

# LINWOOD

## PUBLIC SCHOOLS

Belhaven Middle School  
Seaview Elementary School

51 Belhaven Avenue  
Linwood, NJ 08221

609.926.6720  
@linwoodschoos

March 13, 2020

Dear Linwood Schools' Families:

These are challenging times and uncharted territory for our schools, our community, our state, and the world. The health and well-being of all our students is of the utmost importance, and we are closely monitoring the current COVID-19 situation. We will continue to keep you up to date on any new information that we receive.

Attached are three days worth of lessons intended to be used in case of a school closure. Please take note of the cover page and headers for each section to identify the work to follow. If your child does not have a particular course in their current school schedule, they may skip the work for that area. The work provided covers standards that have been previously taught and should be able to be completed independently. These activities are academic maintenance activities to reinforce skills covered to this point in the year. The chart below indicates the approximate amount of time students should be expected to work daily.

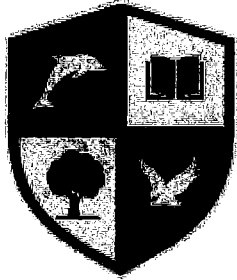
Grade Levels	Time (Total Time to work on all areas combined)	Additional Daily Reading or Read To
Pre- K	Varies	20-30 minutes
K-2	45 minutes total per day (cumulative)	20-30 minutes
3-4	75 minutes total per day (cumulative)	20-30 minutes
5-8	90-120 minutes total per day (cumulative)	30-45 minutes

Please have your child do their best to complete all work for each day. If your child is unable to complete portions of the work or has questions, teachers may be contacted by email. If there is a closure, teachers and staff will be available via email. Please allow time for teachers to check their email and respond.

Thank you for your cooperation and support during this time.

♥ Dr. Luff





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### Instructional Continuity Progress Monitoring Checklist

As daily work is completed for each subject area, please check the appropriate box. Once all work is complete for a given day, both student and parent/guardian will sign. By signing the checklist, you acknowledge that work has been completed to the best of the student's ability. Please return this checklist along with the completed work when school resumes.

Date	Core Areas	R.A.	Read	Other	Student Signature	Parent Signature
___	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
___	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
___	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____

**Core Areas**= Language Arts, Math, Science, Social Studies. **R.A.**= Related Arts. **Read**= Independent reading in addition to the core area work. **Other**= If your child has completed extension activities or work from related service providers, please check the "Other" box. Not all students are expected to have the "Other" box checked daily.

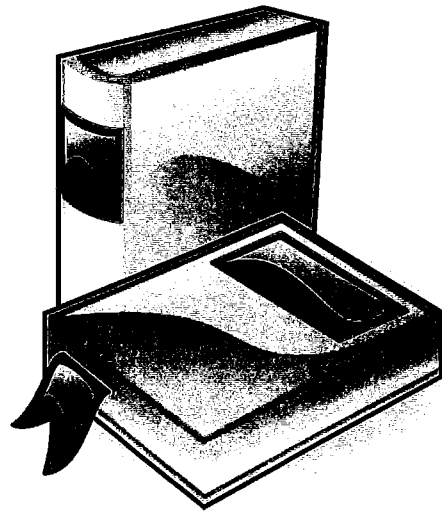




# **Seventh Grade**



# Language Arts





Read the passage and answer the questions that follow.

## On the Burning of the President's House

by Dolley Madison

*First Lady Dolley Madison was the wife of President James Madison. She wrote this letter to her sister, Anna, in 1814. The War of 1812 was raging, and the British army was marching on Washington, D.C., to burn the city and destroy the President's House. Dolley waited until the very last minute to leave her home. She took with her only important papers and whatever valuable items she could save.*

Tuesday, August 23, 1814

Dear sister,

- 1 My husband left me yesterday morning to join General Winder. He inquired anxiously whether I had courage or firmness to remain in the President's House until his return on the morrow, or succeeding day, and on my assurance that I had no fear but for him, and the success of our army, he left, beseeching me to take care of myself, and of the Cabinet papers, public and private. I have since received two dispatches from him, written with a pencil. The last is alarming, because he desires I should be ready at a moment's warning to enter my carriage and leave the city; that the enemy seemed stronger than had at first been reported, and it might happen that they would reach the city with the intention of destroying it.

I am accordingly ready; I have pressed as many Cabinet papers into trunks as to fill one carriage; our private property must be sacrificed, as it is impossible to procure wagons for its transportation. I am determined not to go myself until I see Mr. Madison safe, so that he can accompany me, as I hear of much hostility toward him. Disaffection stalks around us. My friends and acquaintances are all gone, even Colonel C. with his hundred, who were stationed as a guard in this enclosure.

French John (a faithful servant), with his usual activity and resolution, offers to spike<sup>1</sup> the cannon at the gate, and lay a train of powder, which would blow up the British, should they enter the house. To the last proposition I positively object, without being able to make him understand why all advantages in war may not be taken.

### Wednesday morning, twelve o'clock

Since sunrise I have been turning my spyglass in every direction, and watching with unwearied anxiety, hoping to discover the approach of my dear husband and his friends; but, alas! I can descry<sup>2</sup> only groups of military, wandering in all directions, as if there was a lack of arms, or of spirit to fight for their own fireside.

1 spike disable, make a weapon useless

2 descry spy, catch sight of

**Three o'clock**

5

Will you believe it, my sister? We have had a battle, or skirmish, near Bladensburg, and here I am still, within sound of the cannon! Mr. Madison comes not. May God protect us! Two messengers, covered with dust, come to bid me fly; but here I mean to wait for him. . . .

At this late hour a wagon has been procured, and I have had it filled with plate and the most valuable portable articles, belonging to the house. Whether it will reach its destination, the "Bank of Maryland," or fall into the hands of British soldiery, events must determine.

Our kind friend, Mr. Carroll, has come to hasten my departure, and in a very bad humor with me, because I insist on waiting until the large picture of General Washington is secured, and it requires to be unscrewed from the wall. This process was found too tedious for these perilous moments; I have ordered the frame to be broken, and the canvas taken out. It is done! The precious portrait is placed in the hands of two gentlemen of New York, for safe keeping. And now, dear sister, I must leave this house, or the retreating army will make me a prisoner in it by filling up the road I am directed to take. When I shall again write to you, or where I shall be tomorrow, I cannot tell!

Dolley



## Lesson 10 Quiz

1. Read this sentence from paragraph 1 of the passage.

**I have since received two dispatches from him, written with a pencil.**

This detail is MOST LIKELY included to support the idea that Dolley's husband

- A. usually writes letters with a pencil.
  - B. has forgotten to take pen and ink with him.
  - C. is acting in haste as he makes last-minute preparations.
  - D. wants her to erase the writing after she has read the letters.
2. Which BEST describes the structure of the letter?
- A. It describes a problem the writer is facing and gives a possible solution.
  - B. It is written at three different times and tells events in chronological order.
  - C. It explains the causes of the panic in the city and lists the effects on the people.
  - D. It compares the writer's experience to that of her husband and other military men.

3. Which detail from the passage BEST supports the idea that the British army is very close?

- A. "... here I am still, within sound of the cannon!"
- B. "He desires I should be ready at a moment's warning."
- C. "Our kind friend, Mr. Carroll, has come to hasten my departure . . ."
- D. "I can descry only groups of military, wandering in all directions . . ."

4. Which of the following BEST explains the type of source that this passage is?

- A. It is a secondary source because it has direct quotes.
- B. It is a primary source because it tells about a time in the past.
- C. It is a secondary source because it expresses an opinion about an event.
- D. It is a primary source because it is a letter from someone experiencing the events.

5. Read this sentence from paragraph 3 of the passage.

**French John (a faithful servant), with his usual activity and resolution, offers to spike the cannon at the gate . . .**

Which would be the BEST word to replace activity in this sentence to show that French John is willing to do his part to stand up to the British?

- A. spirit
- B. motion
- C. creativity
- D. generosity

6. Read this statement from the passage.

**This process was found too tedious for these perilous moments . . .**

Which of the following words that could replace tedious in this sentence has a LESS negative connotation?

- A. slow
- B. poky
- C. dragging
- D. plodding

7. Why does Dolley Madison wait so long before leaving the President's House? Use evidence from the passage to support your response.

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Read the passage and answer the questions that follow.

## The Burning of Washington

1 Less than four decades after the United States won its independence from Great Britain in the American Revolution, the two countries found themselves fighting again on American soil. In an effort to stop the United States from trading with France, Britain had been blockading American ports, capturing U.S. merchant ships, and even kidnapping American sailors and forcing them to join the British navy. On June 18, 1812, the U.S. Congress responded with a declaration of war. It was the beginning of the War of 1812.

The British easily defeated the Americans in the early battles of the war, which took place along the border of Canada—a British colony at the time. But then the Americans managed to destroy the city of York, one of the capital cities in Canada. The British, furious, began blocking American ports along the entire East Coast and even the Gulf of Mexico. Over the next year, British troops also began to march across American lands, burning towns on the Chesapeake Bay off the coast of Virginia. Soon, they headed north toward the American capital of Washington, D.C., leaving a trail of destruction in their wake.

### The March on Washington

Strategically, Washington, D.C., was a strange place for the British army to attack. The capital had only been in place for fourteen years (it had previously been in Philadelphia), and the population of the city was only about eight thousand. Aside from a few government buildings—the President's House, as well as the Capitol—the city was more like a small town. American forces assumed the British would be more likely to attack a more developed area, like the city of Baltimore to the north. But after the defeat of York, the British understood the impact of a blow to a capital city. They believed that a strike on Washington, D.C., might well discourage and demoralize the Americans.

In August 1814, British soldiers marched toward Washington, D.C. Fortunately, President James Madison had received early scouting reports that warned him in advance of the British plans. He managed to evacuate the entire city beforehand, giving the citizens just enough time to escape the approaching army. But he and his staff remained, trying to collect important Senate documents and send them away to safety in the few remaining wagons in the city. A clerk in the State Department hauled away linen bags stuffed with even more significant treasures: the Declaration of Independence, the Constitution, international treaties, and the correspondence of George Washington.

### A City in Flames

5 Madison's preparations were completed not a moment too soon. It was not long before the British reached Capitol Hill—and changed the flag flying above it to the Union Jack. They ransacked and burned the halls of the Senate and House, as well as other important government buildings. However, they were on strict orders not to damage the homes of the

residents. Assuming they would regain control of the United States at the end of the war, they wanted the citizens in the former capital city to be grateful for how kindly they had been treated.

Almost until the first British troops set foot in the city, Madison's wife, First Lady Dolley Madison, refused to leave the President's House. After her husband had left to manage military affairs, and even after her guard of a hundred American troops had fled, she stayed on. She was one of the last people remaining in the city, lingering to gather important items to take with her. She even made sure that a painting of George Washington was taken down from the wall and saved from the British army's torches. When there was not time to unscrew the frame from the wall, she had the portrait cut from the frame and rushed to safety.

### A Turning Point

As the British had hoped, the burning of the capital was a heavy blow for the Americans. But almost immediately, the tide began to turn. The British army and a huge fleet of British warships continued their victorious march north to Baltimore. But in the battle at Fort McHenry, which guarded the harbor, the Americans prevailed. After a night of enduring British rockets, the soldiers at the fort raised the American flag in victory—and a young American named Francis Scott Key, who had been watching the battle from a nearby ship, began to write the first lines of "The Star-Spangled Banner."

By the end of that year, the Americans had won a few more battles, and the British were reluctant to pour yet more funds into the war. Both sides sent representatives to Belgium to negotiate a peace treaty. American national pride soared. The nation had fought the British not once, but twice: the first time, to gain its independence; and a second time, to defend its sovereignty as a nation. In this spirit, Americans rapidly began to rebuild their capital city of Washington, D.C. In a little less than three years, the new president, James Monroe, moved into the newly built White House. In its east room was the portrait of George Washington that had been so courageously saved by Dolley Madison. It hangs there to this day.



8. In paragraph 4, the author MOST LIKELY gives the example of the clerk to
- A. demonstrate how people usually transported items.
  - B. suggest that the clerk was stealing important documents.
  - C. show people's desperation to save important American items.
  - D. imply that the president did not care about saving the documents.
9. Which BEST describes the structure of the passage?
- A. It tells historical events in chronological order.
  - B. It compares and contrasts the British and the Americans.
  - C. It explains the causes and later effects of the War of 1812.
  - D. It shows how Americans solved problems they faced during the war.
10. Which of the following BEST explains the type of source that this passage is?
- A. It is a primary source because it gives facts and details.
  - B. It is a secondary source because it gives several people's opinions.
  - C. It is a primary source because it tells what people said and did.
  - D. It is a secondary source, because the author did not experience all these events.
11. Read this sentence from paragraph 4 of the passage.
- In August 1814, British soldiers marched toward Washington, D.C.**
- Which is the BEST word to replace marched in this sentence to show that there were many British soldiers threatening the capital?
- A. headed
  - B. swarmed
  - C. walked
  - D. went

12. Which BEST explains the meaning of prevailed as it is used in this passage?
- A. won easily
  - B. won a battle
  - C. won at the last minute
  - D. won only after a hard struggle

Use “On the Burning of the President’s House” and “The Burning of Washington” to answer questions 13 and 14.

13. Which information from “The Burning of Washington” could NOT be learned from reading “On the Burning of the President’s House”?
- A. how Dolley Madison rescued a valuable American painting
  - B. why Dolley Madison stayed in the President’s House so long
  - C. what happened to the painting of George Washington after the war
  - D. who had left when Dolley Madison was still in the President’s House
14. What main idea is supported by the details in BOTH passages?

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Read the passage and answer the questions that follow.

## Drafted to Serve

- 1 For as long as it has been a nation, the United States has needed people to serve in its military, fighting for the country's freedom. Many of them are volunteers, willing to leave their homes and go to war to defend their country. Often, these volunteers fill the nation's armies to capacity. But when those numbers are not enough, the government is faced with the possibility of conscription, or a "draft"—summoning its citizens to military service for their nation.

### Debating the Draft

During and after the American Revolution, there was no national draft in place. But when the new nation of the United States faced its first war in 1812, President James Madison realized that the country would need more soldiers. He proposed a draft that would add 40,000 men to the nation's military. But Congress, though in favor of going to war, felt that a draft conflicted with the principles on which the United States was based. Through the strong opposition of Congressman Daniel Webster and others, Madison's proposal was defeated.

"The administration asserts the right to fill the ranks of the regular army by compulsion.... Is this, sir, consistent with the character of a free government? Is this civil liberty? Is this the real character of our Constitution? No, sir, indeed it is not.... Where is it written in the Constitution... that you may take children from their parents, and parents from their children, and compel them to fight the battles of any war?"

—Daniel Webster, December 9, 1814

### Drafting Substitutes

But decades later, with the advent of the Civil War, both the Union and the Confederacy implemented a draft to gather manpower. In 1862, the Confederate Congress drafted all Southern men ages 18–35. The following year, the U.S. Congress passed the Enrollment Act, drafting men ages 20–45 for service in the Union Army.

Yet even though many men were drafted, most did not actually serve in the Civil War. Legally, any draftee could pay a fee to avoid serving, and plenty of men did. And even a draftee who could not afford this high fee could send someone else off to war in his place. Nearly three-quarters of the "drafted" members of the Union Army were substitutes.

### The Selective Service Act

- 5 Facing entry into World War I in the early twentieth century, the United States set out to recruit one million citizens to fight in the war. But only 73,000 volunteers enlisted. To make up the difference, President Woodrow Wilson decided the nation had no choice but to implement a draft. He did so with the Selective Service Act of 1917.

**Go On ►**

The main purpose of the draft was to give all men an equal responsibility for the war effort. There were no substitutions or avoidance fees. Men were only exempt if they worked in certain jobs, were judged unable to serve, or had religious beliefs that prevented them from serving. Otherwise, each man was assigned a draft number, and numbers were drawn in a national lottery, so every man had an equal chance.

### **The Selective Training and Service Act**

The draft returned in 1940, as the United States considered entering World War II. That year, the Selective Training and Service Act of 1940 required all men ages 21–45 to register for the draft, even during peacetime. During wars, if selected by lottery, draftees would serve one year. This form of the draft, with only slight changes, would be used in the United States for the coming decades.

Through World War II and the Korean War, the United States continued to draft men as needed without serious resistance. But when the United States became involved in the Vietnam War in the 1960s, the draft met widespread opposition. Many people felt that the United States should not have entered the war, and they looked for ways to avoid the draft.

### **The End of the Draft**

Gradually, the government, too, began to find that the draft was unnecessary. In 1970, a high-ranking commission reported that the military could still remain strong without the draft. Congress extended the draft until 1973, but then let it expire. It has not since been revived. But today, all males are still required to register once they reach the age of 18—just in case the nation has need to call upon the services of its citizens once again.

#### **How the Draft Works**

1. Congress (including both the House and the Senate) authorizes a draft.
2. The President signs the bill into law.
3. The Selective Service holds a lottery. Dates for every day of the year are drawn in random order. Men 20 years old are drafted according to their birthdays. If more draftees are needed, the process is repeated for ages 21, 22, and so on. Men ages 18 and 19 would be last and are unlikely to be drafted.
4. Registrants are given physical, mental, and moral evaluations. At this stage, they can also apply to be exempt or to defer the draft to a later time.
5. Draftees are inducted into the military. The process must be completed within 193 days.

**Go On ►**

15. Which of the following BEST explains the type of source that this passage represents?

- A. It is a primary source, because it is about events that happened many years ago.
- B. It is a secondary source, because it expresses one person's opinion about an event.
- C. It is a primary source, because it gives the author's personal recollection of words people said and events that happened.
- D. It is a secondary source, because the author did not experience all these events and used information from other sources.

16. Read this entry from a dictionary.

**draft** (draft) *noun*. 1. the selection of an individual from a group for some special purpose; 2. a rough sketch, outline, or version; 3. a current of air in a closed-in space; 4. a portion of liquid (as medicine) poured out for drinking

Which definition of draft is used in paragraph 1 of this passage?

- A. definition 1
- B. definition 2
- C. definition 3
- D. definition 4

17. Which detail in the passage BEST shows how the draft for World War I improved upon the drafts for the Civil War?

- A. President Woodrow Wilson officially signed the draft into law.
- B. Men were not allowed to send substitutes or pay to avoid the draft.
- C. One million men were needed, but only 73,000 people volunteered.
- D. Men could be exempt because of their jobs, abilities, or religious beliefs.

18. Which of the following MOST LIKELY influenced the end of the draft?

- A. many people trying to avoid being drafted
- B. members of Congress saying that the draft was un-American
- C. a report that the military could remain strong without the draft
- D. a need for huge numbers of people to volunteer for an upcoming war

Go On ►

Practice Test 2

19. Which BEST describes the meaning of the phrase without serious resistance as it is used in paragraph 8?
- A. There were no protests.
  - B. There were no wars to fight.
  - C. There was no limit on the draft.
  - D. There was no need for volunteers.
20. What factor triggers a draft lottery for men older than 20?
- A. whether registrants pass physical and mental tests
  - B. whether Congress has authorized an additional draft
  - C. whether the military has specified a need for older soldiers
  - D. whether more men are needed after all eligible 20-year-olds have been drafted
21. Is the quotation by Daniel Webster a primary source or secondary source? Explain how this type of source helps readers understand the section titled "Debating the Draft."

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Go On ►



Read the passage and answer the questions that follow.

## If the Draft Comes

1 Chad Walton pushed the wide broom slowly across the floor of his father's grocery store. Freckled and red-haired, tall and lanky, moving with a kind of awkward grace, he resembled an overgrown kid. Though he was already nineteen and a half years old, he felt like a kid, too—especially these days, when more and more of his friends were volunteering to fight in the war far away in Vietnam.

"Sure you don't want to enlist with me?" his friend Bob had asked incredulously. "You've heard the rumors: they say the enlists do okay, but the draftees end up dodging bullets on the front lines."

"It's okay," Chad had shrugged, "I'll take my chances." And he had stayed home, while Bob had enlisted and embarked for lands unknown. But as he swept the floor, Chad felt reassured that he'd chosen the best path. "I've got family, friends, all I need in this town for a good start in life," he said to himself, "and if the draft comes, well, it comes."

Years later, he remembered the irony of the timing of that thought. The bell on the door jingled, and his father entered the store. Like Chad, he looked young for his age—but today, the seriousness of his expression made him look far older than his years. Chad stopped sweeping the floor and stood still, waiting.

5 "You've received a letter, son," his father said shakily, holding out a thin envelope. Chad took it but didn't bother to look inside, keeping his eyes on his father. "You—you've been drafted," he stumbled over the words, "and you're to report to the draft board office on—on May 4, 1968."

The days seemed to fly by until the moment Chad said good-bye to his father and mother at the draft board office. Never before had he seen his mother's face so grief-stricken, but his father's stolid silence was worse still. Trying not to think about anything at all, he waved good-bye as cheerfully as he could, and he climbed the steps to the bus that would take him to the base where he would be inducted into the army. But on the long ride, he couldn't seem to stop the thoughts and questions from crowding into his brain. Where would they send him? What would they ask him to do? But his nineteen-year-old self refused to acknowledge the most troubling question at the back of his mind: would he ever come home?

His arrival at the base came as a welcome distraction. He was briskly interviewed, given mental tests, then put through a physical workout and an exam, moving from one test to the next like a cog in a rotating gear. No one bothered to inform him of the results, but he assumed he'd passed when he was finally ushered into a sizeable room with a large group of draftees.

Go On ►

Chad and the others filed meekly along the lines marked on the floor and stood in formation, gaping at a large American flag hanging at the front of the room. A recruiting officer strode into the room, sweeping his eyes over the draftees.

"This is it, men," he barked. "Take one step forward."

10 The roomful of recruits, looking younger than ever, obediently stepped forward.

"Congratulations!" barked the officer. "By taking that one step forward, you just 'volunteered' for the United States Army. You've all just achieved a new status: inductee."

Chad found himself irritated at the euphemism. "Why pretend?" he thought to himself. "We didn't volunteer for anything; that's why we're here."

But the officer was already administering the oath, and Chad mechanically repeated the words with the others around him. "I, Chad, do solemnly swear that I will bear true faith and allegiance to the Constitution of the United States of America and will defend it against all enemies foreign and domestic, and will obey the orders of the President and the officers appointed over me, so help me God."

"And that really is 'it,'" thought Chad. "I belong to the army. Anything could happen now." But as he looked around at the men who were facing the same uncertain future, he felt a tiny glimmer of pride for the first time. He was part of something bigger than himself, bigger than his family, bigger than his small town. It was as big as a nation. And he meant to live up to it.



Go On ►

22. Which BEST explains the point of view of the narrator in this story?

- A. We hear Chad's thoughts directly from him.
- B. The story is narrated from the perspective of Chad's father.
- C. A narrator outside the story reveals Chad's thoughts and feelings.
- D. The story is told by a narrator who does not know the characters' inner thoughts.

23. Read this entry from a thesaurus.

**incredulous** *adjective*. suspicious, doubtful, fantastic, unthinkable;  
*ant.* convinced, credulous

Which word is the BEST to use in place of incredulously in paragraph 2?

- A. suspiciously
- B. doubtfully
- C. fantastically
- D. unthinkably

24. How does Chad's response to the draft change during the story?

- A. At first, he is afraid of being drafted, but later, he looks forward to the challenge.
- B. At first, he is excited to be drafted, but later, he realizes that he faces an uncertain future.
- C. At first, he does not want to think about fighting in the war, but later, he is proud to be a part of it.
- D. At first, he wants to go and enlist with his friends, but later, he decides that staying home is the best choice.

25. In paragraph 7, why does the author compare Chad to "a cog in a rotating gear"?

- A. to suggest that he feels very small and afraid
- B. to demonstrate that the testing is very disorganized
- C. to indicate that he is taking tests about mechanical subjects
- D. to show that he is moving from one thing to the next in a set system

Go On ►

26. Read this sentence from paragraph 13 of the passage.

**But the officer was already administering the oath, and Chad mechanically repeated the words with the others around him.**

What does it mean to administer an oath?

- A. to make an official promise in a public place
- B. to explain what the words of the promise mean
- C. to lead someone in saying the words of the promise
- D. to confirm that someone has made an official promise

**Use “Drafted to Serve” and “If the Draft Comes” to answer question 27.**

27. What do the viewpoints of the fictional characters in “If the Draft Comes” add to the history of the draft that a nonfiction account, such as “Drafted to Serve,” cannot provide?

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**Go On ►**

Read the passage.

## Setting Goals

A basketball player wants to help her team get to the state championships. By the end of the season, the team reaches the championship game and wins the title. A sophomore who runs track decides to increase his speed. In four months, he runs faster than he ever has before. A tennis player thinks she needs to improve her serve. Within a year, she scores more points from a much stronger serve. What do these three people have in common? They are all teenage athletes who set goals and accomplished them. Setting goals can help athletes both young and old face challenges and achieve success.

There are three types of goals athletes set for themselves. Outcome goals relate to winning competitions or gaining awards. Performance goals relate to improving abilities. Process goals relate to the ways an athlete works to reach an outcome goal or performance goal. For example, a swimmer can set a performance goal of swimming a lap in less than a minute. He can then set a process goal of swimming an extra hour a week to help improve his performance.

Setting goals is not easy. Sometimes, athletes make goals that require a lot of practice or are hard to achieve. Following the three guidelines below can help you achieve success.

### Tip 1: Set Specific, Realistic Goals

The best goals are specific and realistic. For example, it is not very helpful for a softball player to say, "I am going to become a better player." Instead, a specific goal such as "I am going to improve my batting average<sup>1</sup> by fifty points" makes more sense. In addition, goals should be realistic. If a goal is almost impossible to achieve, it will only result in feelings of disappointment and regret. Breaking goals into smaller steps can make them more realistic. For example, a runner new to marathon training shouldn't set a goal of running twenty-six miles on the first day of training. She may start the first week of training by running four miles a day, and then increase her goal to six miles a day, and so on, until she reaches twenty-six miles in one day.

### Tip 2: Take Time to Achieve a Goal

Most goals can't be reached overnight. So, it is important to remember to work toward slow, steady progress. Pay attention to the small improvements and give yourself credit for each minor accomplishment you make toward your goal.

<sup>1</sup> **batting average:** a measure of a baseball or softball player's performance at bat

### Tip 3: Don't Allow Roadblocks to Stop Your Progress

It is unrealistic to expect everything to go smoothly. Many athletes often experience obstacles on the road to success. These roadblocks do not always mean an athlete has failed to reach a goal. Often, they are a sign it might be best to examine the problem in a new way or to vary your approach. For instance, imagine a basketball player wanted to score more points in a game. So he focused on improving his jump shot, which helped only a little. He then realized he needed to find better ways to communicate with his teammates in the middle of games. Once he did that, they passed the ball to him more often, he had more opportunities to score, and he gained more points per game.

Following these three tips can not only help athletes reach their dreams, but it can also help anyone—from a member of the debate team to a student preparing an important report—achieve success. In fact, setting goals and working toward them is a major part of life. It is the best way to accomplish anything you want to do.

### Answer the following questions.

- 1 A student is writing guidelines for setting goals. Which of the following sentences would make the **best** thesis for the student's guidelines?
- A. Athletes can set different kinds of goals to achieve success.
  - B. Setting unrealistic goals can lead to failure.
  - C. One example of a goal is to run a mile in under eight minutes.
  - D. Do not let anyone set goals for you.

**Hint** Remember that a thesis statement introduces the central idea of an informative text. It should clearly explain the topic and make it obvious to readers.

- 2 Summarize the information the author provides to show how people can set and accomplish goals.

Write your answer on the lines provided.

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**Hint** When you summarize, you should include all the main points the writer makes. What is the main information the author includes to develop the topic of setting and accomplishing goals? The subheads in this passage can help you identify the writer's main points.

- 3 Circle **three** transition words or phrases in paragraph 4 of the passage.

**Hint** Remember, writers include transitions to connect ideas in a text.

- 4 The following sentences could be included in the passage. Which one is the **best** example of precise language?

- A. Setting goals can help people in many, many ways.
- B. A golfer may set a goal of hitting under ninety strokes.
- C. It helps to follow different things when you set goals.
- D. Everybody should think about goals.

**Hint** Precise language uses specific nouns, verbs, adjectives, and adverbs to convey the writer's meaning clearly. Choose the sentence that uses the most exact words.

### 3 LESSON PRACTICE

Use the Reading Guide to help you understand the passage.

## One Amazing Athlete

### Reading Guide

What is the central idea of this passage?

How did Betty Robinson begin her racing career?

The author includes a quote from Betty. What does this quote show about the time period in which Betty first began to race?

The year was 1928, and the place was Amsterdam. A sixteen-year-old athlete from the United States was preparing to run the 100-meter dash. It was the first time women athletes were allowed to compete in track-and-field events at the Olympics, and this was the first race of the 1928 Games. At the sound of the starting gun, the athletes raced down the track. The 100-meter race is very fast, and it came down to a photo finish between the American and a racer from Canada. In the end, the American athlete won, and she became the first woman to ever win an Olympic gold medal in track and field. Her name was Betty Robinson, and her story is an example of setting goals to achieve success.

Nicknamed "Betty," Elizabeth Robinson was born in Illinois in 1911. When she was in high school, an assistant track coach happened to spot her running to catch a train. Realizing she could be a track-and-field athlete, the coach asked her to run fifty yards down a school hallway as an informal tryout to gain a spot on the team. Betty later told the *Los Angeles Times*, "I had no idea that women even ran then. That is when I found out that they actually had track meets for women."

Betty began to practice and prepare for races. Each race presented a new goal, and once she achieved it, she moved on to the next. Three weeks after joining her high school team, she made her debut at a regional race where she came in second. In her next race, she equaled the world record at that time, which was 12.0 seconds in the 100-meter dash. In her third race, Betty finished second and qualified for the 1928 Olympic team. Before then, racing was not considered to be "ladylike" or "genteel" enough for women. However, Betty and her teammates were determined to prove any naysayers wrong.

After gaining a spot on the team, Betty Robinson sailed to Europe with the Olympic team. Along the way, she worked out on a quarter-mile track made of linoleum that was placed along the deck of the ship. Regular practice helped her prepare for the next goal, winning a gold medal at the Olympics. But first, she had to run qualifying races in Amsterdam. She finished second in her trial race and first in her semifinal.



## Reading Guide

Circle an example of precise language in the passage. Notice how the author's use of precise language helps you understand the specifics of the events.

How does the writer connect ideas within the text?

What challenges did Betty face in her life?

The author says Betty inspired future female runners. What details in the text show how Betty was inspiring?

In fact, she became the only American to reach the finals in the 100-meter dash, and, in the end, she brought home the gold. Although the finish was too close to call at first, the judges quickly declared Betty the winner. She beat Fanny Rosenfeld of Canada—who had been favored to win—with a final time of 12.2 seconds. Betty later said, “When the flag went up after the race, I started crying like a baby.”

Three years later, Betty faced an even greater challenge. In 1931, she was riding in a small plane with her cousin near Chicago. The plane crashed, and at first the two were presumed to be dead. Although they both survived, Betty suffered severe head injuries, along with a broken arm and leg. She spent a long recovery in a hospital, and for four months she was in a wheelchair or on crutches. Also, a silver rod and pin were inserted into her broken leg to stabilize it and support the bone, and her leg became half an inch shorter than the other one.

It seemed like Betty might never race again, but she was determined not to give up. So she set another important goal for herself. She intended to make the Olympic team again. It took several long, difficult years of rehabilitation and recovery. But Betty made a comeback in 1936 when she qualified for the Olympic relay team. However, her injured leg was still stiff, and she could not bend her knee. So unlike the other racers, she had to make a standing start, rather than a crouching start. However, she was still fast enough to race and win. Her team captured the gold medal in the 100-meter relay dash at the 1936 Games in Berlin.

Betty Robinson later married Richard Schwartz and they started a family. After she stopped racing, she became a coach and a public speaker. She also was inducted into the National Track and Field Hall of Fame and the United States Track and Field Hall of Fame.

As the first female Olympic gold medal winner in a track-and-field event, Betty Robinson Schwartz inspired future female runners, including Florence Griffith Joyner, who broke the world record for women in the 100-meter dash in 1988. Betty proved she was one amazing athlete who would not let adversity stand in her way.

**Answer the following questions.**

- 1** What is the author's main point?

  - A.** Betty Robinson was only a teenager when she began racing and won her first gold medal.
  - B.** Betty Robinson set goals and overcame adversity to achieve great success in her sport.
  - C.** Betty Robinson's world-record time in the 100-meter dash was one and a half seconds slower than the current record.
  - D.** Betty Robinson was in a horrible plane crash that nearly ended her athletic career.
- 2** Write two paragraphs to explain how Betty Robinson recovered from the plane crash in 1931 and reestablished her racing career.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

3 A student is writing an essay about Betty Robinson and has included the following sentences. Which one does **not** include correct subject-verb agreement?

- A. Betty was discovered by her coach while running to catch a train.
- B. The teammates practiced on a special track as the ship sailed to Europe.
- C. Betty and her teammates was able to capture gold at the 1936 Olympics.
- D. I think Betty's story is all about triumph over adversity and difficult odds.

4 The following sentences could be included in the passage. Which one is the **best** example of formal style?

- A. Wow, Betty Robinson must have been incredibly fast!
- B. Betty won the gold medal just four months after she started racing.
- C. People must have been stupid to think that women should not race.
- D. Betty was the coolest racer who ever lived, and other people look up to her.

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

**Part A**

Read the following statement from the passage.

**So unlike the other racers, she had to make a standing start, rather than a crouching start.**

What is the meaning of the domain-specific phrase crouching start?

- A. a start behind a designated line
- B. when a runner starts running after the buzzer sounds
- C. when a race starts off with a hurdle
- D. a starting position in which a runner bends down to prepare for running

**Part B**

Which sentence from the text **best** explains the meaning of crouching start?

- A. In her third race, Betty finished second and qualified for the 1928 Olympic team.
- B. Although the finish was too close to call at first, the judges quickly declared Betty the winner.
- C. But Betty made a comeback in 1936 when she qualified for the Olympic relay team.
- D. However, her injured leg was still stiff, and she could not bend her knee.

- 6** In your own words, write an informative essay about how setting goals can help students achieve success. Explain what goals are and how to set them. Draw on evidence from "Setting Goals" and "One Amazing Athlete" to support your ideas.

You may plan your informative essay in the space below. Write your essay on the following pages.

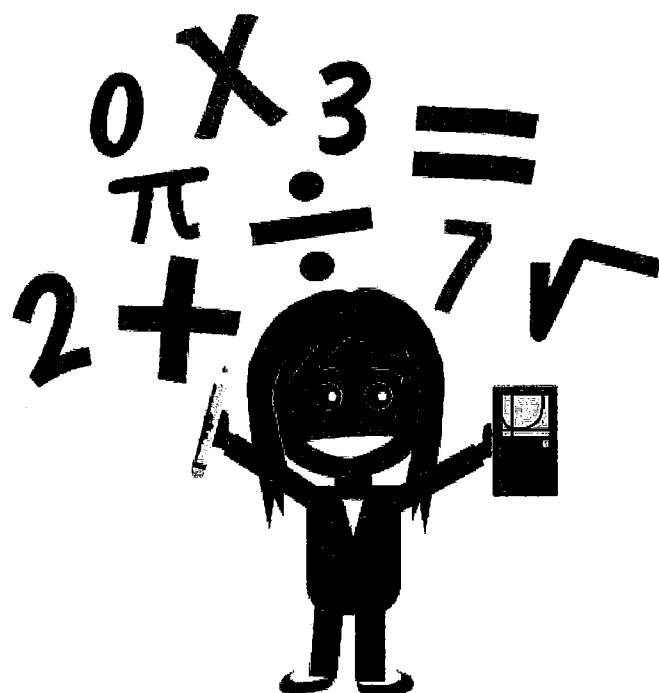
**Plan**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



Lined writing area with horizontal ruling lines.

# Math







**Chapter****1****Performance Task****Melting Matters**

When does the state of a substance change from solid to liquid or from liquid to solid? The states of different substances change at different temperatures. How do their melting points compare to that of ice? How can you use absolute values to solve problems about melting points?

The temperature at which a solid becomes a liquid is called a melting point. In Exercises 1–6, use the table shown.

Substance	Melting Point (°C)
Ice	0
Beeswax	62
Mercury	−38.83
Plastic	130
Tin	231.9
Ethanol	−114.1
Acetone	−95
Chocolate	32

1. Graph each melting point on a number line. Label each point with its substance and temperature.
2. Which substance has the highest melting point? Which substance has the lowest melting point?
3. Order each melting point from closest to farthest away from the melting point of ice. Which substance's melting point is closest to ice's melting point?

## Chapter

## 1

## Performance Task (continued)

## Melting Matters

4. Dry ice is carbon dioxide in a solid state. Its freezing point is  $-78.5^{\circ}\text{C}$ . You use dry ice to freeze liquid mercury that is at room temperature, or  $22^{\circ}\text{C}$ . How many degrees Celsius does the temperature of the mercury need to drop?
5. How does the melting point of mercury compare to its freezing point? its boiling point? Explain.
6. What is the RANGE of the substances melting points?
7. Is the sum of the melting points above or below 0 degrees Celsius. Show work to support your answer.

## Ch 2 Review

PLEASE... Show work when needed!!

1. When José and Sean were each 5 years old, José was  $1\frac{1}{2}$  inches taller than Sean. Then José grew at an average rate of  $2\frac{3}{4}$  inches per year until he was 13 years old. José was 63 inches tall when he was 13 years old. How tall was Sean when he was 5 years old?

- ☐ A.  $39\frac{1}{2}$  in.  
☐ B.  $42\frac{1}{2}$  in.  
☐ C.  $44\frac{3}{4}$  in.  
☐ D.  $47\frac{3}{4}$  in.

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Grade 7 Accel: MRL CC>Chapter 2>Cumulative Practice> Question #1

2. What is the value of  $-5 + (-7)$ ?

- ☐ F.  $-12$   
☐ G.  $-2$   
☐ H.  $2$   
☐ I.  $12$

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Grade 7 Accel: MRL CC>Chapter 2>Cumulative Practice> Question #2

3. What is the value of the expression?

$$-\frac{9}{16} + \frac{9}{8}$$

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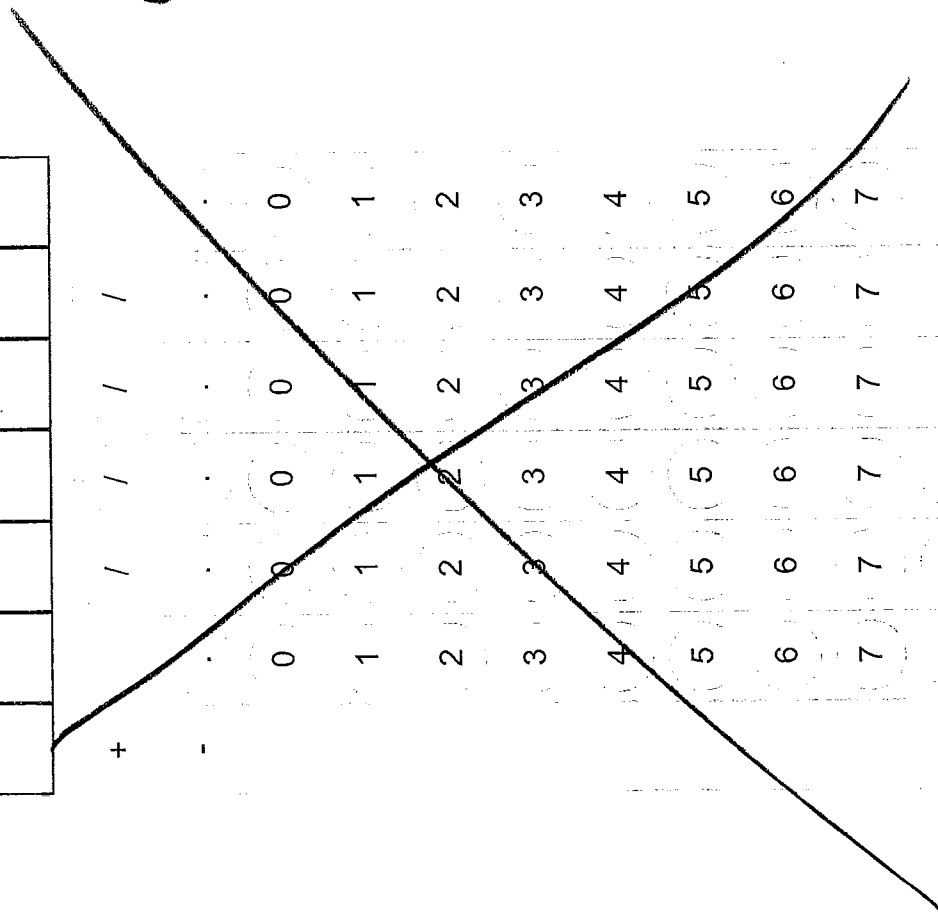
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(3)

(Show work)



4. What is the value of  $a^2 - 2ac + 5b$  when  $a = -2$ ,  $b = 3$ , and  $c = -5$ ?

☐ A.  $-9$   
☐ B.  $-1$   
☐ C.  $1$   
☐ D.  $9$

Show work !! :)

Grade 7 Acel: MRL CC>Chapter 2>Cumulative Practice> Question #4

5. Your friend evaluated the expression.

$$\begin{aligned}
 2 - 3 - (-5) &= -5 - (-5) \\
 &= -5 + 5 \\
 &= 0
 \end{aligned}$$

What should your friend do to correct the error that he made?

- ☐ F. Subtract 5 from  $-5$  instead of adding.  
☐ G. Rewrite  $2 - 3$  as  $-1$ .  
☐ H. Subtract  $-5$  from 3 before subtracting 3 from 2.  
☐ I. Rewrite  $-5 + 5$  as  $-10$ .

Grade 7 Acel: MRL CC>Chapter 2>Cumulative Practice> Question #5

6. What is the value of  $-1\frac{1}{2} - (-1\frac{3}{4})$ ?

☐ A.  $-3\frac{1}{4}$

☐ B.  $\frac{1}{4}$

☐ C.  $\frac{6}{7}$

☐ D.  $2\frac{5}{8}$

Grade 7 Accel: MRL CC>Chapter 2>Cumulative Practice> Question #6

7. What is the value of the expression when  $q = -2$ ,  $r = -12$ , and  $s = 8$ ?

$$\frac{-q^2 - r}{s}$$

☐ F.  $-2$

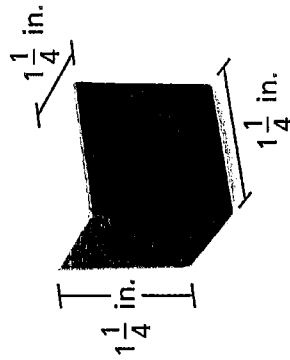
☐ G.  $-1$

☐ H.  $1$

☐ I.  $2$

Grade 7 Accel: MRL CC>Chapter 2>Cumulative Practice> Question #7

8. You are stacking wooden blocks with the dimensions shown. How many blocks do you need to stack vertically to build a block tower that is  $7\frac{1}{2}$  inches tall?



9. Your friend evaluated an expression.

$$\begin{aligned}
 -4\frac{3}{4} + 2\frac{1}{5} &= -\frac{19}{4} + \frac{11}{5} \\
 &= -\frac{95}{20} + \frac{44}{20} \\
 &= \frac{-95 + 44}{20} \\
 &= \frac{-139}{20} \\
 &= -6\frac{19}{20}
 \end{aligned}$$

What should your friend do to correct the error that she made?

- ☐ A. Rewrite  $-\frac{19}{4} + \frac{11}{5}$  as  $\frac{-19 + 11}{4 + 5}$ .
- ☐ B. Rewrite  $-95 + 44$  as  $-51$ .
- ☐ C. Rewrite  $\frac{-95 + 44}{20}$  as  $\frac{51}{20}$ .
- ☐ D. Rewrite  $-4\frac{3}{4}$  as  $-\frac{13}{4}$ .

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+	/	/	/	/	.
-	.	.	.	.	.
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Grade 7 Accel: MRL CC>Chapter 2>Cumulative Practice> Question #8

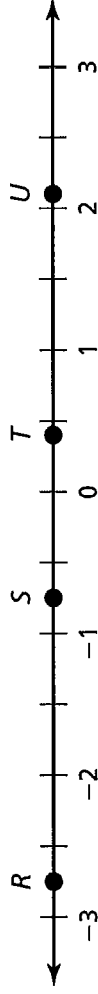


10. Which expression has the greatest value when  $x = -2$  and  $y = -3$ ? (Show work)

- ☐ F.  $-xy$   
☐ G.  $xy$   
☐ H.  $x - y$   
☐ I.  $-x - y$

Grade 7 Acel: MRL CC>Chapter 2>Cumulative Practice> Question #10

11. Four points are graphed on the number line. Show work



Part A What is the approximate sum of the two points with the greatest sum?

- ☐ -0.65  
☐ 2.5  
☐ 3.5  
☐ 4.85

Explain your reasoning.

B / U T<sup>2</sup> T<sub>2</sub> 0 / 10000 Word Limit

Part B What is the approximate difference of the two points which have the greatest difference?

- ☐ -3.5  
☐ 0.25

- ☐  $-0.00$   
☐ 1.7  
☐ 4.85

Explain your reasoning.

B / U  $\equiv$   $T^2$   $T_z$

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Part C What is the approximate product of the two points whose values have the greatest product?

- ☐  $-5.78$   
☐ 0.84  
☐ 2.06  
☐ 5.78

Explain your reasoning.

B / U  $\equiv$   $T^2$   $T_z$

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Part D What is the approximate quotient of the two points whose values have the greatest quotient?

- ☐  $-6.88$   
☐ 3.67  
☐ 5.25  
☐ 6.88

Explain your reasoning.

B   /   U   ≡   T<sup>2</sup>   T<sub>2</sub>

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Grade 7 Accel: MRL CC&gt;Chapter 2&gt;Cumulative Practice&gt; Question #11

- 12.** What number belongs in the box to make the equation true?

$$\frac{-0.4}{\square} + 0.8 = -1.2$$

- ☐ **A.**  $-1$   
☐ **B.**  $-0.2$   
☐ **C.**  $0.2$   
☐ **D.**  $1$

Grade 7 Accel: MRL CC&gt;Chapter 2&gt;Cumulative Practice&gt; Question #12

- 13.** Which expression has a negative value when  $x = -4$  and  $y = 2$ ?

- ☐ **F.**  $-x + y$   
☐ **G.**  $y - x$   
☐ **H.**  $x - y$   
☐ **I.**  $-x - y$

Grade 7 Accel: MRL CC&gt;Chapter 2&gt;Cumulative Practice&gt; Question #13

14. What is the area of a triangle with a base of  $2\frac{1}{2}$  inches and a height of 2 inches?

☐ A.  $2\frac{1}{4}$  in.<sup>2</sup>

☐ B.  $2\frac{1}{2}$  in.<sup>2</sup>

☐ C.  $4\frac{1}{2}$  in.<sup>2</sup>

☐ D. 5 in.<sup>2</sup>

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Grade 7 Accel: MRL CC>Chapter 2>Cumulative Practice> Question #14

15. Which decimal is equivalent to  $\frac{2}{9}$ ?

☐ F. 0.2

☐ G.  $0.\overline{2}$

☐ H. 0.29

☐ I. 4.5

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Grade 7 Accel: MRL CC>Chapter 2>Cumulative Practice> Question #15

**Chapter  
3****Alternative Assessment**

1. You and your friends eat at a local restaurant.
  - a. Some of the prices are missing from the menu. You ask the waiter for the missing prices. He states the following:
    - The cost of water is \$1 less than the cost of a soda.
    - The cost of a bowl of soup is the difference of the cost of apple pie and \$1.
    - The cost of a salad is the cost of a soda squared.
    - The cost of a hamburger is the sum of the cost of chocolate cake and the cost of apple pie.
    - The cost of chicken is twice the sum of the cost of chocolate cake and the cost of water.

Menu	
Soda .....	\$a
Water .....	\$__
Soup .....	\$__
Salad .....	\$__
Hamburger .....	\$__
Chicken .....	\$__
Vegetable Pasta .....	\$2b
Chocolate Cake .....	\$b
Apple Pie .....	\$c
Ice Cream .....	\$(c - a)

Use the information to write an expression for each missing price on the menu. Fill in each expression on the line provided.

- b. You order a soda, a salad, a hamburger, chocolate cake, and ice cream. Write and simplify an expression that represents the cost of your meal.
- c. You later find that  $a = 2$ ,  $b = 3$ , and  $c = 4$ . Evaluate the expression from part (b) to find the cost of your meal.
- d. The expression  $1.2(C + 0.025C)$  gives the total amount of your bill including sales tax and tip, where  $C$  is the cost of your meal. What is the total amount you spend on your meal?
- e. Your friend wants to spend \$11.00 on a drink, main dish, and dessert. What items can your friend order? Write and simplify an expression for the cost of his meal. Verify the cost of his meal is \$11.00.
- f. Another friend orders two of each item she wants. The expression  $2a + 4b + 2c$  represents the cost of her order. What are two possible combinations of three different items she can order?

**Chapter****4****Alternative Assessment**

1. When you solve a two-step equation, you must decide what step to do first. Usually one way of solving an equation will have fewer steps and less complex arithmetic than another. To explore this idea, consider the equation

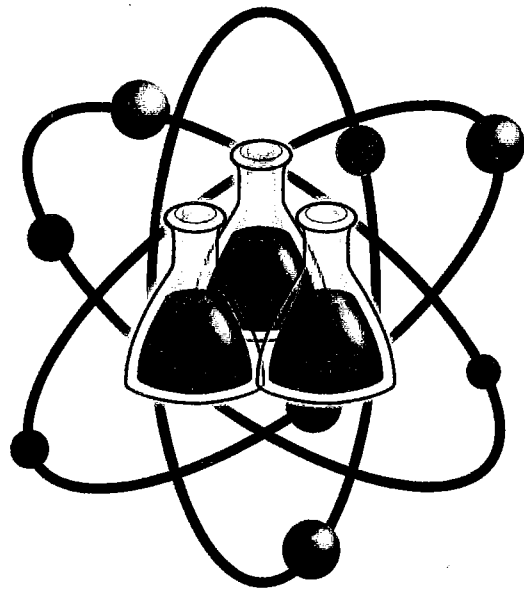
$$3x + \frac{2}{3} = 7\frac{5}{6}.$$

- a. Solve the equation by first subtracting  $\frac{2}{3}$  from each side.
- b. Solve the equation by first dividing each side by 3.
- c. Compare and contrast both ways of solving the equation. Use your analysis to describe whether subtracting first or dividing first is the more efficient process to use for solving an equation like this one.

2. A number  $z$  added to 3.1 is less than or equal to 7.6.  
A number  $q$  subtracted from 3.1 is greater than or equal to 7.6.
- Write an inequality for each statement.
  - Solve each inequality you wrote in part (a).
  - Graph each solution you found in part (b). Explain why the point you plotted is closed or open.
  - What do you notice about the solutions?
  - Write a word problem that can be answered using one of the inequalities.



# Science





7th grade science (all work is included as one-single packet)

Directions

**Day 1**

1. Read the article "Keeping their cool".
2. Highlight or underline the most important piece of information from each paragraph.
3. Write 2 two questions for each page about what you read. You can write the questions directly on the article (you do not have to answer the questions).

**Day 2**

1. Answer all questions from the "Desert Home" worksheet.

**Day 3**

1. Answer all questions from the "That's Hot" worksheet.

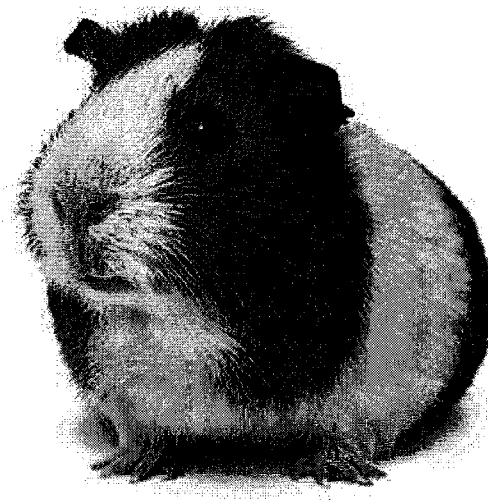
## Keeping Their Cool

How strange rodents have adapted to their steamy desert home

MARCH 6, 2017

By Andrew Klein

**ESSENTIAL QUESTION:** Why might it benefit an animal to not feel pain from heat?

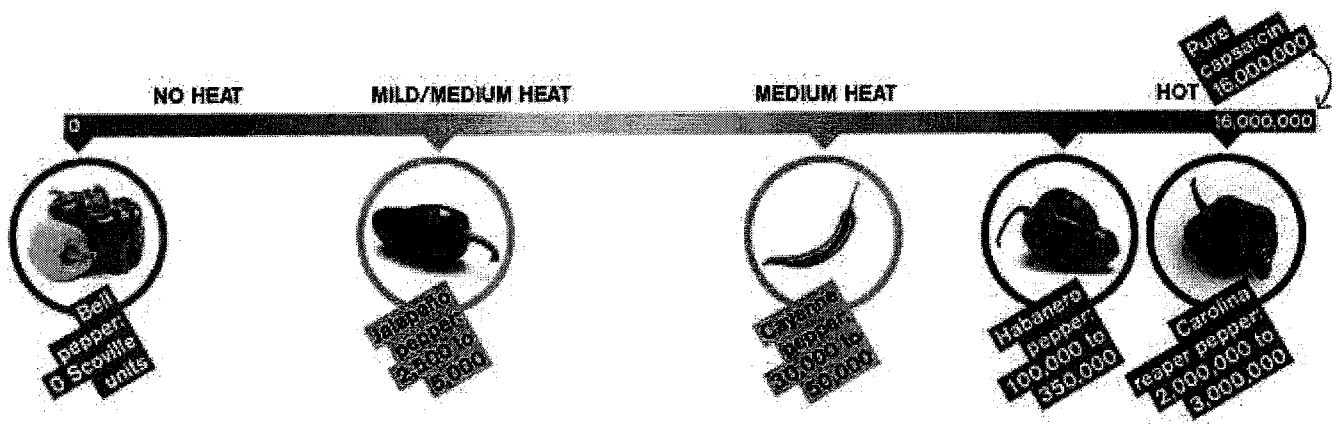


SHUTTERSTOCK / PHOTOK.DK

**IDENTITY CRISIS:** Naked mole-rats aren't moles, or rats. They're more closely related to guinea pigs.

This weird-looking creature is a naked mole-rat . . . and it's probably not hard to see how it got its name. These nearly hairless rodents live together in *burrows* beneath the deserts of east Africa. It gets hot and uncomfortable inside these cramped underground holes. But the naked mole-rats have a way to beat the heat: They're nearly immune to pain caused by high temperatures.

For most animals, "Pain is primarily protective," says Gary Lewin, a neuroscientist at the Max Delbrück Center for Molecular Medicine in Berlin, Germany. The sensation of pain is like an alarm warning organisms to stop doing something harmful—like touching a hot stove. Without this signal, they could badly injure themselves. About 20 million years ago, naked mole-rats branched off from other mole-rat species and lost this pain response—making life a little more manageable in their sweltering burrows.



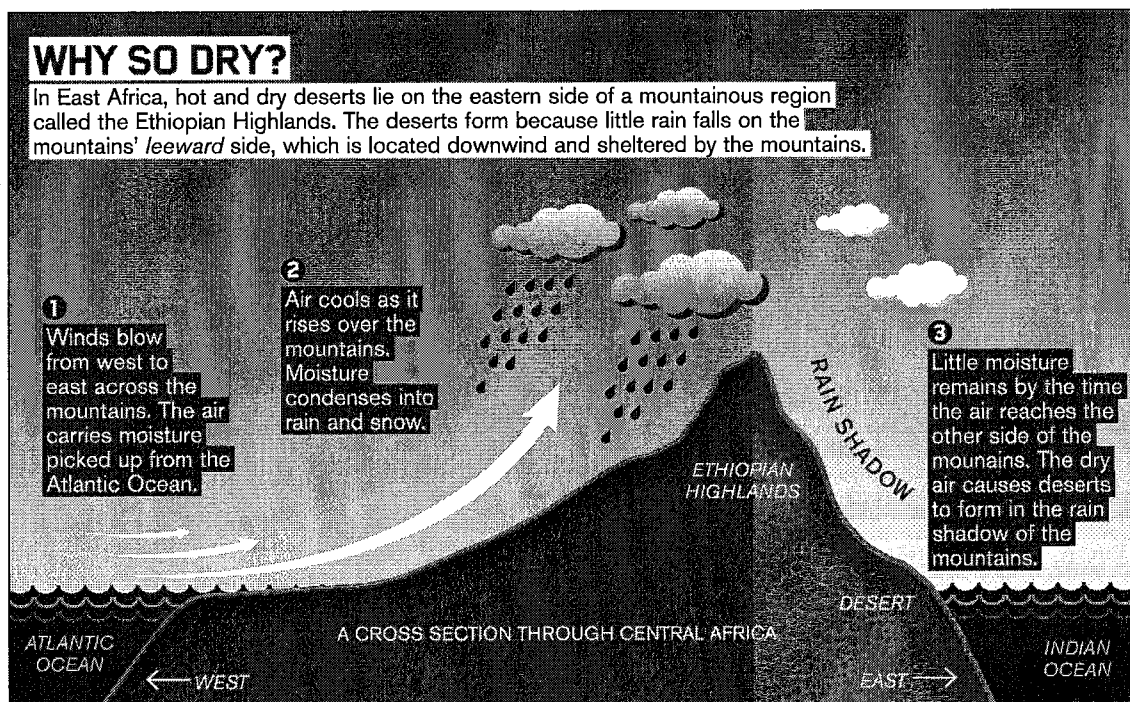
SHUTTERSTOCK.COM

CORE QUESTION: Explain how scientists set up their experiment to learn why hot temperatures don't cause naked mole-rats pain.

Name: \_\_\_\_\_

# DESERT HOME

In "Keeping Their Cool" (p. 10), you learned about some of the characteristics that help naked mole-rats survive in their desert habitat. These animals live in East Africa, a hot region that does not receive much rainfall. The region gets little rain partly because it sits in a *rain shadow*—dry land on the side of a mountain range that is protected from winds. The diagram below explains why rain shadows form. Use the information to answer the questions that follow.



## QUESTIONS

- On which side of a mountain belt does a rain shadow form?
- What causes rain and snow to form as winds move up a mountain range?
- Describe how the air on the upwind side of a mountain range is different from that on the downwind side.
- What would you expect the climate to be like on the western side of the Ethiopian Highlands? Explain your answer.
- The driest place in the U.S. is Death Valley, California, located to the east of the Sierra Nevada Mountains. In which direction do you think the winds travel across these mountains? Support your answer with evidence from the diagram.

Name: \_\_\_\_\_

# THAT'S HOT!

In "Keeping Their Cool" (p. 10), you learned that mole-rats don't feel pain from *capsaicin*—the chemical that gives chili peppers their fiery flavor. In this passage, you'll learn more about the properties of capsaicin. Read the passage, and then answer the questions that follow.

## SPICY BITE

If you've ever bitten into a hot chili pepper, you know one can pack a powerful punch. Peppers' fiery flavor comes mainly from a chemical called capsaicin.

Capsaicin is a *compound*—a substance made of two or more different elements that are chemically combined—that includes oxygen (O), hydrogen (H), nitrogen (N), and carbon (C). When you eat a pepper, capsaicin molecules attach to nerve cell *receptors*—regions on a cell that respond to a specific substance—in your mouth tissue. These receptors normally detect physical heat. When they are activated, the nerve cells send a signal to the brain that your mouth is burning, even though it is not actually on fire.

A chili pepper's hotness is measured in Scoville units. These units are measured by extracting the capsaicin from a specific amount of dried chili. The compound is then *diluted* in water until its heat is undetectable. The more the pepper has to be diluted, the higher its Scoville rating and the hotter the flavor.

If you accidentally bite down on a pepper with a sky-high Scoville rating, don't gulp water. That will spread the chemical around your mouth, activating more nerve cells. Instead, try drinking a glass of milk. A protein called *casein* in dairy products attaches to capsaicin—allowing it to be washed away.

## QUESTIONS

1. Which of the following **BEST** describes the central idea of the passage?

- (A) Drinking milk can relieve the burning sensation from capsaicin.
- (B) Chili peppers are spicy.
- (C) The fiery flavor from chili peppers comes from capsaicin.
- (D) A pepper's hotness is measured in Scoville units.

2. What is capsaicin?

- (A) a chemical found in dairy products
- (B) a chemical found in chili peppers
- (C) a chemical that detects heat
- (D) a chemical in nerve cells

3. How is a solution diluted?

- (A) Water is added to it.
- (B) A chemical is removed from it.
- (C) It is heated up.
- (D) It is concentrated.

4. Which of the following statements is supported by details in both the passage above and "Keeping Their Cool"?

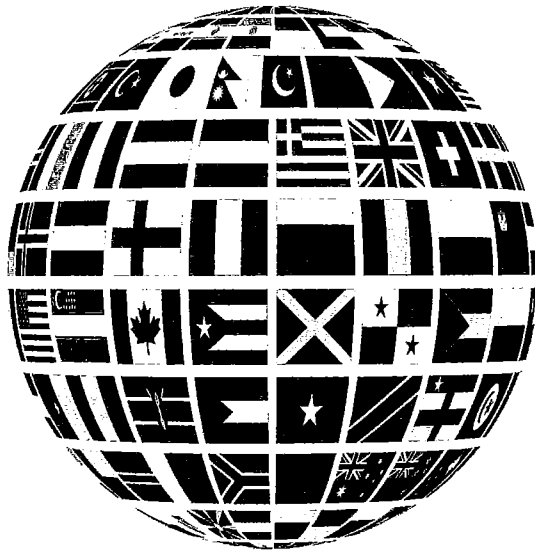
- (A) Nerve growth factor triggers a pain signal to the brain.
- (B) Some animals feel no pain from capsaicin.
- (C) The more Scoville units a pepper has, the hotter it tastes.
- (D) The Scoville rating of a chili pepper is determined by diluting some of the dried pepper.

5. What would you advise a friend to do if he or she is in pain from eating something spicy? Support your answer with evidence from the passage.





# **Social Studies**





***Directions: Read the article below and answer the two core questions.  
Use the map to answer the questions after the map.***

Who's Buried in King Tut's Tomb?

Does the grave of Egypt's boy king hold another mysterious occupant?

SEPTEMBER 5, 2016 By Bryan Brown

For more than a year, technicians equipped with lasers and radar scanners have been exploring Egypt's most famous tomb. They're on a mission to unravel a mystery: Did the mummy of Tutankhamen (too-tong-KAH-mun), also known as King Tut, have company in his tomb?

A prominent archaeologist thinks so. He theorizes that the mummy of another legendary figure, Queen Nefertiti, lies hidden behind one wall of Tut's final resting place.

The possibility has shaken the world of Egyptology. "It could be the discovery of the century," said Mamdouh el-Damaty, a former government official in charge of guarding Egypt's antiquities. Such a find could also provide a much-needed tourism boost to a country plagued by political instability and terrorism in recent years.

British archaeologist Nicholas Reeves proposed the theory last year after studying new laser scans of Tut's burial chamber—one of four rooms in the 3,300-year-old tomb, which is located in Egypt's Valley of the Kings. On two walls, Reeves noticed faint lines and other clues that could indicate doors to two other rooms. One of them, he says, may lead to the burial chamber of Nefertiti, who is thought to be Tut's stepmother. It might even be that the tomb itself was originally the queen's.

Though tantalizing, Reeves's theory has its doubters. This past spring, a conference on Tutankhamen in Cairo, Egypt's capital, turned into a debate over the idea that Nefertiti could be buried with him.

The fact that this tomb has become the source of such controversy nearly a century after its discovery reflects the world's fascination with ancient Egypt—and, in particular, with Tut and Nefertiti.

## TUT'S GREAT TOMB

Article

Illustration by McKibillo

Tunneled deep into the earth, King Tut's grave is approached by a descending staircase.

## THE BOY KING

History records little about King Tutankhamen. Experts think he took the throne around 1333 B.C., at age 9, and died just 10 years later at 19. Tut ruled shortly after the pharaoh Akhenaton, who was probably his father. Nefertiti, Akhenaton's main wife, was likely his stepmother. Tut's birth mother may have been his father's sister, now known only as the Younger Lady.

Or not. Little about Tutankhamen is known for sure, including what might have killed him at such a young age. In fact, Tut might be completely unknown if not for the discovery of his treasure-filled tomb 94 years ago.

From about 1500 B.C. to 1000 B.C., Egypt's rulers were buried in the remote Valley of the Kings. Their tombs were tunneled deep into the valley's limestone cliffs, with the entrances hidden to keep out thieves. But that didn't stop tomb raiders through the ages from seeking the riches buried with the royal families. By the time archaeologists began excavating the graves in the 19th century, they found that they had all been disturbed.

Then in 1922, after years of searching, British archaeologist Howard Carter uncovered Tut's tomb. Hidden by thick sediment from floods and the debris from other excavations, it had remained untouched.

Carter was amazed by what he found there. "The glint of gold" was everywhere—in the form of statues, a mask, jewelry, a throne, and even a coffin. Many other items, including games and chariots, had been left for the king to use in the afterlife.

It was, Carter wrote, like looking into the storage room of "a vanished civilization." It would take him six years to catalog about 5,000 items. (Scientists are still learning new things about them—they recently discovered that an iron dagger buried with Tut was likely made from a meteorite.)

As breathless news reports followed the tomb opening, people around the world were swept up in "Tut-mania." In the U.S., they went wild for everything—jewelry, clothes, hairstyles, even songs—that had anything to do with Tut or Egypt.

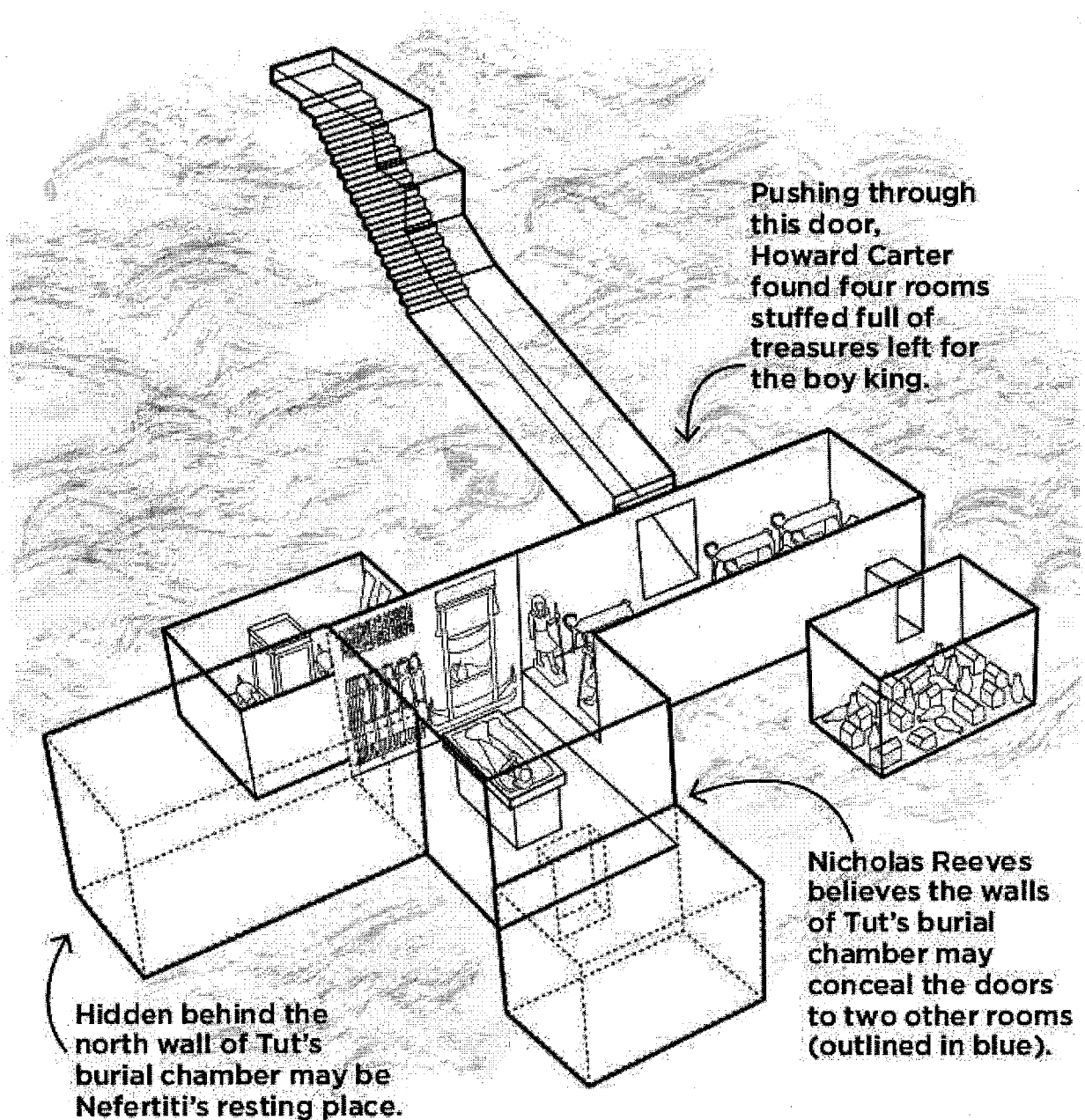
Carter became famous, the Indiana Jones of his day. So did his profession. Generations of archaeologists since have owed their calling to Carter's dramatic discovery.

Uncovering the mummy of Nefertiti "could be the discovery of the century."

Article

ALESSANDRO VANNINI/Corbis via Getty Images

This gold coffin held the remains of King Tut for 3,000+ years.



## NEFERTITI'S TOMB?

For Egyptologists today, finding Nefertiti's mummy would be just as important as the discovery of Tut's tomb. It would be good news for Egypt as well. The nation has been in turmoil since the Arab Spring protests of 2011. It is also reeling from a series of terrorist attacks, including the downing of a Russian airliner by ISIS over the Sinai Peninsula last October, which killed 224 people. A major archaeological find might help rescue Egypt's tourism industry, which has been devastated by the instability.

Queen Nefertiti, whose name means "the beautiful one has come," was married to King Akhenaton (reigned 1353 B.C. to 1336 B.C.). He created a major upheaval by switching worship from Egypt's main god, Amon, to Aton, god of the sun. Nefertiti played a key role in the new religion, serving as a priest along with her husband.

But after having six daughters, the queen disappeared from history. Where did she go? According to one theory, Nefertiti was a co-ruler with her husband late in his life. Then, when Akhenaton died, she took a man's name and briefly served as sole pharaoh. Historians seem to agree that Nefertiti had died by 1333 B.C., when Tut became pharaoh.

Nicholas Reeves theorizes that after Nefertiti died, she was interred in the tomb now known as Tut's. When Tut died suddenly a decade later, it's possible that a tomb hadn't been built for him yet. The royal court may have dealt with the problem by walling off Nefertiti's burial chamber and placing Tutankhamen in an outer room.

As evidence, Reeves notes that Tut's four-room tomb is smaller than that of other kings. He also points to details of the painted scenes on the burial chamber wall that show a pharaoh making his journey to the afterworld. Perhaps this journey was originally Nefertiti's, Reeves says, but was altered to make it look like Tut's.

#### SOLVING THE RIDDLE

So far, tests to confirm Reeves's theory have proved inconclusive. Two separate radar scans of Tut's burial chamber walls contradict each other about whether there could be additional rooms behind them.

Before officials make a move, they "will have to do far more scanning," says Joyce Tyldesley, an Egyptologist from the United Kingdom. "If there is good evidence to suggest that there is indeed a chamber," she says, "they will have to consider drilling a small hole and inserting a camera."

That's not likely to happen soon. Egypt's antiquities minister has called for a commission to study the situation. He's under a great deal of pressure to avoid damage to a 3,300-year-old World Heritage Site.

Meanwhile, many experts remain doubtful about Reeves's theory. Tyldesley believes it's likely that Tut's tomb was meant to be larger. But "I would be very surprised if there was a complete burial chamber hidden behind the wall," she says, "and even more surprised if it held Nefertiti."

Other Egyptologists, such as John Darnell of Yale University in Connecticut, are eager to investigate. He says there's evidence that Tut moved the body of Akhenaton to the Valley of the Kings from another location. Perhaps Tut did the same with his stepmother, placing her in what would later become his own tomb.

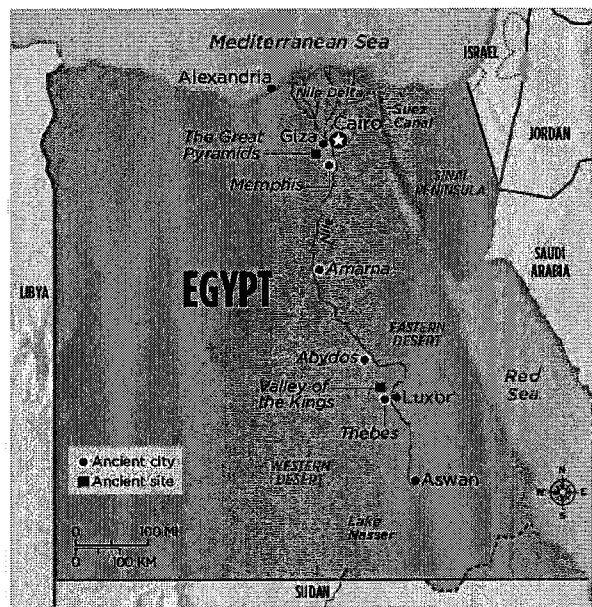
"Reeves's suggestion that Nefertiti might be behind [the wall of the burial chamber] is not so random as one might think," says Darnell.

For his part, Reeves has taken the debate over his theory in stride. "If I'm wrong, I'm wrong," he told the BBC. "But if I'm right, the prospects are frankly staggering."

**CORE QUESTION:** What would you do if you were Egypt's minister of antiquities? How important is it to find Nefertiti?

## **The Kingdom Along the Nile**

**Egypt has one of the longest histories of any modern country. The river valley that spans the length of the nation was the birthplace of one of the world's first civilizations.**



Article

Jim McMahon/Mapman®

### **QUESTIONS**

1. What river flows through Egypt?
2. What kind of terrain lies along both sides of the river?
3. The Great Pyramids are closest to which city?
4. The Valley of the Kings is closest to which ancient city?





Julius Caesar dictates  
a "commentary"—a history of  
one of his military campaigns.



# The Great Dictator

by Bryan Brown

## Julius Caesar and the Death of the Roman Republic

### CAST OF CHARACTERS

Citizens I-7\*, people of Rome  
Julius Caesar, politician and general  
Pompey, politician and general  
Marcus Crassus, politician and general  
Marcus Cicero, Senator  
Aide to Caesar\*  
Narrators A-D

\* Indicates a fictitious character.

### INTRODUCTION

**IN 409 B.C., THE PEOPLE OF THE CITY-STATE OF ROME** did something rare for their time. They banished their King and became a **republic**. The King was replaced by two elected **consuls**. A Senate and Assembly were organized to pass laws. But over the next 300 years, as Rome became more powerful, its government grew more corrupt. The **oligarchy** enriched itself with the slave labor of conquered peoples. Many citizens went bankrupt, and the gap between rich landowners and everyone else became extreme. An atmosphere of great discontent led to political chaos and eventually to the destruction of the Roman Republic. One man would put the final nail in its coffin: Julius Caesar.

## SCENE ONE

**Narrator A:** In 70 B.C., Rome is on the verge of yet another crisis. For nearly a century, it has been the scene of constant revolt. The city has not recovered from the struggle between two generals, Marius and Sulla, that ended in Sulla's reign of terror in 82 B.C. Meanwhile, the **Optimates** party, which controls the Senate, struggles with the party of the **Populares**, which controls the Assembly. Out in the street . . .

**Citizen 1:** Friend, I see that you have returned from Cyrene [*sigh-REE-nee*; see map, p. 17]. You missed a lot of excitement.

**Citizen 2:** So I hear. Politicians killing one another. Competing armies and mobs terrorizing the city. Even in Cyrene, one had to be careful about using the names Marius and Sulla in public.

**Citizen 3:** The generals just get more powerful. They use their battles to get rich from **plunder** [goods taken by force].

**Citizen 1:** And public office is open to the highest bidder. As my friend Cicero says, "There is one sure way to win an election in Rome: Buy it."

**Narrator A:** That year, in fact, the elections for consul are basically

bought by two rich men, Pompey and Crassus. Both are generals and politicians who fought for Sulla. They are also sworn enemies. An ambitious young politician observes their success. A relative of Marius, he narrowly escaped being killed by Sulla. His name is Julius Caesar.

## SCENE TWO

**Narrator B:** During the next decade, Caesar's influence grows. Between holding elective offices in Rome, he serves as the Governor of Spain. In 60 B.C., Caesar returns to Rome. He meets with Pompey and Crassus.

**Julius Caesar:** Greetings to you, gentlemen and noble Romans.

**Marcus Crassus:** Why have you brought us together? It is no secret how we feel about each other.

**Caesar:** Yes, but I believe that we can also help each other. Both of you have profitable agreements in Asia that are being blocked by the Senate. Pompey, the Senate also refuses to give land to your veterans. If I am elected consul, it could be good for all of us. Further, if we appeal to the Assembly and get the people on our side, the Senate will be too nervous not to support us.

**Pompey:** I like the way you think.

**Narrator B:** The three men form a **triumvirate**. Caesar is elected one of Rome's two consuls for the year 59 B.C. Despite the Optimates' resistance, Caesar gets two land acts passed. These grant land to poor citizens, including many of Pompey's soldiers. The Populares are delighted.

**Citizen 4:** Did you hear? Pompey and Crassus stood on either side of Caesar

### Words to Know

- **consul** \*: the highest office in ancient Rome. Two were elected every year and shared power.
- **dictator** \*: a ruler with absolute power; in ancient Rome, an appointed office.
- **oligarchy** (*oh-li-gar-kee*): rule by a small group of powerful individuals.
- **Optimates** (*op-tim-AH-teez*)\*: the party of the oligarchy.
- **Populares** (*pop-yoo-LAH-reez*)\*: the party of common citizens.
- **republic**: government by citizens and their elected representatives.
- **triumvirate** (*try-UHM-vur-it*): an alliance of three people.

\*See Teacher's Edition for further explanations.



Caesar crosses the Rubicon to invade Italy, January 10, 49 B.C.

and defied the Senate. They said they will fight anyone with the sword who opposes Caesar's laws.

**Citizen 5:** That Caesar is a slick one. When his co-consul Bibulus tried to delay a vote, Caesar had a bucketful of dung dumped over his head.

**Narrator B:** The triumvirate is further strengthened when Pompey marries Caesar's daughter, Julia. In all, Caesar's year as consul is a big success for the three men—much to the frustration of the Senate.

## SCENE THREE

**Narrator C:** The following year, Caesar receives a military command that includes the Roman province of Cisalpine Gaul. [Today, that area is northern Italy and southern France.] A brilliant general, Caesar begins a steady, brutal conquest of the rest of Gaul. In victory, Caesar builds his own loyal army and source of wealth. Back in Rome, Pompey worries that Caesar's increasing power will threaten his own. He tries to hide his concern from his ally, the

Senator Marcus Cicero.

**Marcus Cicero:** I don't trust Caesar. He is a snake.

**Pompey:** Don't worry. I need Caesar now, and I can control him.

**Cicero:** I'm not so sure. The common people of Rome think that Caesar has promised them liberty. This "liberty" will end with his becoming a tyrant.

**Narrator C:** In 54 B.C., Pompey's wife, Julia, dies. Her death cuts Pompey's family tie with Caesar. The following year, Crassus is killed in battle. Now Pompey feels even more threatened by Caesar. Allying himself with the Senate, Pompey is appointed sole consul in 52 B.C. With total control, he makes his move against his rival. Shortly thereafter, in Gaul...

**Caesar:** Here is another letter from Rome. The Senate wants to recall me and take my command. If I don't have the protection of my army, they can simply kill me. With me out of the way, Pompey will take over.

**Aide:** The Senate says that you want to make yourself into a **dictator**.

**Caesar:** As if Pompey does not! Let's face it, the Republic is dead. It is a mere name, without a body or form. I won't go back to Rome defenseless.

**Narrator C:** Caesar tries to avoid a war with Pompey. But on January 7, 49 B.C., the Senate declares that Caesar will be considered a public enemy if he does not disband his army.

Camped on the far side of the Rubicon, a river at the border of Italy, Caesar considers his next move.

**Caesar:** If I cross this river with my men, it will mean war. I did not want to have to do this. But Pompey and the Senate have left me no choice. The die is cast.

**Narrator C:** On January 10, 49 B.C., Caesar begins leading his troops across the Rubicon. The civil war that will change Rome forever has begun.

## SCENE FOUR

**Narrator D:** Pompey immediately retreats to Greece with his army. Caesar and his soldiers quickly cross the Adriatic Sea and attack Pompey. In August 48 B.C., word

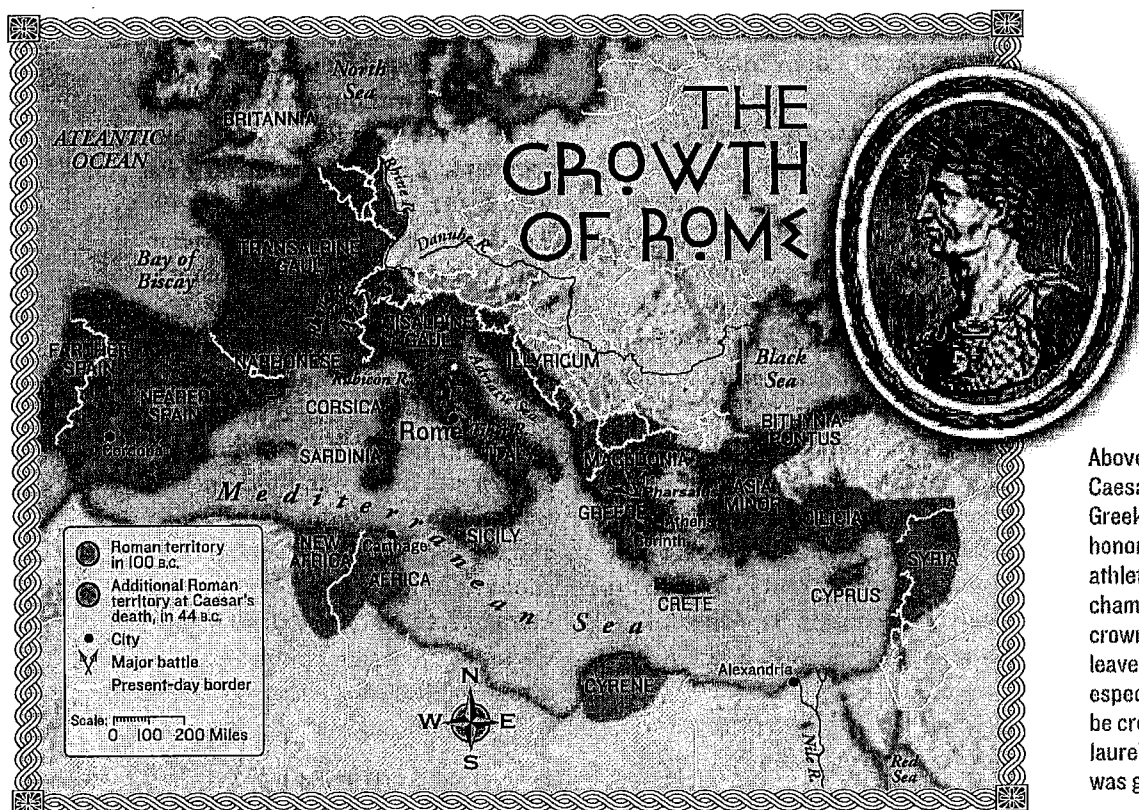
reaches Rome of the decisive battle at Pharsalus [*far-SAY-luss*].

**Citizen 6:** Caesar was greatly outnumbered, but Pompey was outgeneraled. Thousands of Pompey's soldiers surrendered or fled—many others were killed outright. Pompey, too, ran for his life.

**Citizen 7:** I heard that Caesar's men found all the tents in Pompey's camp decorated for a



Pompey is assassinated before he can reach shore at Alexandria, Egypt.



Above: A profile of Caesar. Ancient Greeks and Romans honored generals, athletes, and other champions with crowns of laurel leaves. Caesar especially desired to be crowned with laurel because he was going bald.

victory party. And Caesar ate Pompey's meal for him!

**Narrator D:** Pompey flees across the Mediterranean to Alexandria, Egypt. Trying to land there, he is killed by order of one of the Pharaoh's officials. But the war is not over yet. Caesar must fight Pompey's allies and other rebels in the provinces for the next three years. He is unable to return to Rome for good until 45 B.C. There, he meets with Cicero.

**Cicero:** Caesar, we are grateful that you pardoned many of us for fighting on Pompey's side. I hope you will be so generous to all of Rome's citizens.

**Caesar:** From the beginning, I have only sought to save Rome from itself. Now we must heal our wounds. The poor shall be given relief, and private property will be respected. One day, after I have restored order, perhaps the Republic will be great again.

**Narrator D:** In 44 B.C., the Senate

makes Caesar dictator for life. But Caesar has little time to enjoy the peace he has won. On March 15, 44 B.C., he is assassinated in the Senate. Leading the plotters is one of Pompey's allies whom Caesar had pardoned, Marcus Brutus.

## AFTERWORD

Julius Caesar's stamp on history was huge. Historians say that he saved the Roman state, enabling the spread of Greek and Roman thought throughout the world. Culturally, he left us invaluable histories of his time. The calendar we use today is based on his reform of the Roman calendar.

It is doubtful that Caesar really planned to restore the Republic—or that it could have been saved. Caesar's assassination resparked the civil war. When the war finally ended, in 30 B.C., Caesar's heir, Octavian, held power. Renaming himself Augustus Caesar, he was the

first in a series of Emperors, who ruled the Roman Empire for another five centuries. **JS**

## Your Turn

### WORD MATCH

- |              |                              |
|--------------|------------------------------|
| 1. consul    | A. ruler with absolute power |
| 2. dictator  | B. goods taken by force      |
| 3. oligarchy | C. government by citizens    |
| 4. plunder   | D. Roman high office         |
| 5. republic  | E. rule by a small group     |

### THINK ABOUT IT

1. What conditions led to turmoil in the Roman Republic?
2. Was the leadership of a strong ruler like Caesar better for the average Roman than the chaos of the Republic? Explain.

Analyzing a Primary Source

KEY STANDARD

RH.6-8.7

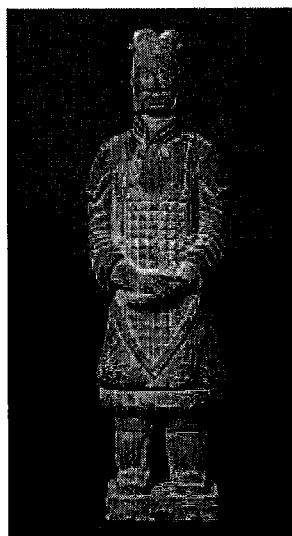
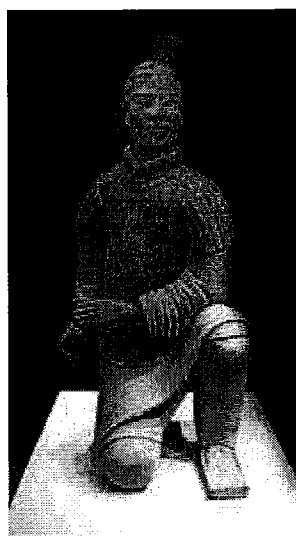
## Terra-Cotta Warriors

In "The Emperor and the Assassin" (pp. 17-21), you read about how the First Emperor of Qin was buried in a tomb guarded by thousands of clay statues, known as the terra-cotta warriors. During his reign, he ordered an estimated 700,000 people to build the underground palace and statues to protect

him in the afterlife. Many workers died during the construction, and some were reportedly killed to keep the location secret. The ancient army wasn't discovered until 1974, when farmers were digging a well. Look closely at the photographs of these artifacts and answer the questions.



TOM TILL/GETTY IMAGES



PAUL J MARTIN/SHUTTERSTOCK.COM (LEFT WARRIOR); SHAUN HIGSON/SOLD/ALAMY STOCK PHOTO (MIDDLE WARRIOR); DON EMMERT/AFP/GETTY IMAGES (RIGHT WARRIOR)

### Questions

1. What do you notice about the first photograph? What do you wonder about it?
2. What figures other than warriors are included in the pit? Why do you think they might have been included?
3. Look at the photos that show three warriors up close. How are the three statues similar? How are the three statues different?
4. What do you notice about the hands of the statue at the bottom left of the page? What can you infer about them?
5. What does the terra-cotta army help you understand about the First Emperor?



# **Related Arts**





# *A note from Mrs. Moore*

Hello Artists,

Here are a couple of Art activities to keep your mind in the Artistic gear.

Included in this packet are:

## **365 days of drawing**

A drawing prompt for every day of the year! If drawing isn't your favorite thing, be creative and create a medium (type of art) that is! If you are able to take a photo of the art/ or create it digitally and post it on our Google classroom. Bring the work in when we are back, so we can create a gallery!

Materials needed: Pencil, paper, other media by your choice, and your creativity and imagination

## **Zentangle**

Zentangle is a fun, relaxing way to doodle. Follow the eleven steps and get lost in the most fun you've ever had in a doodle!

Materials needed: Paper, pencil, black pen

## **Other activities to consider that we've done in class.**

**Aesthetics-** pick something to focus on and find the beauty in it. Draw an image of it/ take a photo and write a simple paragraph using similes and metaphors to make comparisons. If you love this, do it more than once with many different subjects!

**Create a piece of art based on the concept that we were just learning about in class.**

5th Grade: Symmetry and pattern

6th Grade: One point linear perspective and Value scale in color

7th Grade: Proportions of the Face and Value scale in gray tones

8th Grade: Any of the Elements or Principles



A handwritten signature that reads "Mrs. Moore". To the left of the signature is a simple line drawing of a heart. To the right is a decorative flourish consisting of a loop and a long, thin line extending to the right.



# 365 days of drawing

Day/ Month	September	October	November	December
1	Summer's End	Vampire	Dia de Muertos	Holiday lights
2	School Shopping	Zombie	Autumn	Wreath
3	Hurricane	Mythological animal	Election Day	Apple Pie
4	Early Autumn Sunday	Favorite classic horror movie	Corn	Holiday cookies
5	Labor Day	Mummy	Bonfire/ campfire	Holly
6	First Day of School	Jack o lantern	Native American	Menorah
7	Self Portrait	Amulet	Leaves	Hanukkah
8	Insert School theme here	Spider	Harvest	Dreidel
9	Clock	Witches	Acorn	Latkes
10	Map	Ghosts	Apple	Donuts
11	Football	Goblins	Feast	Oil lamp
12	September Flower	Skeletons	Favorite baseball team	Candle
13	Indian summer	Dragon	Squash	Star of David
14	Symmetry	Favorite horror movie	Tee Pee	Matza
15	Steampunk	Skull	Football	The Elf On The Shelf
16	Club/ Sport sign ups	Moon	Mayflower	Reindeer
17	Owl	Raven	Pie	Ornament
18	Pattern	Haunted House	Jacket	Star Wars
19	Favorite place to be in September	Cemetery	Rake	Christmas Tree
20	Something ate your homework	Mask	Cranberries	Santa Claus
21	Sparkle	Tarot cards	Yams	Hot cocoa
22	Autumn starts	Devil	Family	Winter
23	Apple	Bat	Cornucopia	Mawlid Un Nabi
24	Renaissance faire	Pumpkin Patch	Pilgrim	Gingerbread house
25	Chipmunk preparing for winter	Scarecrow	Turkey	Christmas
26	Rhythm	Favorite Urban legend	Thanksgiving	Kwanzaa
27	Autumn Fairytale	Werewolves	Black Friday	Fruit cake
28	A September Wish	The Great Pumpkin	Parade	Fireplace
29	Fall Sunset	Allens	Farm	Presents
30	Oktoberfest	Candy corn	Favorite Hockey team	Sleigh
31		Halloween		New Years Countdown

Art

January	February	March	April
New Year's Day	A surrealist dream	Lion	Kite
New Year's resolution	Groundhog Day	Abstract expressionism	Daffodil
First day Back after winter break	<b>Positive Space</b>	Favorite Dr. Seuss character	Rain shower
Favorite pet or animal	<b>Negative Space</b>	Favorite Musician/ music group	Umbrella
Favorite cartoon character	<b>Nothing but circles</b>	The wind	<b>Organic shapes</b>
Favorite book character	A couple in love	<b>3-D</b>	Cherry Blossom
Favorite Actor/ Actress	Hearts	Pansy	Tulips
Your horoscope sign	Cupid	Something rough	Impressionism
Winter beach/ bay scene	Chocolates	<b>A picture made of triangles</b>	Rain boots
Favorite hiding place	An angel	Flower show	<b>Emphasis</b>
Favorite fairy tale scene	Roses	<b>Zentangle</b>	Basket
Original character	Romance	Shamrock	Chick
Favorite brand name logo	Sweetheart	What it means to be Irish	Thomas Jefferson
Favorite Manga character	Valentine's Day	Rainbow	Spring Break
World Religion Day	Susan B Anthony	Pot of Gold	Bunny
Martin Luther King Jr.	What inspires you	Leprechaun	Easter egg
Favorite Mythological god	George Washington	St. Patrick's Day	Lily
Your best friend	What you like to do on a 4 day weekend	<b>Something fuzzy</b>	<b>Contrast</b>
Your favorite superhero	Winter landscape	Music	Spring landscape
An action hero eating breakfast	Abraham Lincoln	Spring Equinox	Art museum
A child character all grown up	Sledding	<b>Monochromatic</b>	Ranunculus
Robot	Snowball fight	Dahlia	Draw yourself like a Greek sculpture
Something with tenacles	A scene from a book	Optical illusion	<b>Value Scale</b>
A short comic strip	Something soft	Theater	Puddles
The ultimate snowman	A scene from a tv show	Kindness	An element of nature
Favorite video game character	<b>Radial balance</b>	Favorite technology	Sky
<b>Asymmetry</b>	Draw your name in graffiti	<b>Colorful</b>	Take your son/ daughter to work
Chinese New Year	Mardi Gras	Cubism	Hope
A place you want to visit.	Leap year	Lamb	A sunny spot
Star Trek		<b>Intensify</b>	An oxymoron
Favorite Snow day activity		Crocus	

Art

May	June	July	August
Pop Art	Gerber Daisy	An awesome doodle	Sunflower
Dramatic shadows	Field trip	Fireworks	Realism
<b>Squares and rectangles</b>	<b>Unity</b>	Independence Day	Dinosaur
Return of leaves on the trees	Fauvism	Zinnia	Creativity
Something prickly	Watermelon	Barbeque	Watersport on a river
Nurse	D-Day	<b>Variety</b>	A cool glass of iced tea
Favorite place to be in the spring	Iris	Summer landscape	Orchid
<b>Proportion</b>	A superhero villain	Futurism	favorite amusement park
Imaginary creature	Dance	Pineapple	Ice cream treat
Hidden word picture	Concentric circles	Rollercoaster	Stargazer Lily
<b>Complementary colors</b>	Fox	Fireflies	Water skiing
Maypole	Alstromeria	Favorite place to be in the summer	<b>Movement</b>
Catepillar	Army	Campfire	Hiking
Mother	Flag	Lemonade	Sand castle
Butterfly	Self Portrait	Lisianthus	Thunderstorm
Daisy	Garden	Starry summer night	Lifeguard
Chirping birds	<b>Analogous colors</b>	Luan	Lazy summer day
Freesia	Father	How you deal with the heat	Cricket
Spring fairy	Beach	A trip to the lake	Road trip
Armed forces	American Eagle	Navy	Snapdragon
Peonies	Calla Lily	Belly flop	Favorite summer sport
Duckling	Sunglasses	Heat lightning	Waves
Babbling brook	Favorite beach towel	Magnolia	Surfing
Marine	Outdoor concert	Sun 'n fun	Official beach burn
Mother nature	Unicorn	Boardwalk	Summer sunset
Pink flamingo	Waterpark	Tent	Constellations
Cornflower	Ladybug	Popsicle	Coast Guard
Picnic	Happiness	Road trip	Dandelions
Memorial Day	Pool party	Snores	Something hiding in the dark
Parade	Delphinium	Beach volleyball	Water ice
A perfect spring day		Sailboat	Farmer's market

## WHAT IS ZENTANGLE?

The Zentangle Method is an easy-to-learn, relaxing, and fun way to create beautiful images by drawing structured patterns.

Almost anyone can use it to create beautiful images. It increases focus and creativity, provides artistic satisfaction along with an increased sense of personal well being. The Zentangle Method is enjoyed all over this world across a wide range of skills, interests and ages.

We believe that life is an art form and that our Zentangle Method is an elegant metaphor for deliberate artistry in life.

How to start drawing a zentangle tile

1. With a pencil, draw a border



2. With the pencil, draw the string



3. With the fine tip black pen or marker, outline the border and the string. Then start the tangles.

4. After all the tangles are filled, use a pencil to shade areas (value) to create a 3-D appearance

### The Eleven-Step Zentangle Process

Relax.

Breathe.

Admire the paper and tools.

Appreciate this opportunity.

Draw the border.

Draw the string.

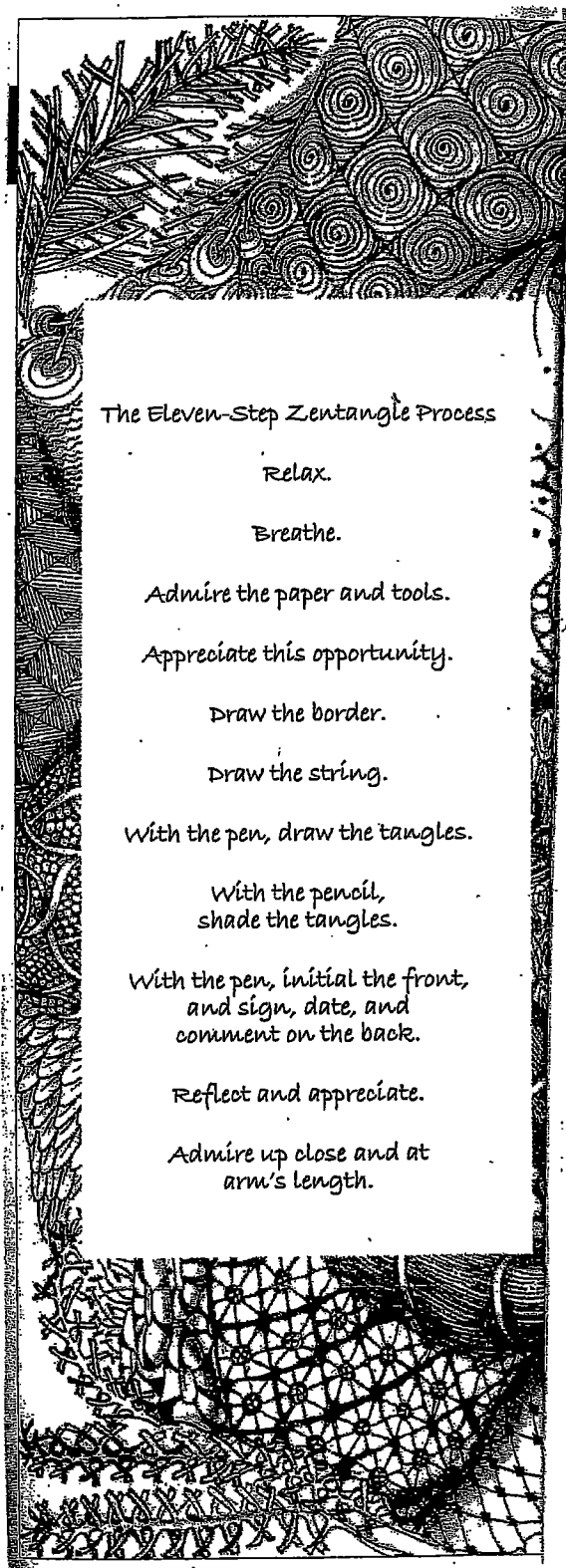
With the pen, draw the tangles.

With the pencil, shade the tangles.

With the pen, initial the front, and sign, date, and comment on the back.

Reflect and appreciate.

Admire up close and at arm's length.



# Carrasquillo/Coyle

## 7<sup>th</sup>/8<sup>th</sup> grade work





**Directions:**

- Choose a physical activity to research
- Create a PowerPoint or Prezi presentation on your activity
- The PowerPoint must include a minimum of
  - 20 pictures
  - 10 rules
  - 10 historical facts
  - 20 slide minimum
- The pictures, rules and facts should be spread throughout the presentation
  - (ex. 1 picture + 1 fact per slide)
- The PowerPoint must be printed out or emailed to your teacher on the due date
- 
- Be creative

### **Option #1- Research Paper**

Select a topic related to PE that you will research (see teacher's for list of sources)

- Use only 12 point font
- Double spaced
- Minimum of two pages including an introduction, body, and conclusion

**Introduction** – Explanation of why you chose the topic that you will be researching. Please make sure you use a topic sentence.

**Body** – Details of topic, for example, history, rules (if applicable), strategies (if applicable), how the topic pertains to your everyday life.

**Conclusion** – Recap of main points, what can you do to improve upon your knowledge and skills in this area.

### **Option #2 Media Presentation**

Select a topic that applies to Physical Education and create a media presentation (i.e. PowerPoint, iMovie, podcast, etc.)

Requirements:

- Minimum 10 slides not including intro slide and references
- Each slide must include at least one fact, an example of how the fact is or can be included in your everyday life, and one graphic.
- Be creative—use transitions and color!!

# Healthy and Unhealthy Foods

Cut out the food pictures. Decide if the food in each picture is healthy or unhealthy. Glue each picture in the correct column.

Healthy Foods	Unhealthy Foods

# **Aerobic VS Anaerobic**

Under each column define Aerobic and Anaerobic, then list 20 different exercises, activities or sports. Tell why each activity, exercise or sport is either Aerobic or Anaerobic.

## **AEROBIC**

## **ANAEROBIC**

# **SPORTS MOVIE**

Watch a movie based on a **true story** that involves some sport and/or physical activity (i.e. *Remember the Titans*, *Hoosiers*, or *Glory Road*) and explain the affect it had on history (past, present & future), cultures, political movements, and the people involved?

**Name:** \_\_\_\_\_ **Period:** \_\_\_\_\_

**Directions:**

Read an article that is sports or health related. After thoroughly reading the article, complete the graphic organizer below.

The graphic organizer should include the 3 main ideas of the article along with evidence that supports these main ideas. Once you have completed the graphic organizer you need to write a summary of the article on a separate sheet of paper.

The summary should include information about the main ideas as well as how you could relate the information to your own life.

**TITLE OF ARTICLE:** \_\_\_\_\_

<b>MAIN IDEAS</b>	<b>Explanation:</b> List 2 supporting themes from the article that support each of the main ideas that you have listed.
1.	1. _____ _____ _____ 2. _____ _____ _____ _____
2.	1. _____ _____ _____ 2. _____ _____ _____ _____
3.	1. _____ _____ _____ 2. _____ _____ _____ _____

You need to hand in the article, graphic organizer and summary of article!!

# **DEFINING FITNESS CONCEPT TERMS**

Define the following terms and give an example of each.

Cardio-Respiratory Endurance

Muscular Endurance

Muscular Strength

Flexibility

Balance & Agility

Body Composition

Name \_\_\_\_\_ Period \_\_\_\_\_

Go to the link below. Read the short article and answer the questions below.

**[http://www.kidshealth.org/kid/stay\\_healthy/fit/work\\_it\\_out.html](http://www.kidshealth.org/kid/stay_healthy/fit/work_it_out.html)**

1. What does aerobic exercise mean? \_\_\_\_\_

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2. What activities are aerobic exercises? \_\_\_\_\_

---

---

---

3. What are the activities given to build strong muscles? \_\_\_\_\_

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4. What does it mean to be flexible? \_\_\_\_\_

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5. What are endorphins? \_\_\_\_\_

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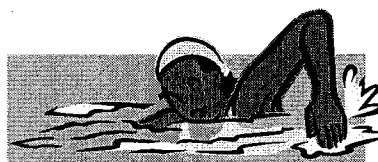
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6. Label what type of exercise these athletes are demonstrating.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_





Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Fitness Island

Instructions: As a contestant on a new reality show called "Fitness Island," you'll compete in physical tasks to win fame and fortune. Because the physical challenges require strength and endurance, the TV show's producers want to make sure you're in top physical shape. Write your plan for how you'll train before arriving at Fitness Island.

### Training Plan for Fitness Island

Aerobic Exercise	How will these activities improve your fitness level?

Strength Training	How will these activities improve your fitness level?

Flexibility Training	How will these activities improve your fitness level?



### Sample Training Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Time: _____	Time: _____	Time: _____	Time: _____	Time: _____	Time: _____	Time: _____
Activity: _____	Activity: _____	Activity: _____	Activity: _____	Activity: _____	Activity: _____	Activity: _____
Duration: _____	Duration: _____	Duration: _____	Duration: _____	Duration: _____	Duration: _____	Duration: _____
Time: _____	Time: _____	Time: _____	Time: _____	Time: _____	Time: _____	Time: _____
Activity: _____	Activity: _____	Activity: _____	Activity: _____	Activity: _____	Activity: _____	Activity: _____
Duration: _____	Duration: _____	Duration: _____	Duration: _____	Duration: _____	Duration: _____	Duration: _____



## Hi Seventh Graders,

Please spend 10 minutes each day interviewing someone. It could be a family member, a friend, a neighbor. You could interview them in person, use Facetime, or call them on the phone. Below are interview questions you should use to conduct your interview. You will only need to ask them 3-4 questions.

### **Finished Assignment Options:**

**Option 1:** You can write the questions on paper and write down the person's answers.

**Option 2:** You can type the questions and answers into a google doc and turn it in on my google classroom (see code above).

**Option 3:** You can record your interview (use your phone), put the video in your google drive, and turn in the video on google classroom.

## **Possible interview Questions**

### **GREAT QUESTIONS FOR ANYONE**

- Who has been the most important person in your life? Can you tell me about him or her?
- What was the happiest moment of your life? Tell me about it.
- Who has been the biggest influence on your life? What lessons did that person teach you?
- Who has been the kindest to you in your life?
- What are the most important lessons you've learned in life?
- What is your earliest memory?
- What is your favorite memory of me?
- Are there any funny stories your family tells about you that come to mind?
- What are you proudest of?
- If you could hold on to one memory from your life forever, what would that be?
- How would you like to be remembered?
- What does your future hold for you?

### **FRIENDS (questions for a good friend)**

- If you could interview anyone from your life living or dead, who would it be and why?
- What is your first memory of me?
- What makes us such good friends?
- How would you describe me?
- Tell me a funny story about me that you remember?

### **GRANDPARENTS (questions for one of your grandparents)**

- Where did you grow up?
- What was your childhood like?
- Who were your favorite relatives and why were they your favorite?
- How did you and grandma/grandpa meet?
- What was my mom/dad like growing up?
- Was she/he well-behaved?
- What is the worst thing she/he ever did?
- What were your parents like?
- What were your grandparents like?
- How would you like to be remembered?
- Are you proud of me?

### **PARENTS (questions for one of your parents)**

- Do you remember what was going through your head when you first saw me?
- How did you choose my name?
- What was I like as a baby?
- Do you remember any of the songs you used to sing to me? Can you sing them now?
- What were my siblings like?
- What were the hardest moments you had when I was growing up?
- If you could do everything again, would you raise me differently?

**SPEAK Assignment**

Seventh Grade

Google Classroom Code: WfOZ7GH

- What advice would you give me about raising my own kids?
- What are your dreams for me?
- Are you proud of me?

**GROWING UP (questions for an older adult)**

- When and where were you born?
- Where did you grow up?
- What was it like?
- Who were your parents?
- What were your parents like?
- Did you get into trouble? What was the worst thing you did?
- Do you have any siblings? What were they like growing up?
- What did you look like as a kid?
- How would you describe yourself as a child? Were you happy?
- What is your best memory of childhood? Worst?
- Did you have a nickname? How'd you get it?
- Who were your best friends? What were they like?
- How would you describe a perfect day when you were young?
- What did you think your life would be like when you were older?
- Do you have any favorite stories from your childhood?

**SCHOOL (questions for a student in elementary, middle, or high school)**

- Do you enjoy school?
- What kind of student are you?
- What is the best part of your school day?
- How would your classmates describe you?
- Tell me about your friends in school?
- What are your best memories from this school year? Worst memories?
- Did you ever have a teacher who had a strong influence on your life?  
Tell me about them.
- Do you have any favorite stories from school?

**MARRIAGE (questions for people who are married)**

- How did you meet your husband/wife?
- How did you know he/she was “the one”?
- How did you propose?
- What advice do you have for young couples?
- Do you have any favorite stories from your marriage or about your husband/wife?

**WORKING (questions for adults who work or have worked)**

- What do you do for a living?
- Tell me about how you got into your line of work.
- Do you like your job?
- What did you think you were going to be when you grew up?
- What did you want to be when you grew up?
- What lessons has your work life taught you?
- If you could do anything now, what would you do? Why?
- Do you plan on retiring? If so, when? How do you feel about it?
- Do you have any favorite stories from your work life?

**FAMILY HERITAGE (questions for parents, grandparents, aunts, or uncles)**

- Where is your mom’s family from? Where is your dad’s family from?
- Have you ever been there? What was that experience like?
- What traditions have been passed down in your family?
- Who were your favorite relatives?
- Do you remember any of the stories they used to tell you?
- What are the classic family stories? Jokes? Songs?



# THE SCIENCE OF GOING FAST



This site is dedicated to the pursuit of designing and building CO<sub>2</sub>-powered race cars and making them go fast. This is accomplished by employing an understanding of the physical forces at work.

CO<sub>2</sub> racing is enormously fun and motivates students to learn. During the last 40 or so years, tens of thousands of students have shared in the experience. Teachers can use this built-in motivation to get students interested in how friction, gas expansion, thrust, and other science concepts play into their success or downfall on the racetrack.

The following are some science concepts that are explored through CO<sub>2</sub> cars. If looking for a more structured curriculum to help you get the most out of dragsters, check out our updated Science of Speed 2 curriculum.



**LEARN MORE**

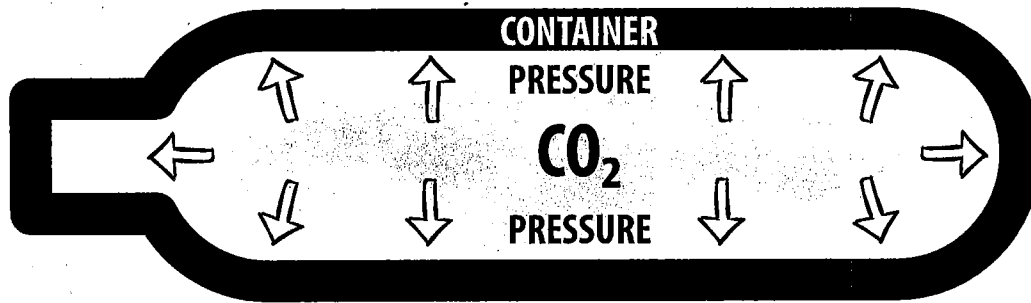
# EXPANDING GAS: BOYLE'S LAW

How does a CO<sub>2</sub> cartridge propel a car down the track? What is its fuel? The answer has to do with Boyle's law.

## Volume and Pressure

In a confined container, the volume of a gas is inversely proportional to the pressure that is applied when the temperature is constant. Stated another way, if you double the pressure, you reduce the volume by half.

This is exactly the case with CO<sub>2</sub> cartridges. At the factory, they are filled with pressurized carbon dioxide gas and then sealed. The CO<sub>2</sub> is confined to a small container; the volume of the gas would be much greater if it were released into the air. The large volume of CO<sub>2</sub> can fit inside the small cartridge because of the pressure that has been applied to it.



## Atmospheric Pressure

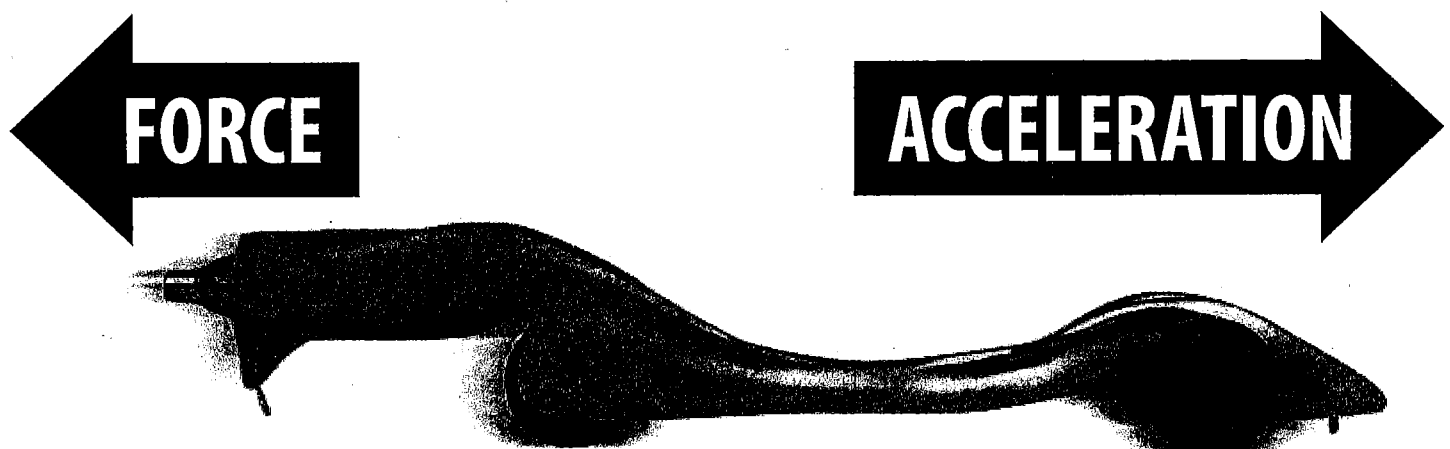
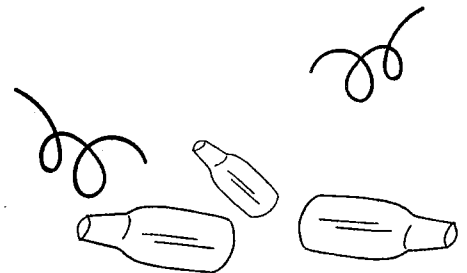
The air around us is actually under pressure as well. Atmospheric pressure is 14.7 pounds per square inch at sea level. Imagine a one-inch cube of air. Now, imagine a stack of one-inch air cubes that reaches from the ground all the way to the edge of the Earth's atmosphere. That stack of air cubes actually weighs 14.7 pounds.

The pressure inside a CO<sub>2</sub> cartridge is far greater than atmospheric pressure. That's why the gas escapes so rapidly when the cartridge is punctured. The gas continues escaping until the pressure inside the cartridge equals the atmospheric pressure outside the cartridge.

## ACCELERATION

Simply put, acceleration is the rate of change in velocity. When a CO<sub>2</sub> cartridge is punctured, the equal and opposite reaction (see Thrust on p. 3) of the gas leaving pushes the dragster away from the launch pod. This force keeps pushing the car forward until all the gas is out, so the car keeps accelerating even after the launch.

This is another reason why a lighter dragster will usually go faster – the force the cartridge provides makes a light dragster accelerate more than a heavy one.





## INERTIA

Inertia is a property of matter by which it remains at rest or in steady motion in the same direction unless acted on by some other force.

What this means for a race car: the greater the mass of a stationary car, the more energy required to get it moving. If two cars use the same amount of propulsive energy, the car with the lower mass will accelerate faster – and win the race.

Surface friction and fluid friction also come into play as the inertia of the stationary car is overcome. If the masses of two cars are equal, the winner will likely be the car with the least friction (more on that below).

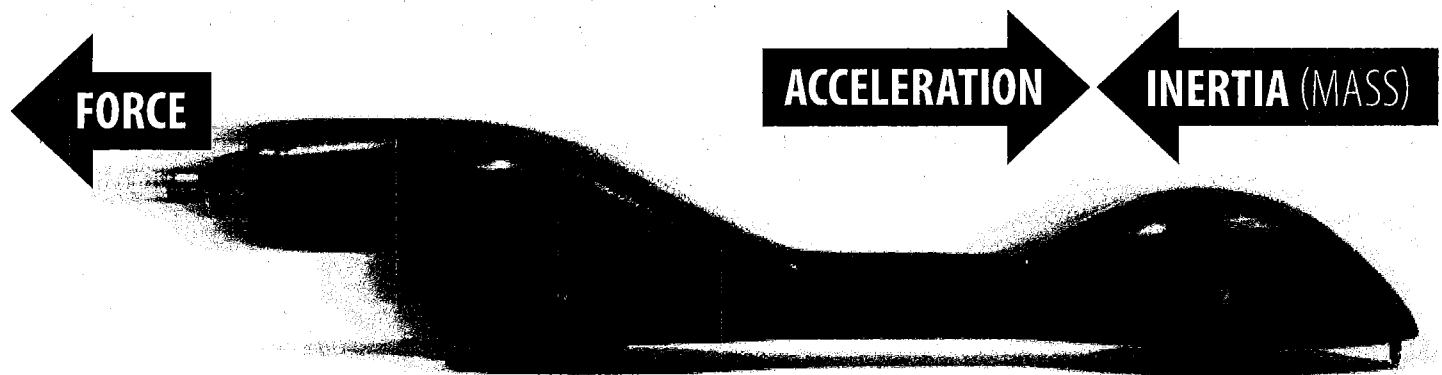
Because all CO<sub>2</sub> race cars use the same amount of propulsive energy (the escaping gas from a CO<sub>2</sub> cartridge), it is important to reduce all factors – mainly mass – that contribute to inertia.

## THRUST: NEWTON'S THIRD LAW OF MOTION

Sir Isaac Newton's third law of motion states that for every action (or force) there is an equal reaction (or opposing force) in the opposite direction.

CO<sub>2</sub> cars are propelled by carbon dioxide rapidly escaping from the cartridge. The cartridge is positioned in the car so that the escaping gas moves rearward. The rearward force of the escaping gas is the initial action described by Newton.

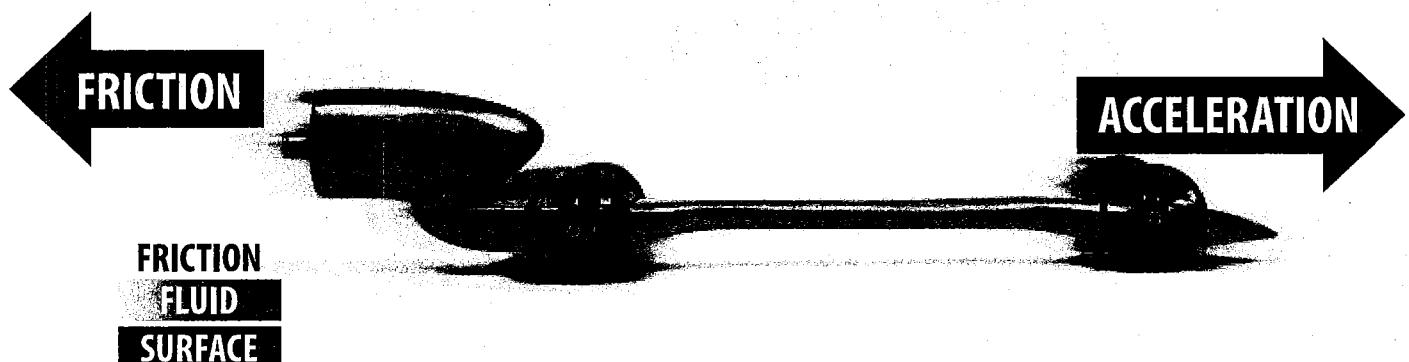
The reaction part of Newton's law is fulfilled by the car's movement. Remember that the reaction occurs in the opposite direction: when gas escapes rearward, the car moves forward. As the car begins to move, its inertia is overcome.



## FRICTION

Simply put, friction is the force that resists motion between two points of contact – such as where the wheel touches the ground or where the car's surface pushes against the air.

There are two types of friction that come into play with CO<sub>2</sub> race cars: surface friction and fluid friction. Both of these are inversely proportional to speed!



## Surface Friction

Depending on a car's design, friction might occur between either the wheel and axle or the axle and body material. An often-overlooked fact: smaller-diameter wheels rotate more times as they travel a given distance than larger-diameter wheels do. Therefore, friction is more prevalent with smaller-diameter wheels.

Friction also occurs between the wheel and the track surface. In a passenger car, friction between the tire and road surface gives you traction, which is a good thing. The wheels, however, do not propel a CO<sub>2</sub> car, so the less wheel-road surface friction, the better.

While friction can be reduced for better performance, it cannot be totally eliminated.

**FRICION  
FLUID  
SURFACE**

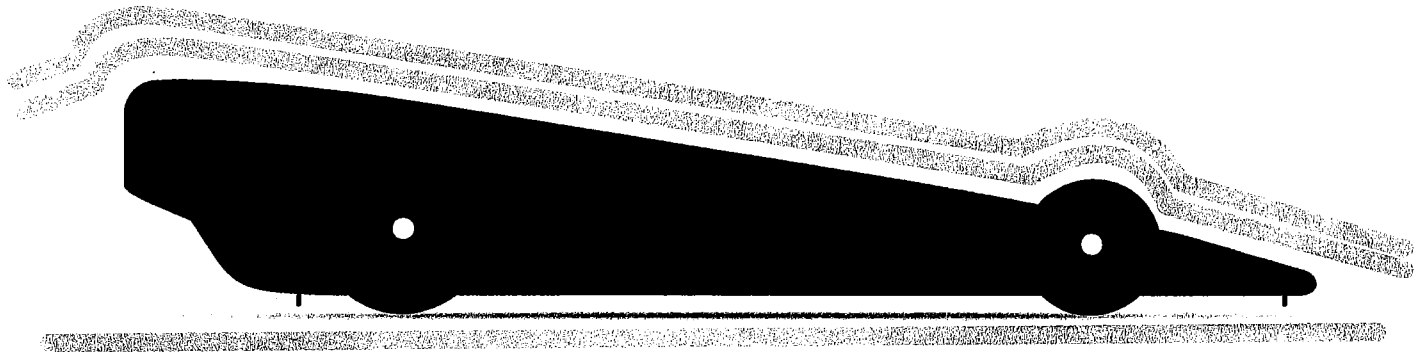


## Fluid Friction

As the race car travels down the track, it moves through a fluid. Most people don't think of air as a fluid, but it is. While in motion, the car's surface contacts air molecules. Because there is relative motion between the car and air molecules (the car is in motion while the air is stationary), friction occurs.

Fluid friction contributes to aerodynamic drag, which is a resistance to the forward motion of a body through a fluid (the air).

Though they use computer modeling, automotive engineers also test their designs in wind tunnels to see where drag might occur. A wind tunnel simulates road airflow conditions by moving a stream of air around a stationary car. Luckily, there are smaller wind tunnels than what the pros use, including some priced for the classroom, though they might not have all the same features. For example, wind tunnels used by automotive companies often have a rolling road created by a movable floor.

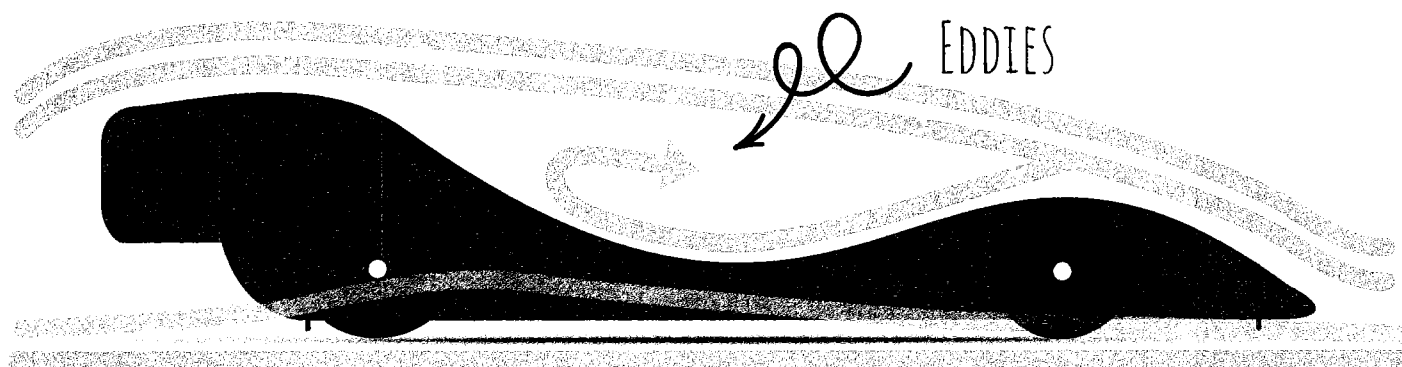


Well-designed wind tunnels produce a laminar airflow. Laminar flow is a straight, layered flow of air without turbulent air pockets known as eddies – this is usually visualized by using a fogger with the wind tunnel. It is desirable for a car in the tunnel to disturb the laminar flow of air as little as possible. On a regular car, features such as large side mirrors jut out into the airstream and cause turbulence.

The presence of turbulence increases the aerodynamic drag, which resists the car's forward motion. The amount of turbulence depends on the shape of the car, wheel placement (which is why some people create shell cars – to keep the wheels out of the airstream), and even the paint job.

Here are some factors that determine the amount of friction between two surfaces:

- What the two surfaces are made of. If the surfaces are made from materials that are naturally slick, they will not have as much friction as other materials. Lubricants can increase how slippery a surface is, which is handy if you cannot use a very slippery material.
- How rough the surface is. Rough surfaces have greater friction than smooth ones.
- How much force is pushing the two parts together, or frictional force. The more force, the more friction. In some friction points of a car, the overall mass of the car will affect the frictional force.



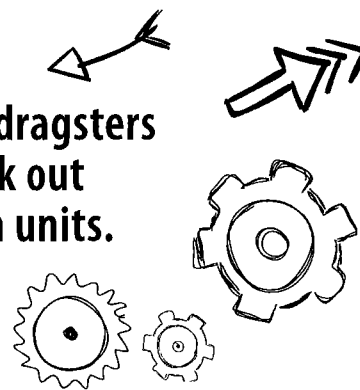
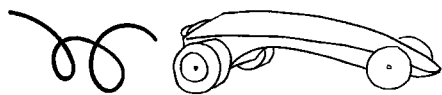
## DRAG

It's a drag when your car doesn't perform well, so it behooves you to teach students to pay attention to drag, which is a part of the aerodynamics of a car. As a dragster moves through the air, it is met with air resistance as speed increases. This air resistance pushes against your CO<sub>2</sub> car and prevents it from going as fast as it could in a vacuum. This is drag. You'll never be rid of drag completely; however, you can reduce it by designing a more aerodynamic car, but sometimes that is easier said than done.

Testing in a wind tunnel helps identify where your car might be creating more drag than it should. If you design your car in a CAD program, you can also test your virtual dragster from the design stage right on your computer using computational fluid dynamics (CFD). When using a wind tunnel, you want a smooth flow of air free of swirling currents called eddies. If you have too many of those, you might want to use sandpaper to smooth out the design or go with a new one altogether.



**For a detailed curriculum about building dragsters and learning related STEM concepts, check out Pitsco's The Science of Speed 2 curriculum units.**





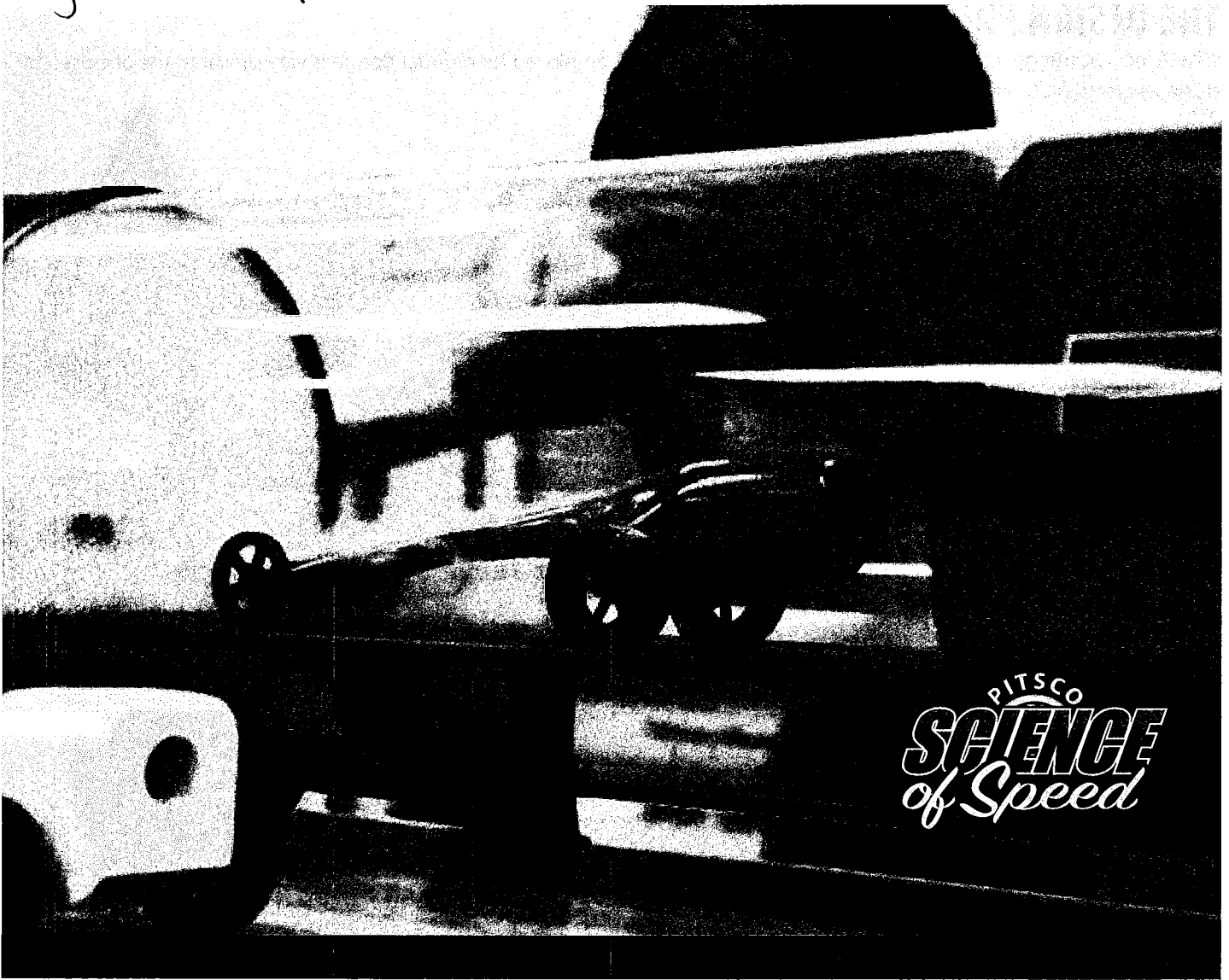
# Cornell Notes

Topic / Objective:		Name:
		Class / Period:
		Date:
Essential Question:		
Questions:	Notes:	
Summary:		



# Cornell Notes

[illegible]



# THE ENGINEERING OF GOING FAST



Making a fast vehicle is not a happy accident – it takes effort and an understanding of how physics and engineering work together to create the fastest and the finest.

In the dragster activity, students not only learn about but also experience engineering firsthand as they design, build, and race their cars. This includes the design process, working with specifications, and much more. Students might think they are just having fun, but if they have a real desire to create a dragster that performs well, they will learn plenty of engineering along the way!

# THE DESIGN PROCESS

Whether it's passenger cars, food processors, or toys, the process employed for product design is very similar to the one used by students creating CO<sub>2</sub> cars.

The design process for dragsters usually includes the following steps:

- Research
- Sketch
- Draw the design
- Prototype
- Test
- Redesign (if needed)
- Production

Every design starts with an understanding of the challenge or problem; research will help people find an engineered solution as opposed to a lucky guess solution. This is quickly followed by an idea to meet the challenge, which is often conveyed to other team members by means of a quick sketch. These thumbnail sketches are the ideas in their rough form and are a way to explore several possibilities quickly.

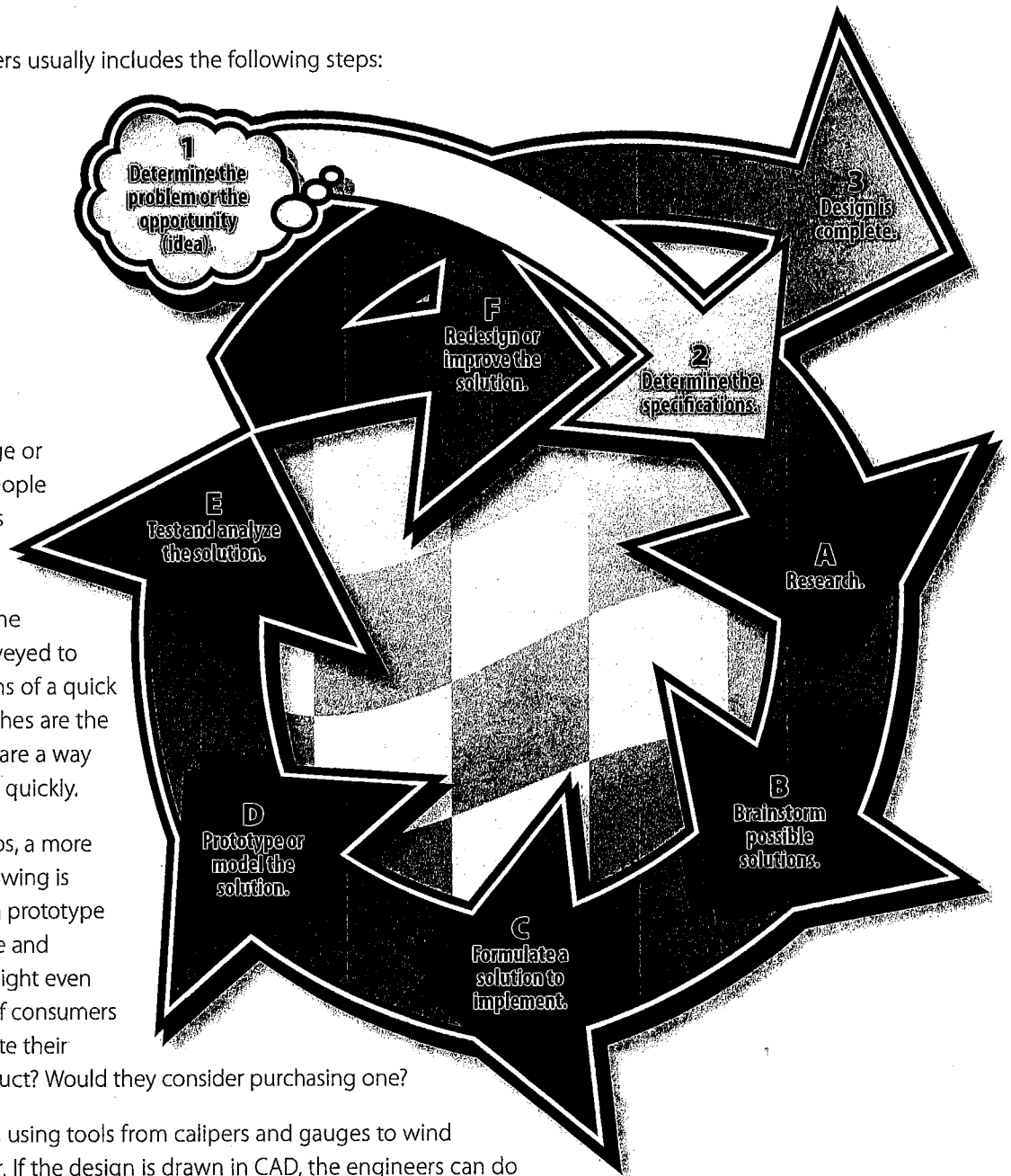
As the design concept develops, a more formal, or technical, design drawing is made. Then, it's time to build a prototype to test the design's appearance and functionality. The prototype might even be exposed to a small group of consumers so the design team can evaluate their reaction: Do they like the product? Would they consider purchasing one?

Testing the prototype follows, using tools from calipers and gauges to wind tunnels large enough for a car. If the design is drawn in CAD, the engineers can do some testing using CFD (computational fluid dynamics) testing on computers.

After the first round of testing is complete, necessary design changes are made. This might require the construction of a second prototype and further testing – so this part of the process might be like a small repeated cycle within the larger cycle. The prototype testing process is repeated until the design team has developed the idea into a viable product that they think will have the outcomes they want.

If the design concept survives to this point, the product enters the production phase. A manufacturing plant must be tooled to produce the product. In the same way that students use a band saw or a drill to build their race cars, manufacturers need special tools to make products. Often, special molds (for making plastic parts) and dies (for stamping metal) must be built.

If all the steps, from the initial design idea to final production, have been executed well, the product will be a success. Following this process will help make student dragsters a success, and students can use this valuable process for other future projects.





# TESTING TOOLS

A vital part of engineering is testing. A design that is researched but untested isn't a solid design.

Following are some common tools for measurement and where they might be used in determining if a CO<sub>2</sub> dragster is within specifications:

## Ruler

Typically measures within a millimeter or within 1/16" or 1/32". Rulers are a good tool choice when measuring distances on your dragster such as the overall body length, the wheelbase length, the overall body width, and so forth.



**CHECK OUT:**  
12" FLEXIBLE STAINLESS  
STEEL RULER



**CHECK OUT:**  
HIGH-IMPACT PLASTIC  
DIAL CALIPERS

## Caliper

Typically measures to the nearest 0.05 mm and can measure items up to 15 cm long. Calipers have parallel jaws that can make interior measurements, such as the diameter inside a hole. The jaws can also measure the outsides of objects, such as the width of a wood block or the outside diameter of a wheel. Many calipers also have depth measurement capabilities, such as measuring the depth of the CO<sub>2</sub> cartridge hole.

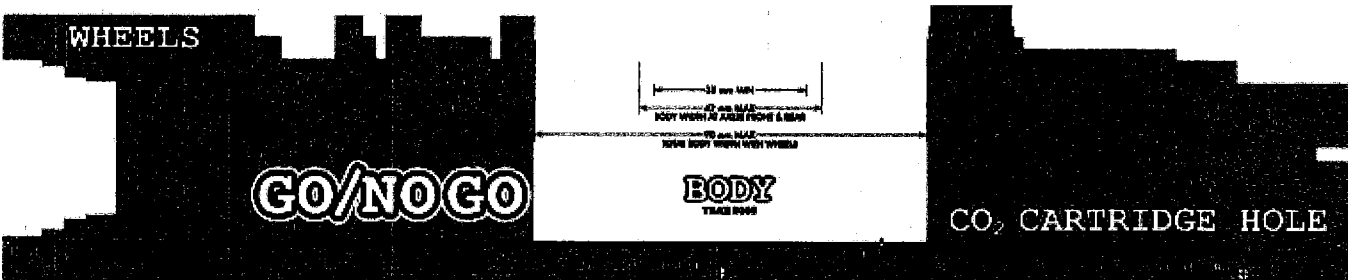
## Balance

Balances are sometimes referred to as scales. Balances determine the mass of an object in grams or the weight of an object in ounces. There are many different types of balances, and they typically measure to the nearest gram, 0.1 gram, or even 0.01 gram. Balances are good for determining the mass of a body blank, wheels, axles, other dragster components, or even a completed dragster.



**CHECK OUT:**  
CJ300 DIGITAL SCALE

Every item that goes into producing your dragster matters – each adds to the total mass of the dragster. Each coat of paint or finish is a trade-off, adding mass to the dragster but potentially reducing the aerodynamic drag of the dragster. Knowing the amount of mass each coat of paint or finish adds will also help in getting the dragster to the exact minimum mass specification.



## Go/No Go Gauge

This is a device that has preset minimums and maximums built into a physical device – a gauge. If an item being measured falls between the minimum and maximum specifications, it is "good to go" or "a go." If the item falls outside of the minimum and maximum specifications, it is a "no go," meaning it should not move on to further steps until it can meet the specifications. Go/No Go Gauges are usually not as precise as other measuring devices, but they provide quick determinations to see if a product meets specifications.

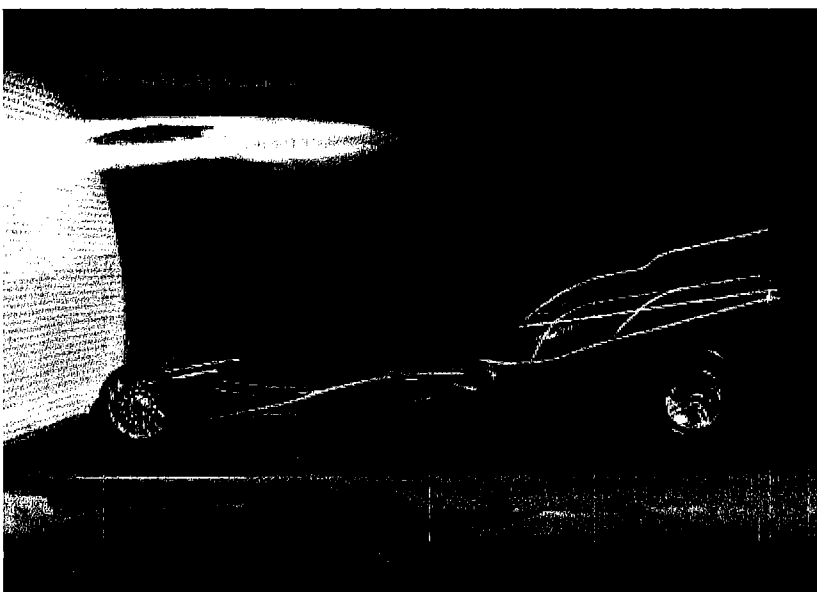


**CHECK OUT:**  
METRIC DRAGSTER  
GO/NO GO GAUGE

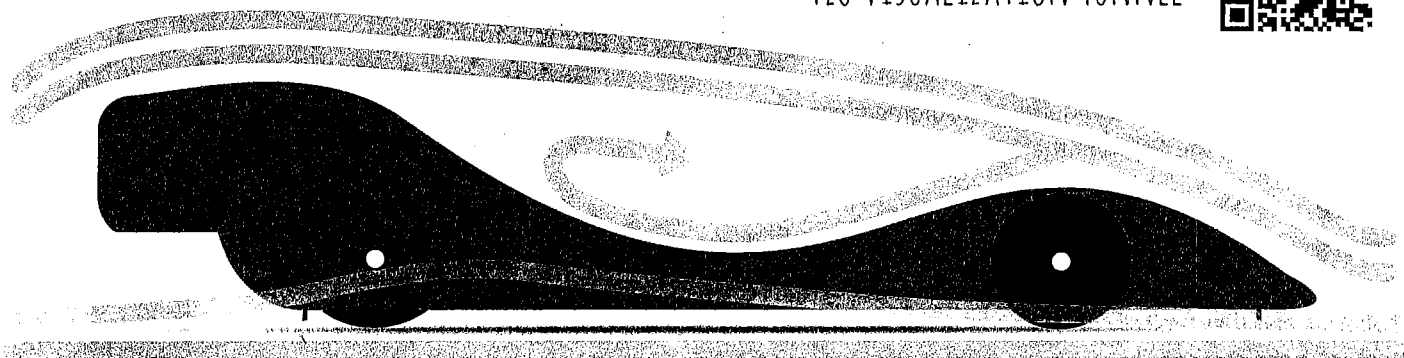
# AERODYNAMICS

There are many keys to a dragster that performs well, and aerodynamics is one of the top ones. Plus, it gives teachers an opportunity to show students how to apply physics principles in their design.

Aerodynamics of a dragster can be tested with computational fluid dynamics (CFD) if the dragster was designed in a CAD program. Traditionally, a wind tunnel is used. Though automotive engineers also use CFD, they test their designs in wind tunnels to see where drag might occur. A wind tunnel simulates road airflow conditions by moving a stream of air around a stationary car. Luckily, there are smaller wind tunnels than what the pros use, including some priced for the classroom, though they might not have all the same features. For example, wind tunnels used by automotive companies often have a rolling road created by a movable floor, which lets them measure the friction between the rolling wheel and the ground.



**CHECK OUT:**  
FLO VISUALIZATION TUNNEL



## Laminar Flow

Well-designed wind tunnels produce a laminar airflow. Laminar flow is a straight, layered flow of air without turbulent air pockets known as eddies – this is usually visualized by using a fogger with the wind tunnel and looks like a tumbling or swirling motion by the fog. It is desirable for a car in the tunnel to disturb the laminar flow of air as little as possible.

On a regular car, features such as large side mirrors stick out and cause turbulence. The presence of turbulence increases the aerodynamic drag, which resists the car's forward motion. The amount of turbulence depends on the shape of the car, paint job, and wheel placement, which is why some people create shell cars – to keep the wheels out of the air stream.

## Drag

Who wants a force that pushes back against their dragster? No one who wants to beat the competition! That's exactly what drag does – it's a force that pushes your car in the opposite direction of what you want.

However, it can't be avoided completely; it's just what occurs when an object moves through the air. You can reduce it, once again, by designing your car for a laminar flow when in the wind tunnel.

Also, a design that encourages laminar flow to return back into one stream after hitting a spot that creates turbulence – as opposed to continuing out behind the car in a turbulent fashion – helps reduce drag by creating a force that pushes back to counteract some of the drag. Visualize the top view of a fish in the water. They are smaller at the front and back and bigger in the middle – this allows the fluid to flow around them in a way that doesn't pull the back too much. We are mimicking nature with design that reduces drag.

# Cornell Notes

Topic / Objective:		Name:
		Class / Period:
		Date:
Essential Question:		
Questions:	Notes:	
Summary:		

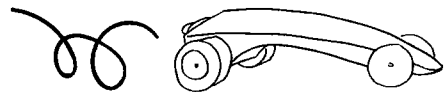


# Cornell Notes

[illegible]



# THE MATH OF GOING FAST



When you see a CO<sub>2</sub> dragster fly down a track in a second, it's hard to imagine that there's actually math involved in the process. But as in many things in life, math concepts hide quite well in the dragster activity.

The following are a just a few math concepts that are easy to understand and apply: working with specifications and tolerances, calculating speed, and more.

# SPECIFICATIONS AND TOLERANCES

Students designing and building CO<sub>2</sub> race cars experience the same challenge faced by many engineers: working with specifications and tolerances.

## Specifications

Specifications are a detailed list of requirements that can include measurements, capabilities, or limitations on a project's size, weight, or functionality. Often a designer is handed a set of specifications before beginning a project. Whatever is being designed must be able to do this, go this fast, and be roughly this size. The challenge for the designer is to be creative and develop an innovative, effective solution while working within the established parameters.

For the dragster activity, giving students a set of specifications is a good idea even if they aren't aiming for a competition such as TSA's Dragster Design event. Designing to specifications is a real-world skill that will come in handy later. It also gives you an opportunity to have them apply measuring skills to a project that excites them.

## Tolerances

Nothing is perfect – there's always going to be the smallest of differences (even if a few ten-thousandths of an inch) between two things that are made the same way. This is where tolerances come into play – they determine how much difference is allowed so that the object will work as intended.

Many times, specifications include a tolerance. If so, the tolerance has a number for the measurement, followed by a  $\pm$  symbol, which means plus or minus. For example, the length of a part is listed as 26.5 mm  $\pm$  1 mm. This means that the length of

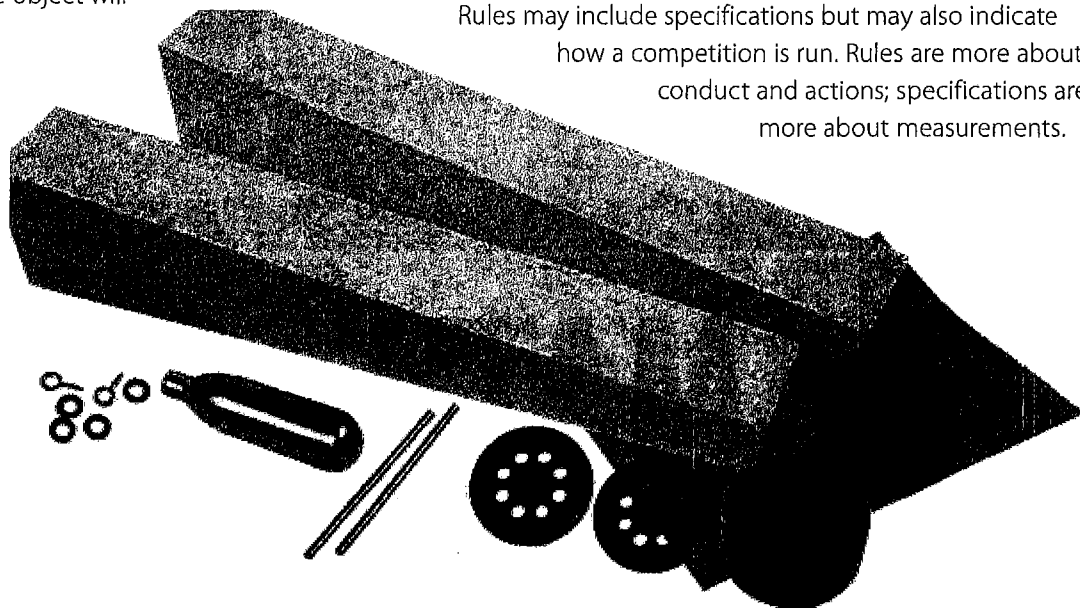
the part could be as small as 25.5 mm or as large as 27.5 mm.

Sometimes, a tolerance might only have a + sign (or a plus tolerance) or a – sign (or a minus tolerance). Tolerances can also be shown as a percent. So, a part might have a thickness of 40 mm  $\pm$  10 percent. Here, 10 percent of the 40 mm would be 4 mm, so it would be the same as 40 mm  $\pm$  4 mm, or a thickness of 36 mm to 44 mm. When it comes to percentage tolerances, the lower the percentage, the tighter the tolerance.

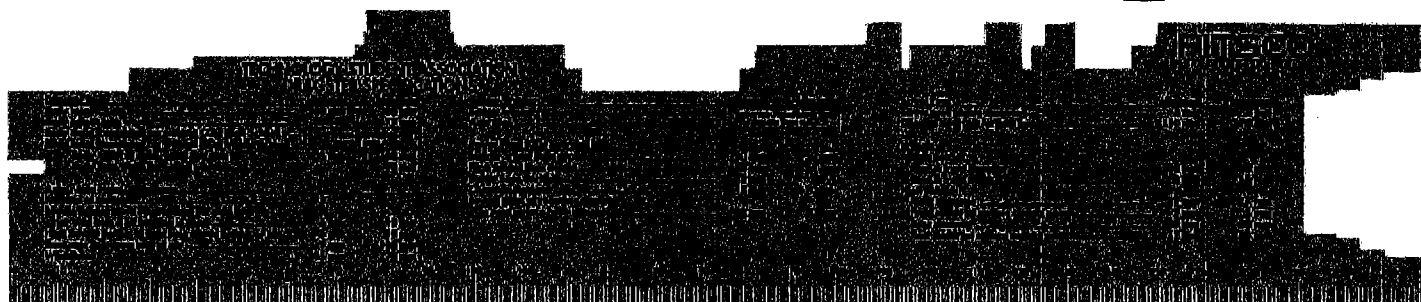
Specifications might have maximums and minimums. For instance, the diameter of a hole might have a specification of a minimum diameter of 2 mm or a maximum diameter of 3 mm. If the measurement of the diameter of the hole falls outside of those two measurements (it is less than 2 mm or greater than 3 mm), then the hole diameter does not meet the specification.

In competitions, specifications are part of the rules of a game – they make the playing field equal for everyone. In the CO<sub>2</sub> dragster activity, if any of the specs are not met by a dragster, it cannot be a part of the race – it is disqualified from racing. However, specifications are different from rules in that specifications refer to objects that have measurable properties.

Rules may include specifications but may also indicate how a competition is run. Rules are more about conduct and actions; specifications are more about measurements.



**CHECK OUT:**  
METRIC DRAGSTER  
GO/NO GO GAUGE



## CALCULATING SPEED

How fast is your car going? Calculating the speed (average speed) of a race car is pretty simple. The formula is:

$$\text{Average Speed} = \text{Distance} / \text{Time}$$

To plug in some numbers, our distance will be 65.625 feet (ft) (official distance) and our time will be 1.22 seconds (s) (a pretty fast race time).

$$65.625 \text{ ft} / 1.22 \text{ s} = 53.791 \text{ ft} / \text{s}$$

To convert your speed to miles per hour (mph) we have to know a few things. There are:

- 5,280 feet in a mile
- 3,600 seconds in an hour

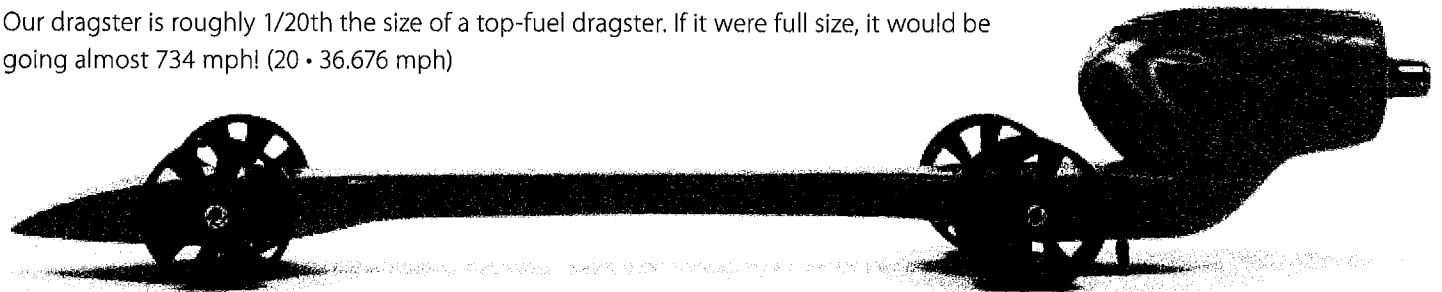
Plug in those numbers and we can figure out the speed in mph.

$$53.791 \text{ ft/s} \cdot 3,600 \text{ s} / 5,280 \text{ ft} = 36.676 \text{ mph}$$

Our dragster is roughly 1/20th the size of a top-fuel dragster. If it were full size, it would be going almost 734 mph! ( $20 \cdot 36.676 \text{ mph}$ )



LEARN MORE



## SPEED AND VELOCITY

Speed is simply a measure of how fast something is moving. When you are in a car, the speedometer displays the speed at which the car is moving. So, if the speedometer reads 65 miles per hour (mph), this is the car's speed.

Speed is found by dividing the distance traveled by the time required to travel that distance.

$$S = D \div T$$

Engineers and scientists use the term *velocity* to refer to how fast an object moves in a certain direction. This means that the velocity of a car would be its speed in a specific direction. For example, the same car mentioned above is moving at a speed of 65 mph. If we determine that the car is moving west at 65 mph, this is the car's velocity.

The formula used to calculate velocity is the distance traveled divided by the time required to travel that distance.

$$V = D \div T$$

So, if a car is moving south and goes 100 miles in 2 hours, the velocity of the car is south at 50 mph.

Mathematically speaking, speed and velocity are calculated using the same values. However, the difference between the two is the component of direction. This means that speed is a scalar quantity while velocity is a vector quantity.

Scalar quantities represent only size. For example, height, length, width, and volume would all be examples of scalar quantities. Vector quantities represent both size and direction.





## Cornell Notes

Topic / Objective:		Name:
		Class / Period:
		Date:
Essential Question:		
Questions:	Notes:	
Summary:		



# Cornell Notes

[illegible]

# **What Elements of Music Do You Hear?**

Directions: Listen to 3 songs of your choice. If on school property using Google Play Music. If at home use whatever music platform you like. Using the term key below, identify the elements of music for each song.

1. Song Title and Artist Who Performs It -

a. Tempo - \_\_\_\_\_

b. Dynamics - \_\_\_\_\_

c. Melody- \_\_\_\_\_

d. Pitch - \_\_\_\_\_

2. Song Title and Artist Who Performs It -

a. Tempo - \_\_\_\_\_

b. Dynamics - \_\_\_\_\_

c. Melody- \_\_\_\_\_

d. Pitch - \_\_\_\_\_

3. Song Title and Artist Who Performs It -

a. Tempo - \_\_\_\_\_

b. Dynamics - \_\_\_\_\_

c. Melody- \_\_\_\_\_

d. Pitch - \_\_\_\_\_

Term Key:

Tempo = Speed of song

Dynamics = Volume of song

Melody = The part of the song that gets stuck in your head

Pitch = Does the performance sound good or bad

## **How Is Music Used In A Movie?**

Directions: Watch any movie that you like and answer the following questions. You may take a couple days to watch the movie.

1. What is the title of the movie?
2. Who wrote the music for the movie?
3. List the instruments that you hear throughout the movie....
4. What emotions does music add to your movie??
5. Do you think the movie would be different without music? Why or Why not?





Name \_\_\_\_\_ Grade \_\_\_\_\_

**Belhaven Middle School**  
**Instrumental Music – Mrs. Robinson**  
***Band Instrument Practice Log***

- Students are expected to practice their band instrument on a regular basis as they would at home or in school
- Belhaven band students rehearse 3 times a week, for 40 minutes. They also have one 45 minute in school lesson per week.
  - Students are also expected to practice at home on an as-needed basis.
  - All band students should be reviewing the following songs for the concert:
    1. Blaze
    2. Mucho Gusto
    3. Not Tu-Bad
    4. Disney's Magical Marches
    5. Star Wars
    6. Lion King
    7. Crossings in Time
    8. Kronos
- Jazz band students should also review: 1. Aftershock 2. That's All
- Once a practice session is complete, students and/or parents must sign off to ensure the information is accurate.

Date	Song	Length of Practice	Signature





# **Related Services**



## **7th & 8th Grade Guidance Packet**

This packet is for the purpose of providing counseling office service remotely if needed due to school closure.

### **Contents:**

Pages 1 & 2- Focus on personal needs

Pages 3-7- Creating a self-care plan

Pages 8 & 9- Distinguishing between things in and out of control and how to handle it.

Page 10- Goal setting

Mrs. Baltozer will be checking email periodically and can be reached at [jacquelinebaltozer@linwoodschoools.org](mailto:jacquelinebaltozer@linwoodschoools.org)



# NEEDS Inventory

## PHYSICAL NEEDS:

- ☐ Air
- ☐ Food/water
- ☐ Sleep
- ☐ Safety
- ☐ Shelter
- ☐ Touch
- ☐ Movement
- ☐ Health
- ☐ Space

## EMOTIONAL NEEDS:

- ☐ Control
- ☐ Play/fun
- ☐ Quiet
- ☐ Creativity
- ☐ Privacy
- ☐ Rest
- ☐ Boundaries
- ☐ Time
- ☐ Hope

## SOCIAL NEEDS:

- ☐ Connection
- ☐ Appreciation
- ☐ Validation
- ☐ Autonomy
- ☐ Attention
- ☐ Empathy
- ☐ Understanding
- ☐ Trust
- ☐ Respect

## COGNITIVE NEEDS:

- ☐ Clarity
- ☐ Predictability
- ☐ Accountability
- ☐ Responsibility
- ☐ Challenge
- ☐ Confidence
- ☐ Purpose
- ☐ Importance
- ☐ Meaning

When my needs are met I feel/think...

☐ Satisfied

☐ Relaxed

☐ Happy

☐

When my needs are NOT met, I feel/think...

☐ Angry

☐ Sad

☐ Scared

☐

Reasons my needs may not be met

☐ I haven't been aware of my needs.

☐ I didn't think I deserved to have my needs met.

☐ I haven't asked for my needs to be met before.

☐ I am still building trust with others to meet my needs.

☐ I have been asking the wrong way, (i.e. complaining...).

☐

I can get my needs met by...

☐ Asking for \_\_\_\_\_

☐ Sharing \_\_\_\_\_

☐

People that will help me meet my needs

☐

☐

☐

☐

Reasons my needs are important

ways I can improve telling others know my needs

☐ I can share my needs with trusted people.

☐ I can ask for help or advice.

☐ I can ask to be listened too.

☐ I can let others know I need privacy or space.

☐ I can include myself.

☐ I can let others know when I am hurt.

☐

### Physical Self-Care

- ☐ Eat balanced meals regularly
- ☐ Eat healthy foods
- ☐ Exercise (physical activity)
- ☐ Get preventative medical care
- ☐ Get medical care when needed
- ☐ Take time off when sick
- ☐ Get massages
- ☐ Attend to hair, skin, nails
- ☐ Get enough sleep
- ☐ Wear comfortable clothes
- ☐ Take care of personal hygiene
- ☐ Take medications as prescribed
- ☐ Avoid drugs and alcohol

### Psychological Self-Care

- ☐ Take day trips or mini vacations
- ☐ Take time away from cell phone
- ☐ Make time for self reflection
- ☐ Notice thoughts
- ☐ Write in a journal
- ☐ Read for pleasure
- ☐ Minimize stress
- ☐ Be curious and ask questions
- ☐ Do something typically avoided
- ☐ Say NO to extra responsibilities
- ☐ Be present
- ☐ Spend time with others I enjoy
- ☐ Go outside in the daylight

### Emotional Self-Care

- ☐ Reach out to others when upset
- ☐ Give myself affirmations/praise
- ☐ Use helpful self-talk
- ☐ Allow myself to cry
- ☐ Find things that make me laugh
- ☐ Share my feelings
- ☐ Give and accept hugs
- ☐ Use deep breathing
- ☐ Try yoga
- ☐ Be mindful of your 5 senses
- ☐ Visit your happy place
- ☐ Take time outs
- ☐ Spend time with pets

### Spiritual Self-Care

- ☐ Make time for reflection
- ☐ Spend time in nature
- ☐ Find a spiritual connection
- ☐ Be open to inspiration
- ☐ Embrace optimism and hope
- ☐ Let go of control
- ☐ Be open to not knowing
- ☐ Pray, meditate, sing
- ☐ Contribute to causes you value
- ☐ Make proud choices
- ☐ Grow a plant or garden
- ☐ Practice gratitude
- ☐ Try mindful breathing

### Relationship Self-Care

- ☐ Make time to see friends
- ☐ Call, check on, or see relatives
- ☐ Contact faraway friends
- ☐ Share my needs and wants
- ☐ Apologize and forgive others
- ☐ Enlarge my social circle
- ☐ Ask for help when I need it
- ☐ Set boundaries when needed
- ☐ Return phone calls and emails
- ☐ Leave the room when angry
- ☐ Tell others your true feelings
- ☐ Invite friends to hang out
- ☐ Give and accept compliments

### Work/School Self-Care

- ☐ Take breaks
- ☐ Take time to chat with others
- ☐ Make quiet time to complete tasks
- ☐ Identify rewarding projects
- ☐ Set boundaries when needed
- ☐ Balance responsibilities
- ☐ Arrange comfortable work space
- ☐ Seek out guidance and advice
- ☐ Find solutions to satisfaction
- ☐ Use and follow a schedule
- ☐ Admit mistakes and future plan
- ☐ Challenge yourself to grow
- ☐ Check off list of accomplishments

### Home Self-Care

- ☐ Have a clean living space
- ☐ Have groceries in the home
- ☐ Cook meals regularly
- ☐ Water plants and flowers
- ☐ Attending to pets needs
- ☐ Have laundry done and put away
- ☐ Clean sheets on your bed
- ☐ Remove clutter
- ☐ Display fresh flowers
- ☐ Have enough blankets
- ☐ Use fresh scents
- ☐ Display happy pictures
- ☐ Light candles or use a fireplace

### Financial Self-Care

- ☐ Follow a budget
- ☐ Begin a savings plan
- ☐ Use a financial advisor
- ☐ Pay bills on time
- ☐ Make reasonable investments
- ☐ Review finances regularly
- ☐ Plan for retirement
- ☐ Choose suitable insurances
- ☐ Donate to causes you believe in
- ☐ Return/sell things you don't need
- ☐ Pay off credit card/s
- ☐ Monitor impulse buys
- ☐ Follow spending plan

### Fun Self-Care

- ☐ Watch comedies/ funny videos
- ☐ Make silly faces
- ☐ Throw a party
- ☐ Tell jokes
- ☐ Travel with others
- ☐ Try new experiences
- ☐ Wear something out of the norm
- ☐ Be with friends
- ☐ Laugh often
- ☐ Enjoy your hobbies and passions
- ☐ Listen to upbeat music
- ☐ Get out of your comfort zone
- ☐ Dance until you sweat

# SELF-CARE PLAN

Day: \_\_\_\_\_

## *Physical Self-Care*

- ☐ Eat balanced healthy meals
- ☐ Stretch/Exercise (physical activity)
- ☐ Meal plan
- ☐ Get medical care
- ☐ Get a massage
- ☐ Attend to hair, skin, nails.
- ☐ Go to bed at a reasonable time
- ☐ Wear comfortable clothes
- ☐ Take care of personal hygiene
- ☐ Take medications as prescribed
- ☐ Avoid drugs and alcohol
- ☐

## *Emotional Self-Care*

- ☐ Give myself affirmations/praise
- ☐ Use helpful self-talk
- ☐ Allow myself to cry
- ☐ Find things that make me laugh
- ☐ Share my feelings
- ☐ Give and accept hugs
- ☐ Use deep breathing
- ☐ Try yoga
- ☐ Be mindful of my 5 senses
- ☐ Visit my happy place
- ☐ Take time outs
- ☐

## *Mental Self-Care*

- ☐ Take time away from cell phone
- ☐ Make time for self reflection
- ☐ Notice my thoughts and let them go
- ☐ Write in a journal
- ☐ Read for pleasure
- ☐ Find evidence against negative self talk
- ☐ Be curious and ask questions
- ☐ List my gratitude
- ☐ Be present
- ☐ Spend time with others I enjoy
- ☐ Go outside in the daylight
- ☐

## *Goals Self-Care*

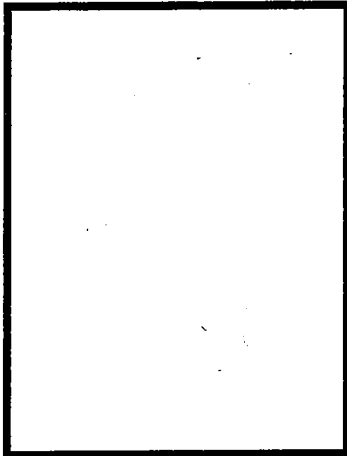
- ☐ Set alarm to wake up early
- ☐ Arrive on time to commitments
- ☐ Complete a short term goal
- ☐ Take a risk out of your comfort zone
- ☐ Learn something new
- ☐ Declutter and organize
- ☐ Do something I've been avoiding
- ☐ Do something that makes me proud
- ☐ Interact with others
- ☐ Be proactive about something
- ☐ Limit responsibilities to manage stress
- ☐



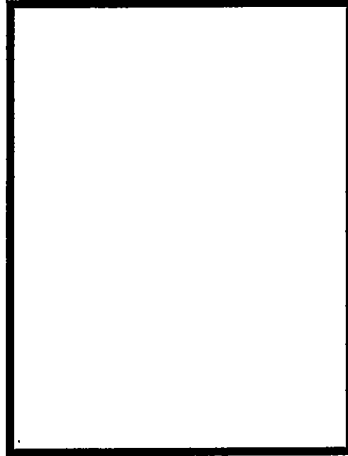
# SELF-CARE PLAN

Week: \_\_\_\_\_

Monday



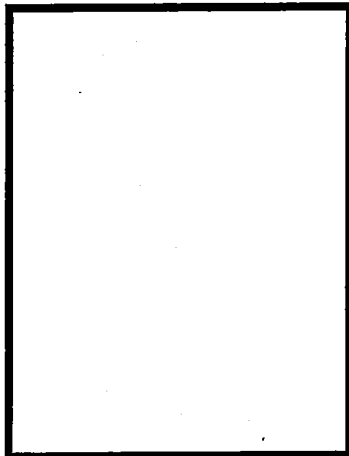
Tuesday



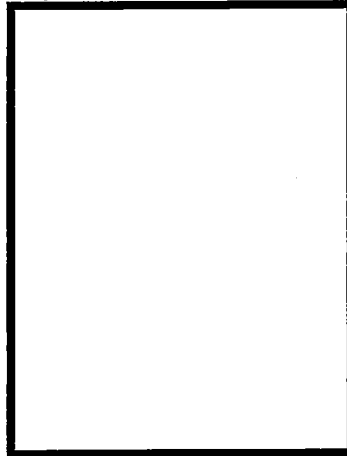
Wednesday



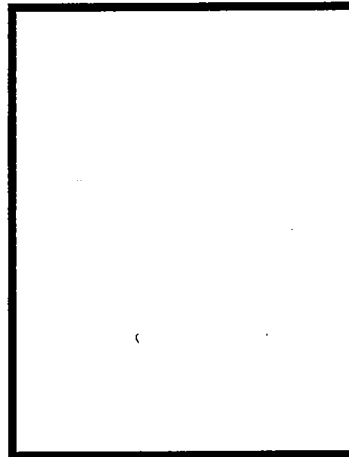
Thursday



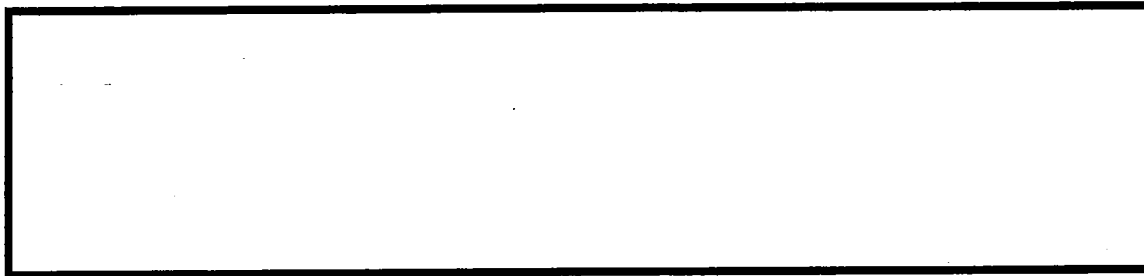
Friday



Saturday



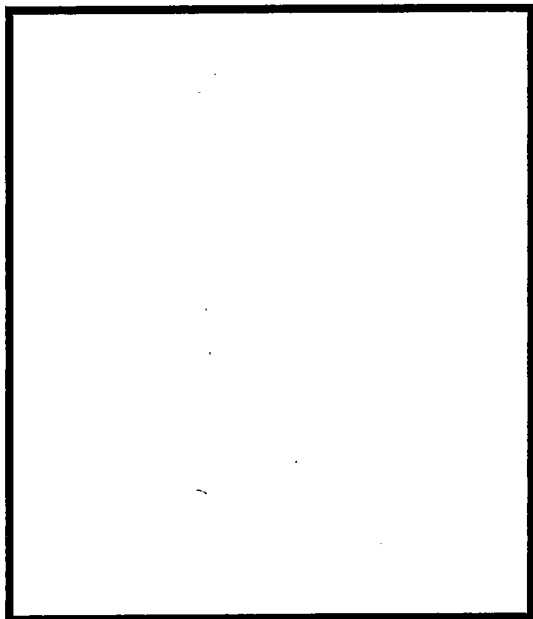
Sunday



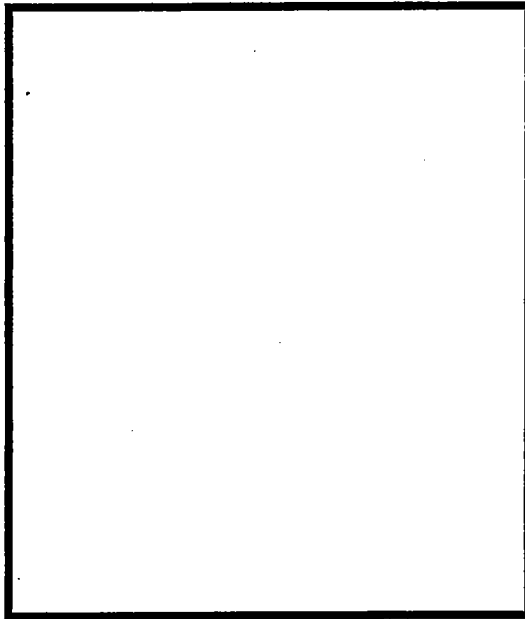
# SELF-CARE PLAN

Day: \_\_\_\_\_

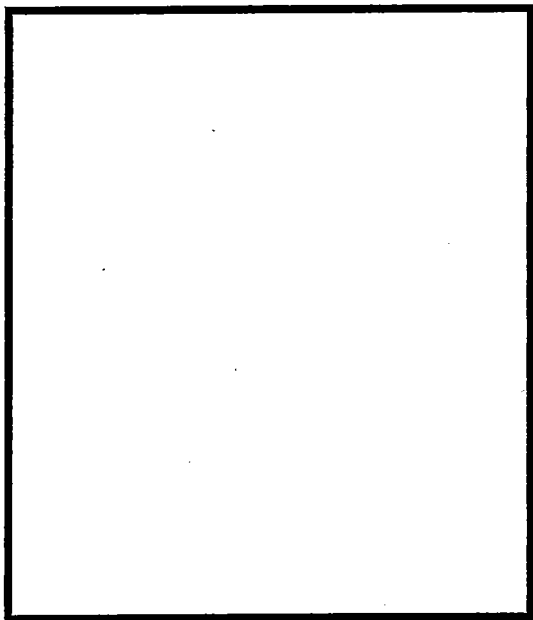
*Physical* Self-Care

A large, empty rectangular box with a black border, intended for writing notes related to physical self-care.

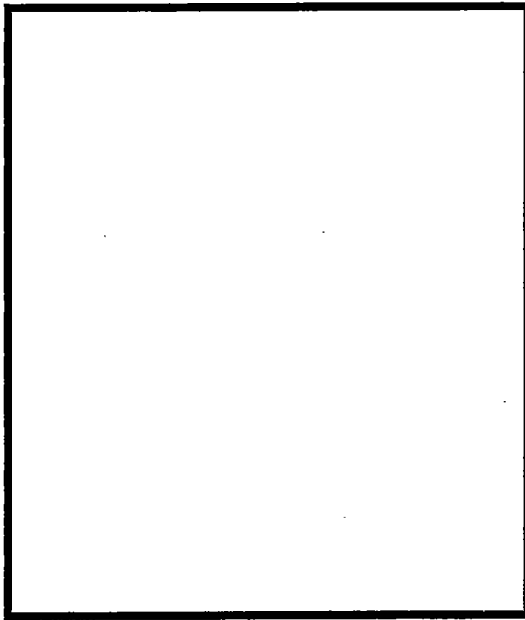
*Emotional* Self-Care

A large, empty rectangular box with a black border, intended for writing notes related to emotional self-care.

*Mental* Self-Care

A large, empty rectangular box with a black border, intended for writing notes related to mental self-care.

*Goals* Self-Care

A large, empty rectangular box with a black border, intended for writing notes related to goals self-care.

# ASKING FOR HELP GOALS:

Identify 3 needs. Write each need in the boxes on the left. Then, choose a support person you would be willing to ask for their help in meeting your needs.

Need:

Support person:

Need:

Support person:

Need:

Support person:

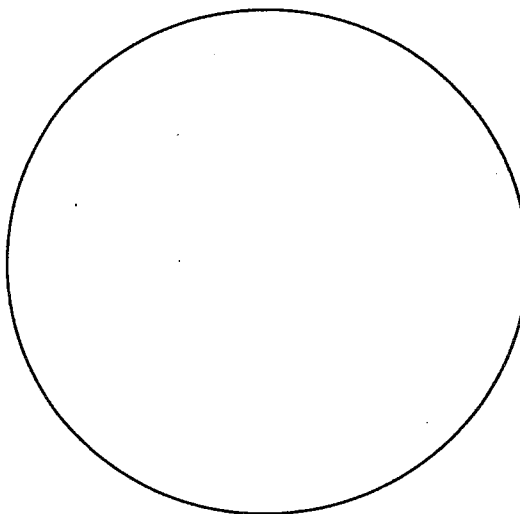
# Balancing Your Day

1 CHECK WHAT ACTIVITIES ARE INCLUDED IN YOUR DAY:

- ☐ Work \_\_\_\_\_
- ☐ School \_\_\_\_\_
- ☐ Family \_\_\_\_\_
- ☐ Sleep \_\_\_\_\_
- ☐ Bad habits \_\_\_\_\_
- ☐ Relaxation \_\_\_\_\_
- ☐ Exercise \_\_\_\_\_
- ☐ Fun/hobbies \_\_\_\_\_
- ☐ Socializing \_\_\_\_\_
- ☐ Self-care \_\_\_\_\_
- ☐ Responsibilities \_\_\_\_\_
- ☐ \_\_\_\_\_

2 IN THE COLUMN, WRITE IN EACH SPACE WHAT PERCENTAGE OF THE TIME YOU ARE SPENDING IN EACH ACTIVITY.

3 FILL IN THE PIE CHART THE PERCENTAGE OF TIME YOU SPEND IN EACH ACTIVITY.

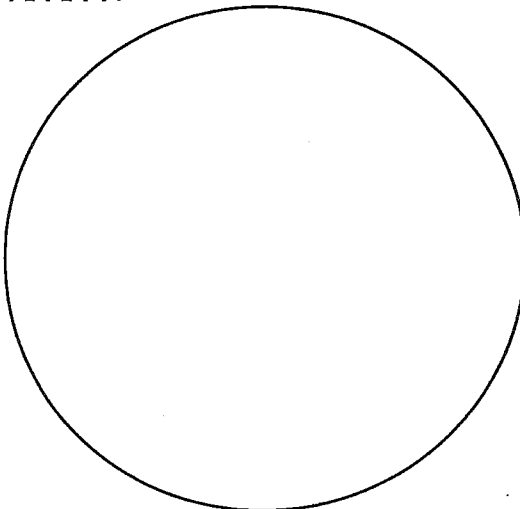


4 CHECK WHAT ACTIVITIES BELONG IN YOUR DAY:

- ☐ Work \_\_\_\_\_
- ☐ School \_\_\_\_\_
- ☐ Family \_\_\_\_\_
- ☐ Sleep \_\_\_\_\_
- ☐ Bad habits \_\_\_\_\_
- ☐ Relaxation \_\_\_\_\_
- ☐ Exercise \_\_\_\_\_
- ☐ Fun/hobbies \_\_\_\_\_
- ☐ Socializing \_\_\_\_\_
- ☐ Self-care \_\_\_\_\_
- ☐ Responsibilities \_\_\_\_\_
- ☐ \_\_\_\_\_

5 IN THE COLUMN, WRITE IN EACH SPACE WHAT PERCENTAGE OF THE TIME YOU PREFER TO SPEND IN EACH ACTIVITY. CONSIDER YOUR SELF-CARE.

6 FILL IN THE PIE CHART THE PERCENTAGE OF TIME YOU PLAN TO SPEND IN EACH ACTIVITY.



7 ON THE BACK PAGE, WRITE WHAT STEPS YOU WILL TAKE TO BALANCE YOUR DAY.

SIGHTS that help me feel better

SOUNDS that help me feel better

SMELLS that help me feel better

TASTES that help me feel better

TOUCHES that help me feel better

A picture of me feeling better

## Things In My Control

To have power or influence to make change.

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> What I wear           | <input type="checkbox"/> My perspective      | <input type="checkbox"/> How I cope         |
| <input type="checkbox"/> What goes in my body  | <input type="checkbox"/> My mood             | <input type="checkbox"/> Who I trust        |
| <input type="checkbox"/> How I react           | <input type="checkbox"/> My attitude         | <input type="checkbox"/> What I do          |
| <input type="checkbox"/> How I treat myself    | <input type="checkbox"/> My thoughts         | <input type="checkbox"/> My self-talk       |
| <input type="checkbox"/> What I learn          | <input type="checkbox"/> How I spend my time | <input type="checkbox"/> My hobbies         |
| <input type="checkbox"/> My personal space     | <input type="checkbox"/> How I behave        | <input type="checkbox"/> How I treat others |
| <input type="checkbox"/> Who I spend time with | <input type="checkbox"/> My effort           | <input type="checkbox"/> My choices         |
| <input type="checkbox"/> How I spend money     | <input type="checkbox"/> What I listen too   | <input type="checkbox"/> What I watch       |

## Things NOT In My Control

To have no power or influence to make change.

- |   |   |
|---|---|
| <input type="checkbox"/> My health              | <input type="checkbox"/> My past          |
| <input type="checkbox"/> People's opinion of me | <input type="checkbox"/> My childhood     |
| <input type="checkbox"/> People's reactions     | <input type="checkbox"/> Job requirements |
| <input type="checkbox"/> People's choices       | <input type="checkbox"/> My family        |
| <input type="checkbox"/> The weather            | <input type="checkbox"/> Other's mistakes |
| <input type="checkbox"/> Other's temperament    | <input type="checkbox"/> Time             |

Circle one thing you DO NOT have control over and answer the following questions.

1. What good can still come from this situation? \_\_\_\_\_  
\_\_\_\_\_
2. What ways can you cope with this? \_\_\_\_\_  
\_\_\_\_\_
3. What else can you do to take care of yourself? \_\_\_\_\_  
\_\_\_\_\_
4. How have you grown from this? \_\_\_\_\_  
\_\_\_\_\_

Identify one thing you DO NOT have control over and answer the following questions.

1. What is NOT in your control? \_\_\_\_\_

\_\_\_\_\_

2. What good can still come from this situation? \_\_\_\_\_

\_\_\_\_\_

3. What ways can you cope with this?

\_\_\_\_\_

\_\_\_\_\_

4. What else can you do to take care of yourself? \_\_\_\_\_

\_\_\_\_\_

5. How have you grown from this?

\_\_\_\_\_

\_\_\_\_\_

A picture of me achieving my goals

A picture of me achieving my goals

Social Goals

Career/Education Goals

Financial Goals