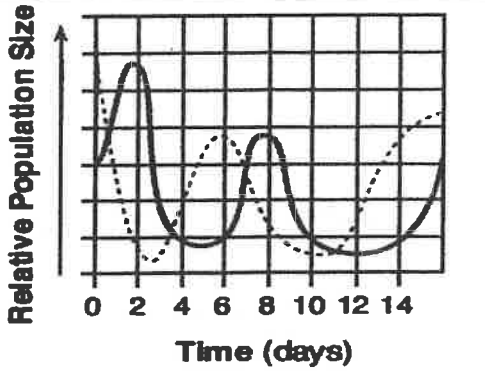


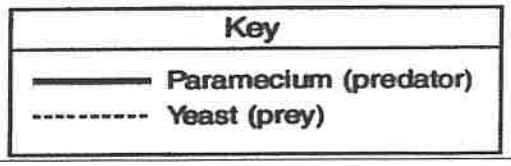
Independent variable:

Dependent variable:

Graph title:

8.



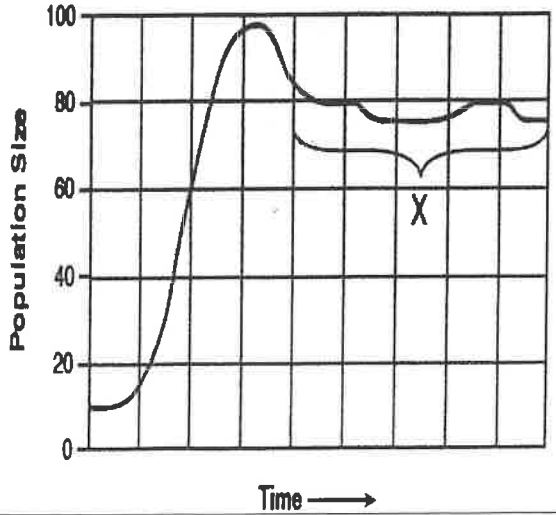


Independent variable:

Dependent variable:

Graph title:

9.

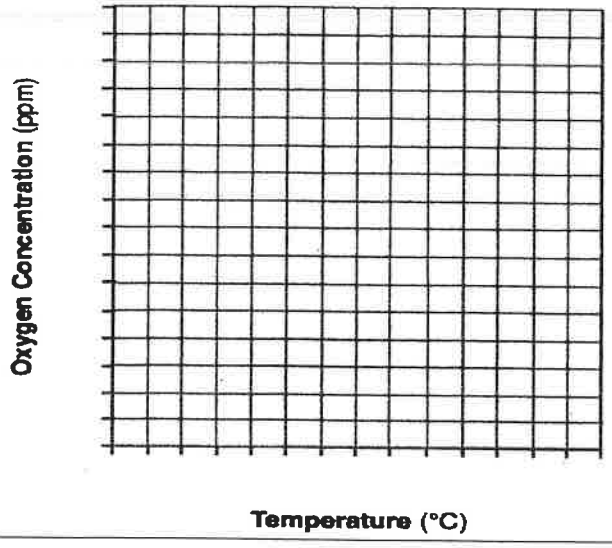


Independent variable:

Dependent variable:

Graph title:

10.

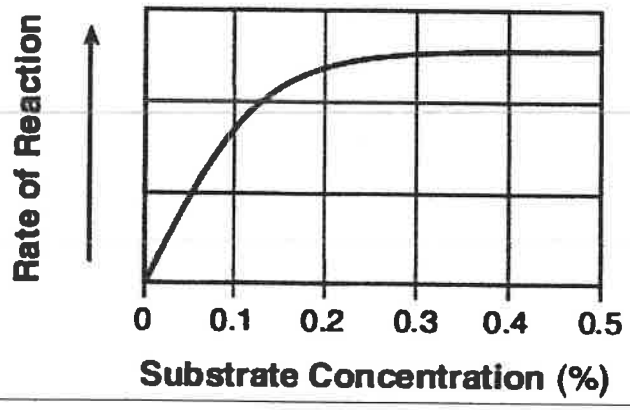


Independent variable:

Dependent variable:

Graph title:

11.

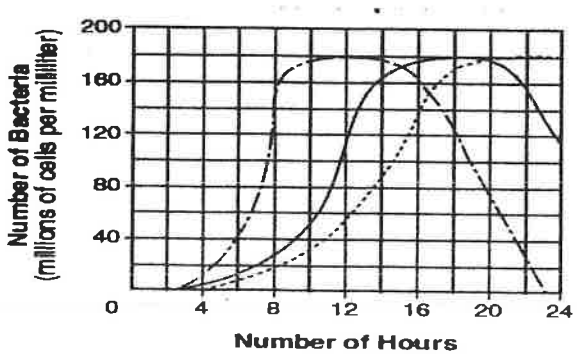


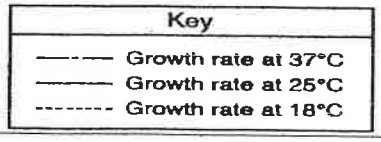
Independent variable:

Dependent variable:

Graph title:

12.





Independent variable:

Dependent variable:

Graph title:

Teacher Key

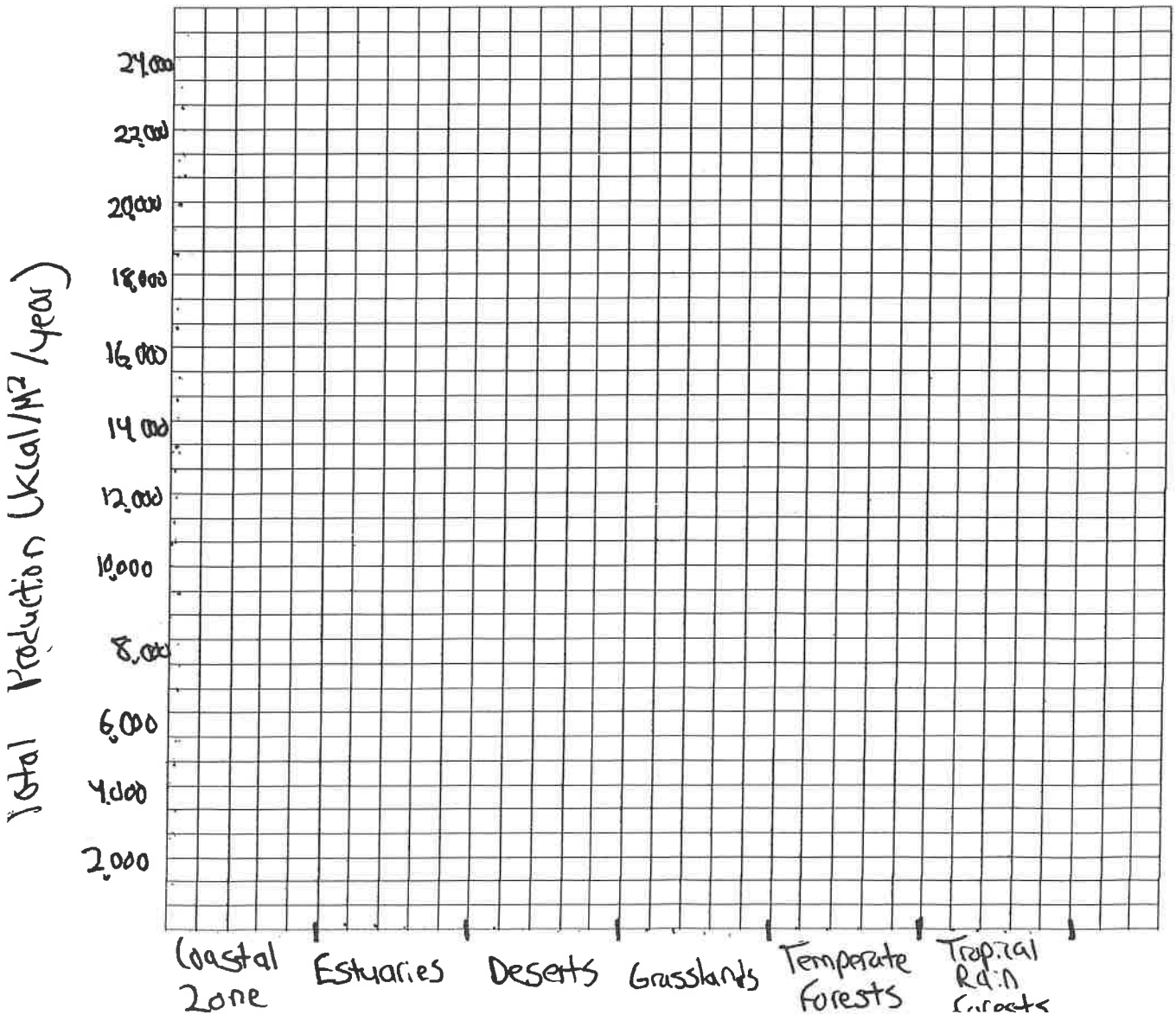
Name _____ **Period** _____

Ecosystems Graphing Practice #Day 33

Different ecosystems produce food at different rates. The main difference in this production lies in the characteristics of the individual ecosystems. There have been several attempts to measure the total productivity (food making process) of these various ecosystems. Below find the data that was collected. **Examine it, bar graph it, and then answer the questions that follow.**

Ecosystems	Area of Ecosystem (10^6 KM^2)	Total Production $kcal/M^2/year$
Coastal Zone	34	2000
Estuaries	2	20,000
Deserts	40	200
Grasslands	42	2,500
Temperate Forests	5	8,000
Tropical Rain Forests	15	20,000

Graph Title: _____



1. Of the ecosystems, which one is the largest in area? _____.

2. Which of the ecosystems is smallest in area? _____.

3. Which of the ecosystems is the most productive? _____.

4. Explain the difference between the grassland and desert biomes in relation to their productivity.

_____

_____

The Water Cycle # Day 34

The water cycle shows how water travels through both the atmosphere and land on Earth. Water can be found in all three states of matter on Earth. The three states of matter are liquid, solid, and gas. This means that water can look very different in different places.

There is no first step in the water cycle. It is constantly being repeated with no beginning and no end.

When water falls from clouds, it is called *precipitation*. Water can fall as a liquid called rain or a solid in the form of snow or hail. Water can fall anywhere on Earth, both on land or into the oceans that cover 70% of the Earth's surface.

Water that falls into lakes and oceans stays there while the water that falls on land or in a stream or river is always on the move. Water that falls on land will always flow downward toward larger bodies of water. The water either flows along the ground (surface runoff) or will soak into the ground and flow underground (subsurface runoff). Eventually, most of the water will make it to a larger body of water.

Some water that falls as precipitation will be absorbed by plant roots. The plants use some of this water during *photosynthesis*, and some of the water is released back into the sky as water vapor. The water vapor escapes through the plant's leaves in a process called *transpiration*.

Meanwhile, water is constantly being *evaporated* back into the sky as water vapor. Water vapor is a gas. Much of the evaporation takes place in the oceans, but you can observe it happening within a puddle on the sidewalk as well. Evaporation is simply the process of liquid water turning into water vapor. As a gas, water vapor rises into the sky.

The warm water vapor formed by evaporation rises into the air because warm gases rise. The warm water vapor is eventually forced even higher into the sky by *thermals*. Thermals are columns of rising hot air. They are caused by the uneven heating of the Earth by the Sun. Sunlight is absorbed by the darker areas of the Earth more than the lighter areas, so the darker areas are much warmer than the lighter areas. In fact, the white ice found at the poles almost completely reflects sunlight. That means that almost all of the sunlight is reflected back into space.

Instead of reflecting sunlight, dark areas absorb it and heat up. The hot ground heats up the air molecules above it. This is called *conduction*. The warm air molecules then rise into the air. The process of warm water vapor molecules rising into the air is called *convection*. When the water vapor cools, it will fall back down to Earth.

As the warm water vapor rises, it cools down. The water vapor *condenses* in the sky to form clouds. *Condensation* can happen anywhere. It happens in the sky and on the outside of a cold glass. Condensation in the sky forms clouds. Clouds are made out of tiny water droplets. The water in clouds is liquid, not gas.

When a cloud becomes heavy enough, it will release the liquid water. This is called *precipitation*. As you can see, the process has begun all over again.

Name:

The Water Cycle Questions

Day 34

1. What are the three steps of the water cycle if the rain falls directly into the ocean?

2. What are the three things that can happen to rain that falls on the land?

3. Give two examples of condensation.

4. Describe one place on Earth you would expect to find thermals.

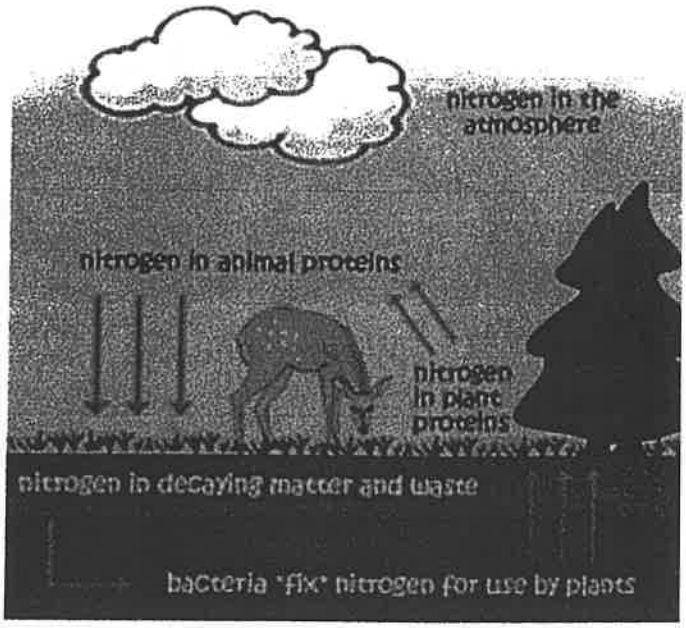
5. Where does conduction happen? Where does convection happen?

6. Why does most precipitation fall into the oceans?

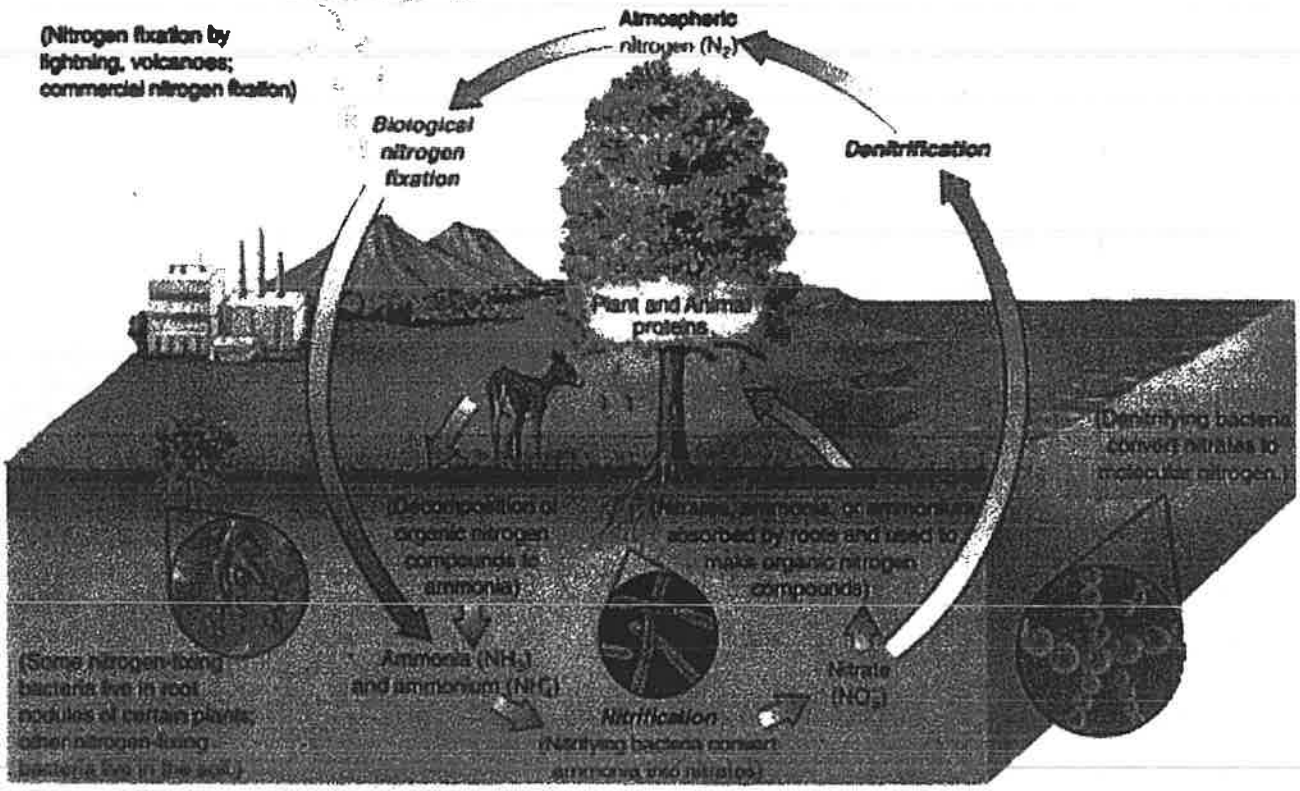
The Nitrogen Cycle

Day 35

Nitrogen is one of the primary nutrients critical for the survival of all living organisms. Nitrogen is the most abundant element in our planet's atmosphere. In fact, 80% of the air in our atmosphere is made of nitrogen. Your body does not use the nitrogen that you inhale with each breath. But, like all living things, your body needs nitrogen. Your body gets the nitrogen it needs to grow from food.



The process of nitrogen being fixed, used by plants and animals, and later returned to the atmosphere is referred to as the **nitrogen cycle**. Nitrogen in its gaseous form is almost entirely unusable to lifeforms. It must first be converted or 'fixed' into a more usable form such as ammonia, nitrates and nitrites. The process of converting nitrogen is called **fixation**.



There are specialized bacteria whose function it is to fix nitrogen, converting it, so that it can be used by plants. There are still other bacteria who do the reverse. That is, they return nitrogen to is gaseous form. After nitrogen is fixed, it can be absorbed and used by plants, and subsequently by animals.

Nitrogen is used by lifeforms to carry out many of the functions of life. Organisms use nitrogen to make DNA and proteins within the cells. This element is especially important to plant life. Plant cells use Nitrogen to make the pigment chlorophyll, Chlorophyll captures light energy during the process of photosynthesis and used to make glucose, a food source for the plant. Most plants get the

nitrogen they need from soil. Many farmers use fertilizers to add nitrogen to the soil to help plants grow larger and faster. Both nitrogen fertilizers and forest fires add huge amounts of nitrogen into the soil and nearby lakes and rivers.

References:

http://www.nature.com/scitable/knowledge/library/the-nitrogen-cycle-processes-players-and-human-15644632

Name:

Focus Questions: Day 35

1. What is the main idea of the article?

2. Write a brief summary of the article.

3. What is the author's purpose for writing this article?

4. Explain what the carbon cycle is.

Name:

Day 35

5. How is nitrogen used by organisms such as plants and animals?

6. Explain how atmospheric nitrogen is "fixed" into a more useable form.

* Extra paper for Reading if needed *

Name:

* Use for Reading, if needed *

Write your 1st & last Name : (Print)

Baroque Music

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 hesitant 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.

Monday April 27, 2020

Explore NTI 31-35

31

Day

Baroque Music

Johann Sebastian Bach

On March 21, 1685, Johann Sebastian Bach (BAHK) 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 *Toccata 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 Phillip Emanuel, Johann Christopher 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 "fugue" (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."

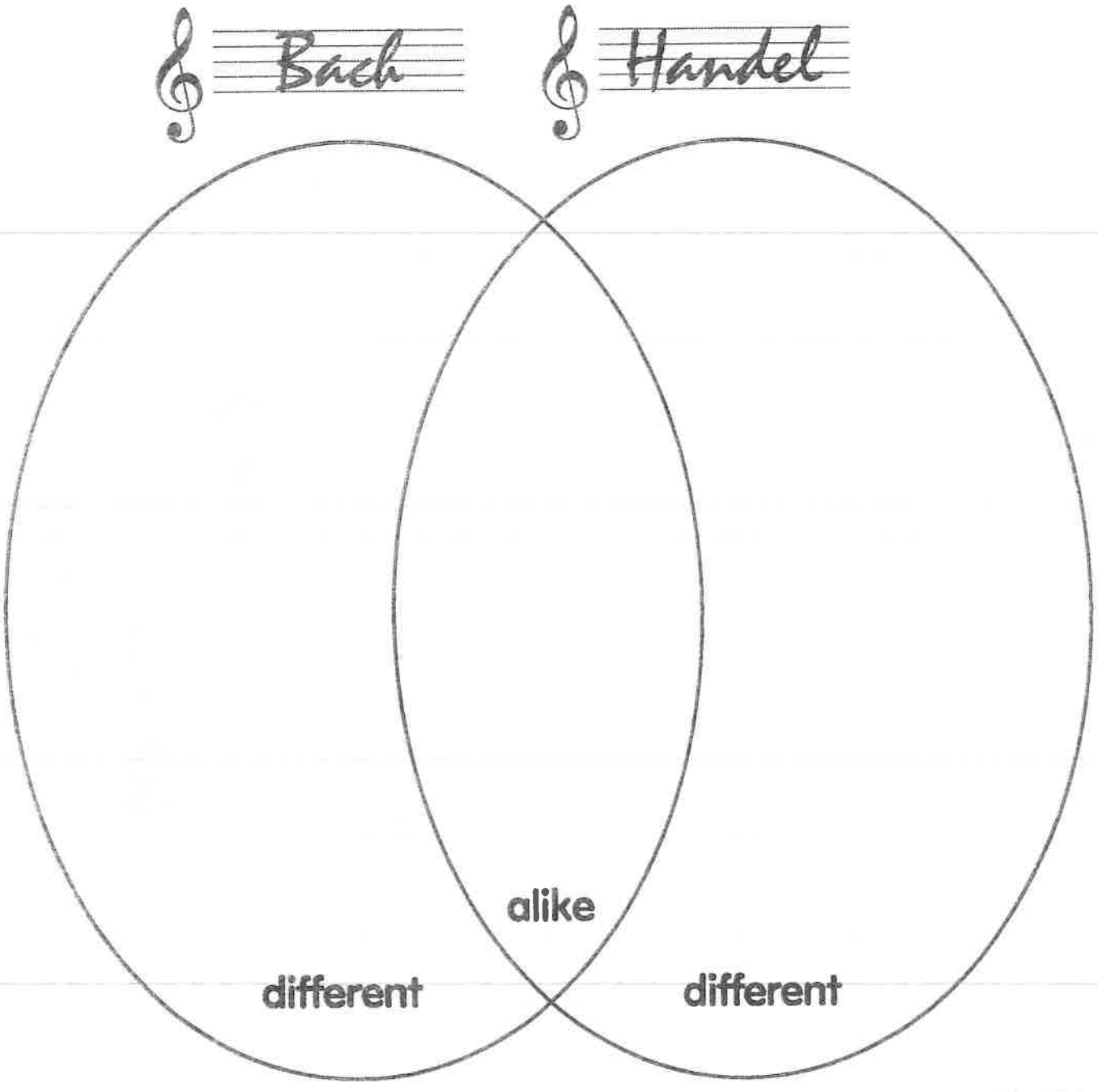
Comparing Composers

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

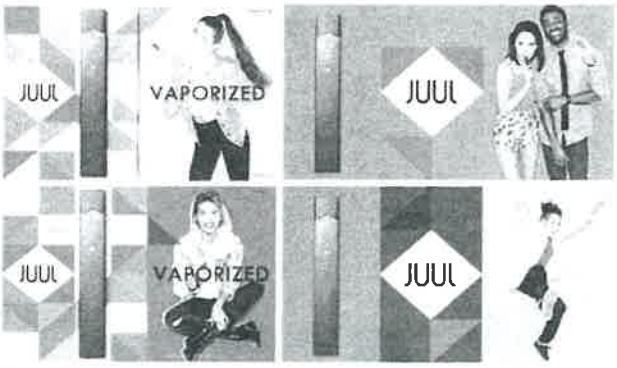
In the Venn diagram below, write ways in which their lives were alike and ways in which they were different.



NTI Days Day 32 ✳ Tuesday April 28, 2020

HEALTH Name:

Dangers of E-Cigarette Use/Vaping



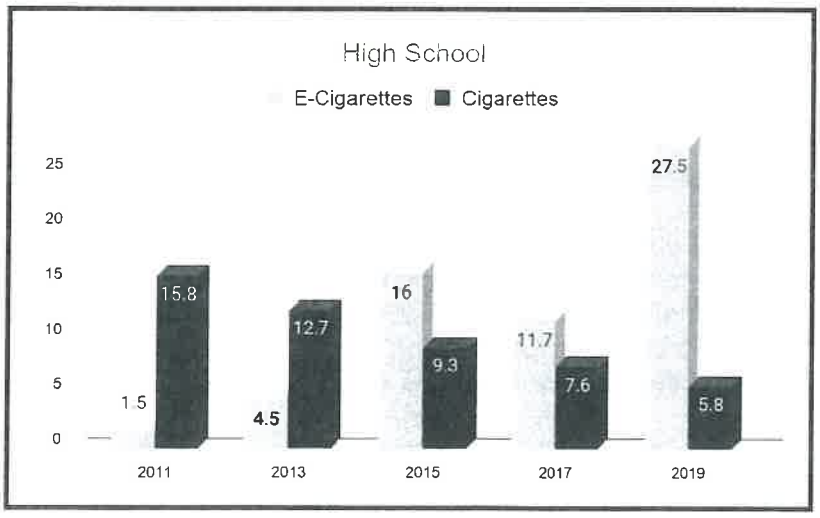
© mblynchfirm.com

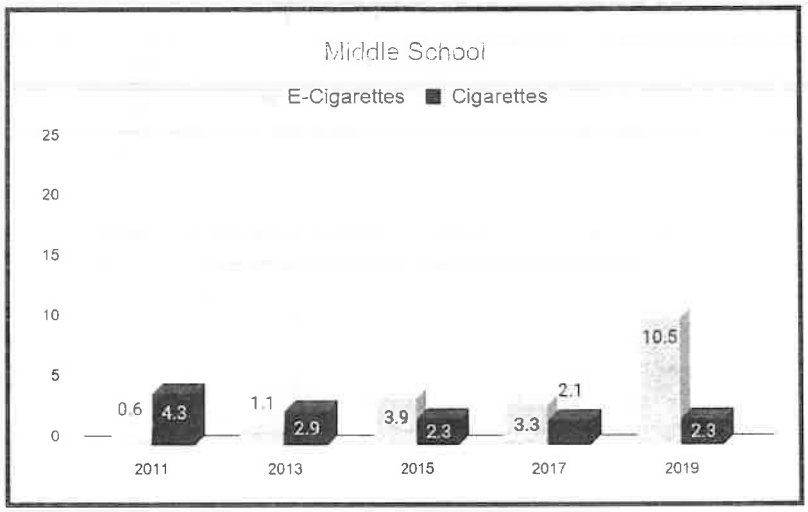
What is an E-Cigarette?

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/formaldehde-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
   B. half a pack of cigarettes
   ☐ C. 1-2 packs 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?

Wednesday April 29, 2020

PE NTI ACTIVITY DAYS 31-35 Name:
Day 33

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/KlcU-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!

Name:

FITNESSGRAM Performance Standards

Males

Healthy Fitness Zones (HFZ)

Cardiorespiratory Endurance

Age	15m PACER Laps	Aerobic Capacity (VO2 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	$\geq$ 2	$\geq$ 3	8 in
6	$\geq$ 2	$\geq$ 3	8 in
7	$\geq$ 4	$\geq$ 4	8 in
8	$\geq$ 6	$\geq$ 5	8 in
9	$\geq$ 9	$\geq$ 6	8 in
10	$\geq$ 12	$\geq$ 7	8 in
11	$\geq$ 15	$\geq$ 8	8 in
12	$\geq$ 18	$\geq$ 10	8 in
13	$\geq$ 21	$\geq$ 12	8 in

FITNESSGRAM Performance Standards

Females

Healthy Fitness Zones (HFZ)

Cardiorespiratory Endurance

Age	15m PACER Laps	Aerobic Capacity (VO2 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:_____

*Day 33

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

Day 34

by ReadWorks

★Directions: Read the passage then answer the questions.

In the 1800s, a lot 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.

Day 34

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: NBZW-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: _____ *Thursday, April 30*

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? * Name

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

Friday May 1, 2020

Day 35

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.

Day 35

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

Friday, May 1, 2020 Day 35

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...

