Christina School District Assignment Board

Grade Level: 7th

Week of April 6th, 2020

		Monday	Tuesday	Wednesday	Thursday	Friday
ELA		Read and annotate the text, *Examination Day*, by Henry Slesar. Circle or highlight characters' names, details that describe the setting, examples of conflict, and label the conflicts as external or internal.	Answer the text-dependent questions, numbers 1-5.	Complete the attached Vocabulary Log for the selected words from the text.	Complete the attached CSET response using evidence from the text to support your ideas completely.	
Math (IM1 can be found on the HS Board)	**7**	*Distance, Rate, & Time* Complete D,R,&T Practice Problems #1,2 (attached).	Complete D,R,&T Practice Problems #1,2 (attached).	Read pages 20-21 (attached). Use the examples as a guide. Complete p. 121 #1-4.	Complete p. 121 #5-9.	
	7+	*Parallel Line Angle Pair Relationships* Read pages 150-151 (attached). Use the examples as a guide. Complete p. 151 #1-6. Complete Angle Relationships Problem Set #1-4 (attached).	Complete Problems 9-5, 9-2, and 9-6 (attached).	What are the angle relationships that you have encountered so far? Answer this question as a journal entry. Use your geometry vocabulary and include diagrams to show the relationships. Title this entry “Angle Relationships”.	Complete Puzzle Investigator Problem (PIP) 1 - Which Is The Fake? (attached)	
Science		**Cells, Cells, and More Cells (3 pages attached):**	**Why Do Cells Have Different Shapes? (1 page attached):**	**Cell Structure and Function Terms (1 page attached):**	**Classifying Cells (1 page attached):**	

Christina School District Assignment Board

	Look at the sheet "Three Cells". First, focus only on the neuron cell. Review the different parts of the neuron. A neuron is a type of animal cell. There are many different kinds of animal cells, all specialized to carry out certain jobs. Then neuron is a nerve cell found in animals only and specialized to carry messages. Next, compare the shapes of the other two cells to a neuron cell. Write down your observations on a piece of paper. Note the shapes and what parts may or may not be included. Now focus on the inside parts: Color in the parts that all 3 cells share on "Three Cells" sheet. Complete Venn Diagram. Read and complete "Animal, Plant, or Neuron?" **Design a Cell Challenge:** Create your own cell! Choose a plant, animal, or neuron and construct a 3D cell out of anything (candy, cardboard, etc.). Make sure to label your parts or use a key.	Complete the "Why do cells have different shapes" sheet. It is ok to use additional resources you may have if needed.	Complete the "Key Term" sheet for Cell structures and functions. It is ok to use additional resources you may have if needed.	Complete "Classifying Cells" sheet. It is ok to use additional resources you may have if needed.	
Social Studies	**Civics 1a & 1b: Government** Complete Activity 1 from the document titled, "Government Civics 1a"	**Civics 1a & 1b: Government** Complete Activity 2 from the document titled, "Government Civics 1a"	**Civics 1a & 1b: Government** Complete Activity 3 from the document titled, "Government Civics 1b"	**Civics 1a & 1b: Government** Complete Activity 4 from the document titled, "Government Civics 1b"	

Name:_____ Class: _____

Examination Day

By Henry Slesar
1958

Henry Slesar (1927-2002) was an American author and playwright. He's known for his use of irony and unexpected endings. In this shot science fiction story, a boy is required by the government to take an intelligence exam once he turns 12. As you read, take notes on how the parents describe and react to the upcoming exam.

[1] The Jordans never spoke of the exam, not until their son, Dickie, was twelve years old. It was on his birthday that Mrs. Jordan first mentioned the subject in his presence, and the anxious manner of her speech caused her husband to answer sharply.

"untitled" by Phil Hearing is licensed under CC0

"Forget about it," he said. "He'll do all right."

They were at breakfast table, and the boy looked up from his plate curiously. He was an alert-eyed youngster with flat blond hair and a quick, nervous manner. He didn't understand what the sudden tension was about, but he did know that today was his birthday, and he wanted harmony above all. Somewhere in the little apartment there were wrapped, beribboned packages waiting to be opened, and in the tiny wall-kitchen something warm and sweet was being prepared in the automatic stove. He wanted the day to be happy, and the moistness of his mother's eyes, the scowl on his father's face, spoiled the mood of fluttering expectation with which he had greeted the morning.

"What exam?" he asked.

[5] His mother looked at the tablecloth. "It's just a sort of Government Intelligence test they give children at the age of twelve. You'll be taking it next week. It's nothing to worry about."

"You mean a test like in school?"

"Something like that," his father said, getting up from the table. "Go and read your comics, Dickie." The boy rose and wandered towards that part of the living room which had been "his" corner since infancy. He fingered the topmost comic of the stack, but seemed uninterested in the colorful squares of fast-paced action. He wandered towards the window, and peered gloomily at the veil of mist that shrouded[1] the glass.

"Why did it have to rain today?" he said. "Why couldn't it rain tomorrow?"

1. **Shroud** ***(verb):*** to cover so as to hide from view

His father, now slumped into an armchair with the Government newspaper rattled the sheets in vexation.[2] "Because it just did, that's all. Rain makes the grass grow."

[10] "Why, Dad?"

"Because it does, that's all."

Dickie puckered his brow. "What makes it green, though? The grass?"

"Nobody knows," his father snapped, then immediately regretted his abruptness. Later in the day, it was birthday time again. His mother beamed as she handed over the gaily-colored[3] packages, and even his father managed a grin and a rumple-of-the-hair. He kissed his mother and shook hands gravely with his father. Then the birthday cake was brought forth, and the ceremonies concluded.

An hour later, seated by the window, he watched the sun force its way between the clouds.

[15] "Dad," he said, "how far away is the sun?"

"Five thousand miles," his father said.

Dickie sat at the breakfast table and again saw moisture in his mother's eyes. He didn't connect her tears with the exam until his father suddenly brought the subject to light again.

"Well, Dickie," he said, with a manly frown, "you've got an appointment today."

"I know Dad. I hope –"

[20] "Now, it's nothing to worry about. Thousands of children take this test every day. The Government wants to know how smart you are, Dickie. That's all there is to it."

"I get good marks in school," he said hesitantly.

"This is different. This is a - special kind of test. They give you this stuff to drink, you see, and then you go into a room where there's a sort of machine – "

"What stuff to drink?" Dickie said.

"It's nothing. It tastes like peppermint. It's just to make sure you answer the questions truthfully. Not that the Government thinks you won't tell the truth, but it makes sure." Dickie's face showed puzzlement, and a touch of fright. He looked at his mother, and she composed her face into a misty smile.

[25] "Everything will be all right," she said.

"Of course, it will," his father agreed. "You're a good boy, Dickie; you'll make out fine. Then we'll come home and celebrate. All right?"

2. **Vexation** ***(noun):*** the state of being annoyed, frustrated, or worried
3. bright or cheerful in appearance

"Yes sir," Dickie said.

They entered the Government Educational Building fifteen minutes before the appointed hour. They crossed the marble floors of the great pillared lobby, passed beneath an archway and entered an automatic lift[4] that brought them to the fourth floor. There was a young man wearing an insignia-less[5] tunic, seated at a polished desk in front of Room 404. He held a clipboard in his hand, and he checked the list down to the Js and permitted the Jordans to enter.

The room was as cold and official as a courtroom, with long benches flanking metal tables. There were several fathers and sons already there, and a thin-lipped woman with cropped black hair was passing out sheets of paper.

[30] Mr. Jordan filled out the form, and returned it to the clerk. Then he told Dickie: "It won't be long now. When they call your name, you just go through the doorway at the end of the room." He indicated the portal with his finger.

A concealed loudspeaker crackled and called off the first name. Dickie saw a boy leave his father's side reluctantly and walk slowly towards the door.

At five minutes to eleven, they called the name of Jordan.

"Good luck, son," his father said, without looking at him. "I'll call for you when the test is over."

Dickie walked to the door and turned the knob. The room inside was dim, and he could barely make out the features of the grey-tunicked attendant who greeted him.

[35] "Sit down," the man said softly. He indicated a high stool beside his desk. "Your name's Richard Jordan?"

"Yes, sir."

"Your classification number is 600-115. Drink this, Richard."

He lifted a plastic cup from the desk and handed it to the boy. The liquid inside had the consistency of buttermilk, tasted only vaguely of the promised peppermint. Dickie downed it, and handed the man the empty cup.

He sat in silence, feeling drowsy, while the man wrote busily on a sheet of paper. Then the attendant looked at his watch, and rose to stand only inches from Dickie's face. He unclipped a penlike object from the pocket of his tunic, and flashed a tiny light into the boy's eyes.

[40] "All right," he said. "Come with me, Richard."

He led Dickie to the end of the room, where a single wooden armchair faced a multi-dialed computing machine. There was a microphone on the left arm of the chair, and when the boy sat down, he found its pinpoint head conveniently at his mouth.

4. a term for an elevator
5. lacking a symbol or logo

"Now just relax, Richard. You'll be asked some questions, and you think them over carefully. Then give your answers into the microphone. The machine will take care of the rest."

"Yes, sir."

"I'll leave you alone now. Whenever you want to start, just say "ready" into the microphone."

[45] "Yes, sir."

The man squeezed his shoulder, and left.

Dickie said, "Ready."

Lights appeared on the machine, and a mechanism whirred. A voice said: "Complete this sequence. One, four, seven, ten…'

Mr. and Mrs. Jordan were in the living room, not speaking, not even speculating.[6]

[50] It was almost four o'clock when the telephone rang. The woman tried to reach it first, but her husband was quicker.

"Mr. Jordan?"

The voice was clipped: a brisk, official voice.

"Yes, speaking."

"This is the Government Educational Service. Your son, Richard M Jordan, Classification 600-115 has completed the Government examination. We regret to inform you that his intelligence quotient[7] is above the Government regulation, according to Rule 84 Section 5 of the New Code."

[55] Across the room, the woman cried out, knowing nothing except the emotion she read on her husband's face.

"You may specify by telephone," the voice droned on, "whether you wish his body interred[8] by the Government, or would you prefer a private burial place? The fee for Government burial is ten dollars."

6. **Speculate** ***(verb):*** to form a theory about something without any real evidence
7. a degree or amount of a quality or characteristic
8. to place a corpse in a grave or tomb

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best expresses a theme of the short story?
    A. It's better to downplay your own intelligence.
    B. The government has been known to violate people's rights.
    C. High intelligence can be viewed as a dangerous thing.
    D. People have higher expectations for children as they grow up.

2. PART B: Which detail from the text best supports the answer to Part A?
    A. "They were at breakfast table, and the boy looked up from his plate curiously. He was an alert-eyed youngster with flat blond hair and a quick, nervous manner." (Paragraph 3)
    B. "'Now, it's nothing to worry about. Thousands of children take this test every day. The Government wants to know how smart you are, Dickie. That's all there is to it.'" (Paragraph 20)
    C. "'Now just relax, Richard. You'll be asked some questions, and you think them over carefully. Then give your answers into the microphone. The machine will take care of the rest.'" (Paragraph 42)
    D. "'We regret to inform you that his intelligence quotient is above the Government regulation, according to Rule 84 Section 5 of the New Code.'" (Paragraph 54)

3. What do the questions Dickie asks his father between paragraphs 6-16 reveal about Dickie's character?
    A. They suggest that Dickie doesn't usually get along with his father.
    B. They show how curious Dickie is about how the world works.
    C. They stress that Dickie isn't as intelligent as he claims.
    D. They show how much Dickie relies on his father for simple ideas.

4. How does knowledge of the exam affect Dickie's mom and dad?
    A. Dickie's mom becomes anxious and sad, while Dickie's dad becomes easily irritated.
    B. Dickie's mom and dad express doubt that their son is ready for the exam.
    C. Dickie's mom and dad stress about preparing their son for the exam.
    D. Dickie's mom is not bothered by the exam, while Dickie's dad is upset about it.

5. How does the author use irony to contribute to the story's meaning? Use details from the story to support your answer.

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the story, Dickie is killed because his intelligence is considered too high by the government. Why do you think the government wouldn't want people to be too smart? How might the government's actions be motivated by fear?

2. What are real-life examples of intelligent people who were feared or not accepted by others? Why do you think this occurred?

Vocabulary Log
Examination Day

Word	Definition	What it is not (Opposite)	Sentence Using Word	Picture to help you understand the word
1. Shroud (v)			.	
2. Vexation (n)				
3. Infancy (n)				
4. Veil (n)				
5. Vague (adj)				

"Examination Day"
CSET

What happened to Dickie, and why would the government want to eliminate people like him?

Include:	**C**: Make a claim. Answer the questions above in a complete sentence or two.
	S: Set up your evidence with the source or speaker information.
	E: Evidence- Provide details **from the text** to support your claim.
	T: Tie in: Explain what your evidence means and how it helps to answer the question.

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Math 7 – Week of April 6th

Distance, Rate, Time Practice Problems

1. Gloria rides a bike 8 miles in 40 minutes. Nanette rides a bike 5 miles in 30 minutes. If they continue to ride at those speeds, who will bike farthest in 1 hour? How much farther? Use a ratio table to organize your work.

Gloria's Distance (miles)	
Time (minutes)	

Nanette's Distance (miles)	
Time (minutes)	

2. "It takes Zach 15 minutes to walk 7 ½ blocks to the swimming pool. At this rate, how many blocks can he walk in one minute?

   Dee answered "2 blocks". What was Dee's error? Show your work for the correct answer.

Distance (blocks)	
Time (minutes)	

3. Aja and Emilie were riding their skateboards. They knew that they could ride 3 miles in 20 minutes. Use your problem-solving strategies to find out how far the girls can ride in 45 minutes.

Distance	
Time	

4. Omar has been riding his bicycle at a speed of 15 mph for 48 miles. How long has he been riding? Show your work.

DISTANCE, RATE, AND TIME

Distance (d) equals the product of the rate of speed (r) and the time (t). This relationship is shown below in three forms:

$$d = r \cdot t \qquad r = \frac{d}{t} \qquad t = \frac{d}{r}$$

It is important that the units of measure are consistent. For additional information see the Math Notes box in Lesson 8.3.2 of the *Core Connections, Course 1* text.

Example 1

Find the rate of speed of a passenger car if the distance traveled is 572 miles and the time elapsed is 11 hours.

$$572 \text{ miles} = r \cdot 11 \text{ hours} \quad \Rightarrow \quad \frac{572 \text{ miles}}{11 \text{ hours}} = r \quad \Rightarrow \quad 52 \text{ miles/hour} = \text{rate}$$

Example 2

Find the distance traveled by a train at 135 miles per hour for 40 minutes.

The units of time are not the same so we need to change 40 minutes into hours. $\frac{40}{60} = \frac{2}{3}$ hour.

$$d = (135 \text{ miles/hour})(\tfrac{2}{3} \text{ hour}) \quad \Rightarrow \quad d = 90 \text{ miles}$$

Example 3

The Central Middle School hamster race is fast approaching. Fred said that his hamster traveled 60 feet in 90 seconds and Wilma said she timed for one minute and her hamster traveled 12 yards. Which hamster has the fastest rate?

$\text{rate} = \frac{\text{distance}}{\text{time}}$ but all the measurements need to be in the same units. In this example, we use feet and minutes.

Fred's hamster: $\text{rate} = \frac{60 \text{ feet}}{1.5 \text{ minutes}} \Rightarrow \text{rate} = 40 \text{ feet/minute}$

Wilma's hamster: $\text{rate} = \frac{36 \text{ feet}}{1 \text{ minute}} \Rightarrow \text{rate} = 36 \text{ feet/minute}$

Fred's hamster is faster.

Problems

Solve the following problems.

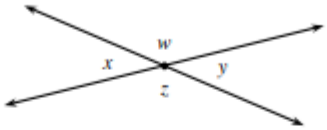
1. Find the time if the distance is 157.5 miles and the speed is 63 mph.
2. Find the distance if the speed is 67 mph and the time is 3.5 hours.
3. Find the rate if the distance is 247 miles and the time is 3.8 hours.
4. Find the distance if the speed is 60 mph and the time is 1 hour and 45 minutes.
5. Find the rate in mph if the distance is 3.5 miles and the time is 20 minutes.
6. Find the time in minutes if the distance is 2 miles and the rate is 30 mph.
7. Which rate is faster? A: 60 feet in 90 seconds or B: 60 inches in 5 seconds
8. Which distance is longer? A: 4 feet/second for a minute or B: 3 inches/min for an hour
9. Which time is shorter? A: 4 miles at 60 mph or B: 6 miles at 80 mph

Math 7+ - Week of April 6th

ANGLE PAIR RELATIONSHIPS

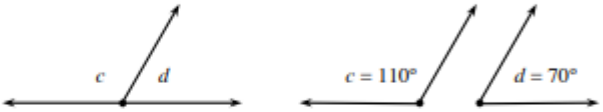
Properties of Angle Pairs

Intersecting lines form four angles. The pairs of angles across from each other are called vertical angles. The measures of vertical angles are equal.



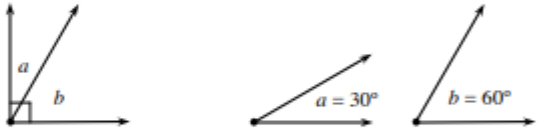
$\angle x$ and $\angle y$ are vertical angles
$\angle w$ and $\angle z$ are vertical angles

If the sum of the measures of two angles is exactly 180°, then the angles are called supplementary angles.



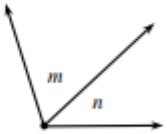
$\angle c$ and $\angle d$ are supplementary angles

If the sum of the measures of two angles is exactly 90°, then the angles are called complementary angles.



$\angle a$ and $\angle b$ are complementary angles

Angles that share a vertex and one side but have no common interior points (that is, do not overlap each other) are called adjacent angles.

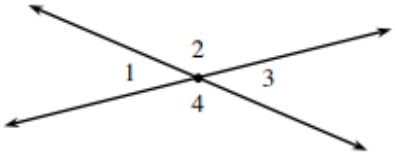


$\angle m$ and $\angle n$ are adjacent angles

For additional information, see the Math Notes boxes in Lesson 8.3.2 of the *Core Connections, Course 2* text and Lesson 9.1.1 of the *Core Connections, Course 3* text.

Example 1

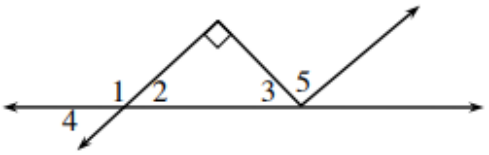
Find the measure of the missing angles if $m\angle 3 = 50°$.



- $m\angle 1 = m\angle 3$ (vertical angles)
  $\Rightarrow m\angle 1 = 50°$
- $\angle 2$ and $\angle 3$ (supplementary angles)
  $\Rightarrow m\angle 2 = 180° - 50° = 130°$
- $m\angle 2 = m\angle 4$ (vertical angles)
  $\Rightarrow m\angle 4 = 130°$

Example 2

Classify each pair of angles below as vertical, supplementary, complementary, or adjacent.



a. $\angle 1$ and $\angle 2$ are adjacent and supplementary

b. $\angle 2$ and $\angle 3$ are complementary

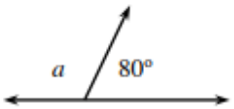
c. $\angle 3$ and $\angle 5$ are adjacent

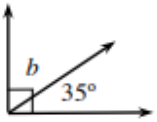
d. $\angle 1$ and $\angle 4$ are adjacent and supplementary

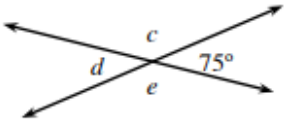
e. $\angle 2$ and $\angle 4$ are vertical

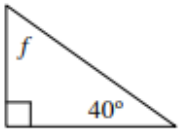
Problems

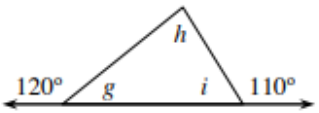
Find the measure of each angle labeled with a variable.

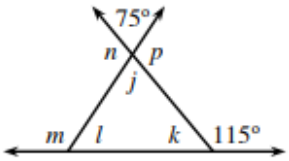
1. 

2. 

3. 

4. 

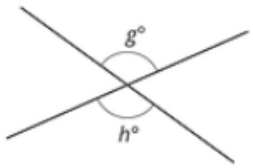
5. 

6. 

Angle Relationships Problem Set

1, Match each figure to an equation that represents what is seen in the figure. For each match, explain how you know they are a match.

A



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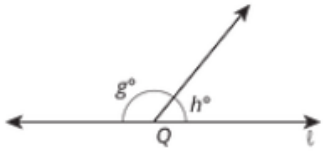

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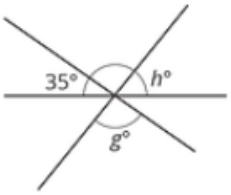

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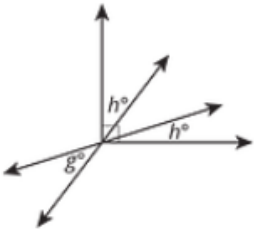
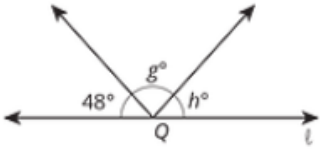


E



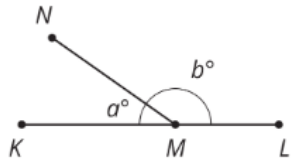
1. $g + h = 180$
2. $g = h$
3. $2h + g = 90$
4. $g + h + 48 = 180$
5. $g + h + 35 = 180$

2. a. If you know that angles g and h are vertical, what equation could you use to represent this angle relationship?

   b. If you know that angles g and h are complementary, what equation could you use to represent this angle relationship?

   c. If you know that angles g and h are supplementary, what equation could you use to represent this angle relationship?

3. M is a point on line segment KL. MN is a line segment. Select **all** the equations that represent the relationship between the measures of the angles in the figure.



A. $a = b$

B. $a + b = 90$

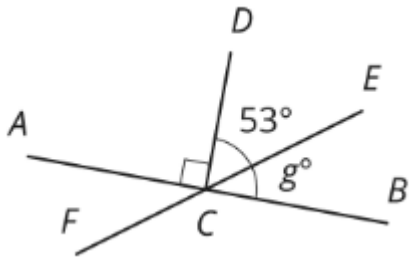
C. $b = 90 - a$

D. $a + b = 180$

E. $180 - a = b$

F. $180 = b - a$

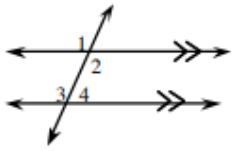
4. Segments AB, CD, and EF intersect at point C, and angle ACD is a right angle. Find the value of g.



PROPERTIES OF ANGLES, LINES, AND TRIANGLES

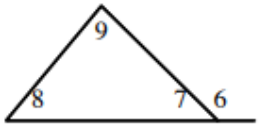
Students learn the relationships created when two parallel lines are intersected by a transversal. They also study angle relationships in triangles.

Parallel lines



- corresponding angles are equal: $m\angle 1 = m\angle 3$
- alternate interior angles are equal: $m\angle 2 = m\angle 3$
- $m\angle 2 + m\angle 4 = 180°$

Triangles



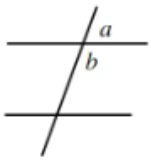
- $m\angle 7 + m\angle 8 + m\angle 9 = 180°$
- $m\angle 6 = m\angle 8 + m\angle 9$
  (exterior angle = sum remote interior angles)

Also shown in the above figures:

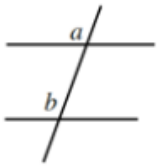
- vertical angles are equal: $m\angle 1 = m\angle 2$
- linear pairs are supplementary: $m\angle 3 + m\angle 4 = 180°$ and $m\angle 6 + m\angle 7 = 180°$

9-5 Classify each of the following pairs of angles as corresponding, alternate interior, same side interior, straight, or "none of these."

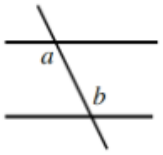
a.



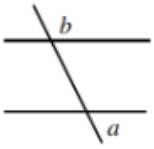
b.



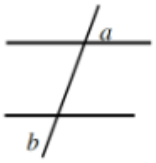
c.



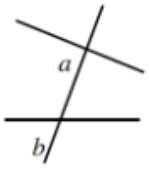
d.



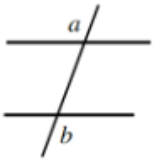
e.



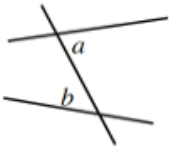
f.



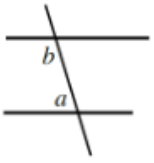
g.



h.



i.



Use what you know about angle relationships to calculate the measure of each of the labeled angles. Show the equation/process you used by naming the type of angles and relationship (ie: corresponding alternate interior, vertical, or straight) to justify your calculations.

Lesson 9.1.1 Resource Page

9-2.

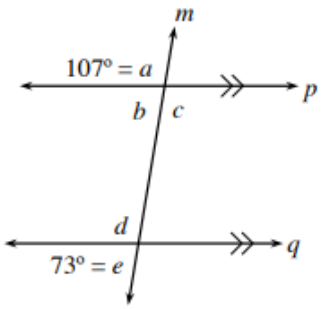


Figure 1

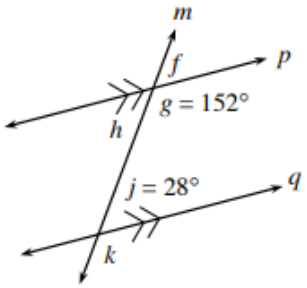


Figure 2

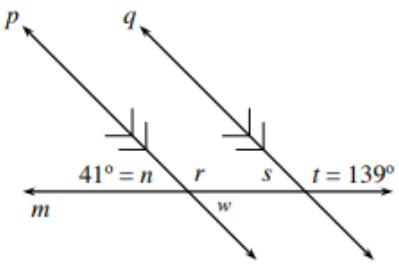
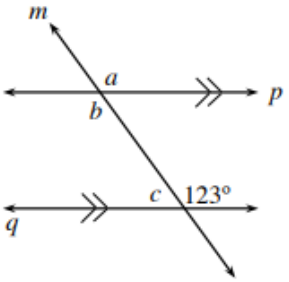
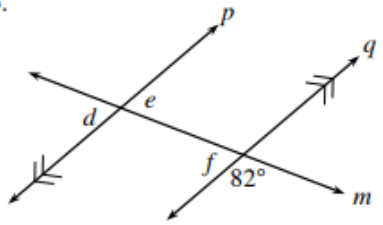


Figure 3

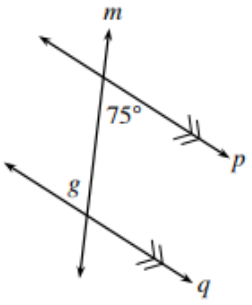
9-6. a.



9-6. b.



c.



PUZZLE INVESTIGATOR PROBLEM (PIP) 1 – WHICH IS THE FAKE?

Josiah is in charge of the historical museum's rare coin collection. Recently, there were rumors that one of a special collection of identical coins is a fake and that it weighs less than the others.

Josiah has a balance pan, which can compare the weights of two sets of objects and tell you which is heavier and lighter. Assume that only one coin is fake.

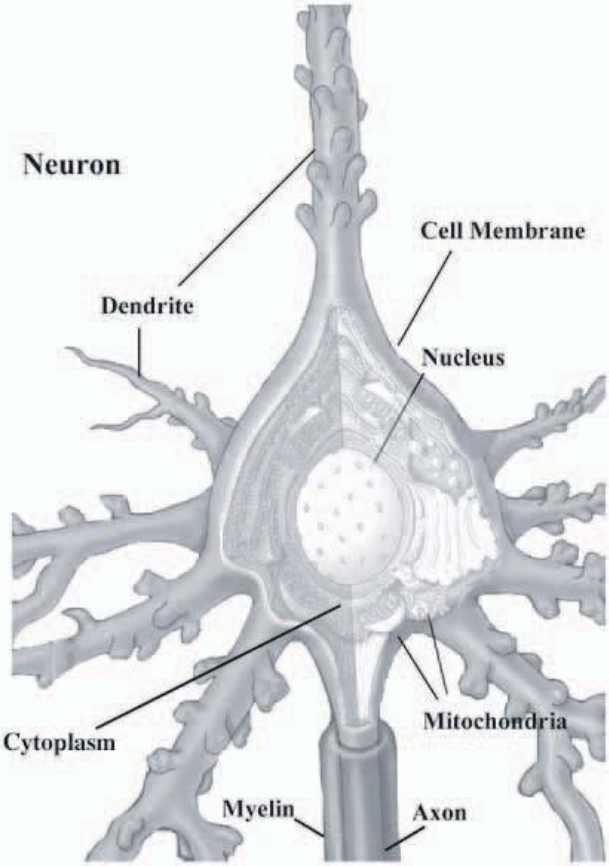
a. What if the collection only has 3 coins? How many different times do you need to use the balance pan to figure out which coin is fake?

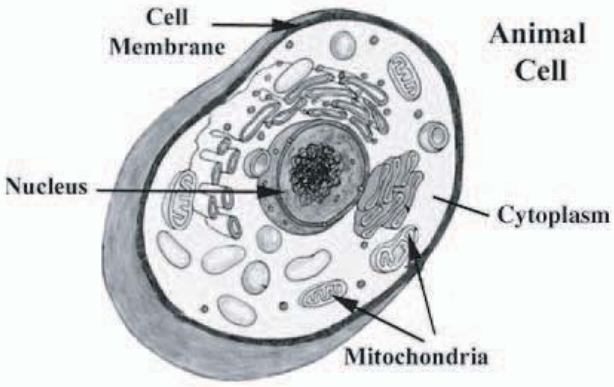
b. Assume the coin collection has 8 coins. Josiah claims he can find the fake by using the balance pan only twice. Is this possible? If so, explain how it works. If it is not possible, explain why not.

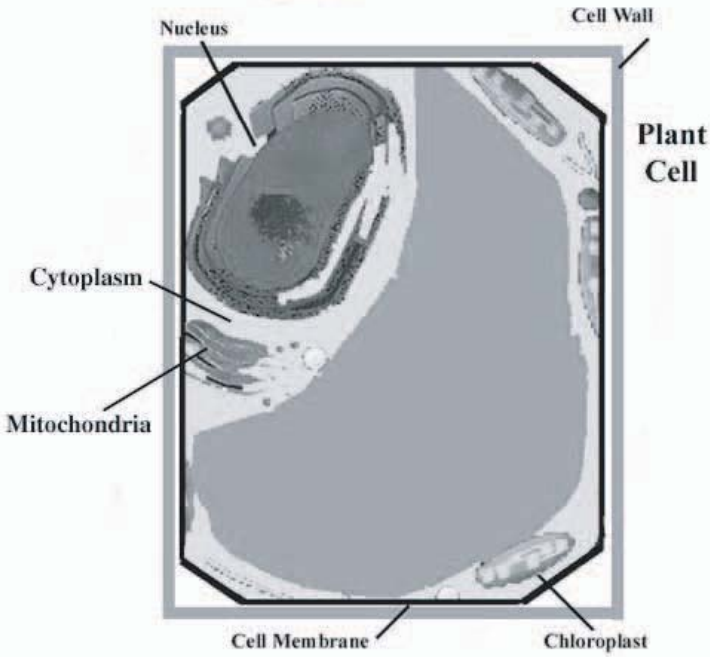
c. If the collection has 12 coins, how could Josiah use the balance to find the fake? Find a strategy that will find the fake by using the balance pan the fewest number of times.

Three Cells

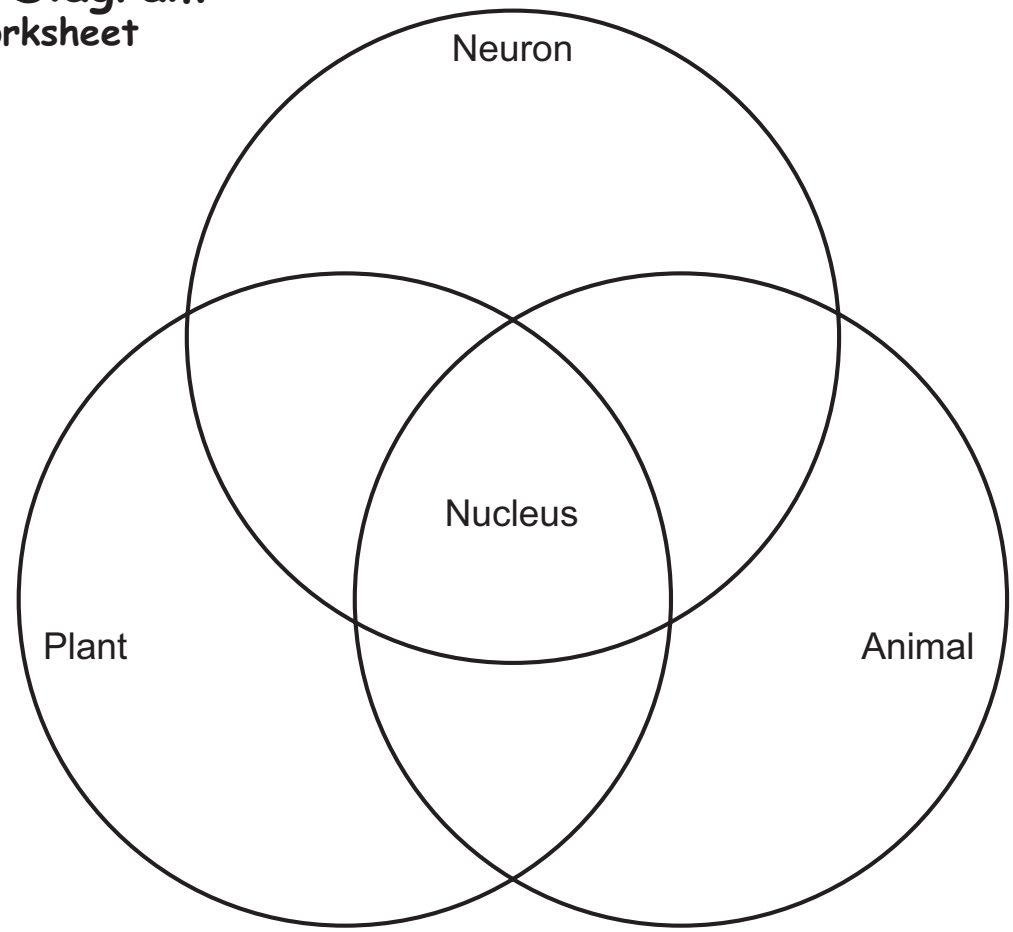
There are three different kinds of cells on this page. What do they have in common? How are they different?







Venn Diagram
Worksheet



Animal, Plant or Neuron?

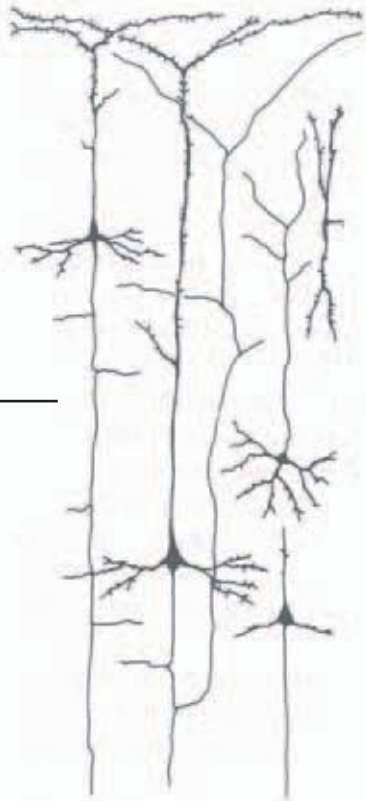
Directions: Look at each cell and label correctly. Animal cell, plant cell or Neuron.

A) _____

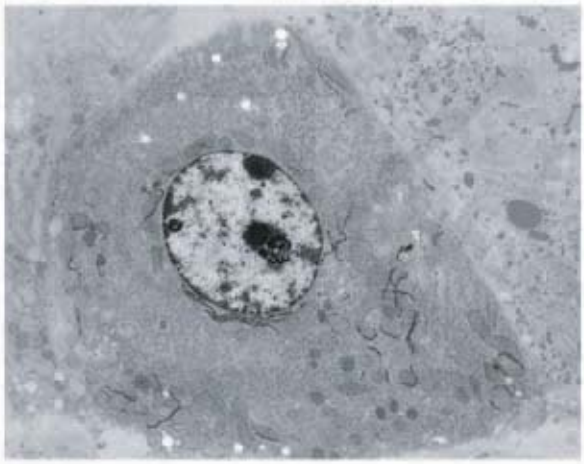
B) _____

C) _____

D) _____



E) _____



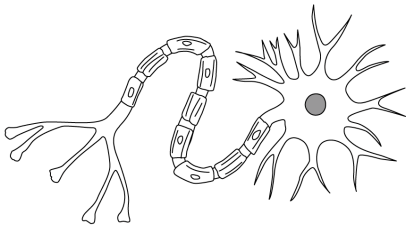
F) _____

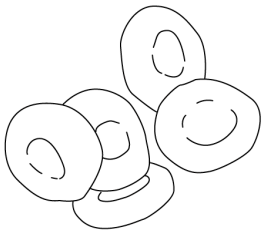
Name _____ Class _____ Date _____

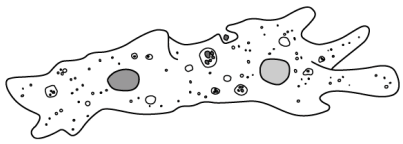
Why do cells have different shapes?

Lesson Review

PART A Identify each of the three types of cells shown in the diagrams below in the space provided.







1. _____ **2.** _____ **3.** _____

PART B Circle the term in parentheses that best completes each statement.

1. The job of nerve cells is to carry (oxygen / messages) throughout the body.

2. The job of (nerve / red blood) cells is to carry oxygen.

3. A type of cell that does not have a nucleus is a (red blood / guard) cell.

4. Amoeba are unicellular organisms that live in (water / air).

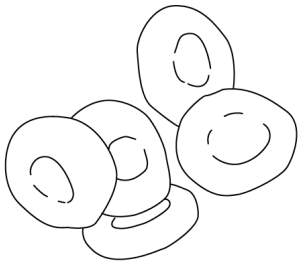
5. The tiny opening on the lower surface of a plant leaf is a (stoma / guard cell).

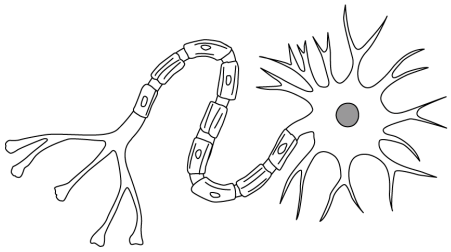
6. Guard cells control the size of (stomata / red blood cells).

Skill Challenge

Skills: *contrasting, describing, analyzing*

Study the diagrams of the cells shown below. Then, answer the questions that follow.





1. What is the main job of red blood cells? _____

2. What is the main job of nerve cells? _____

3. Describe the shape of red blood cells. _____

4. Describe the shape of the nerve cells. _____

5. How are the shapes of each cell related to their functions? _____

_____

Name _____ Class _____ Date _____

Key Term Review: Cell Structure and Function

Match each term in **Column B** with its description in **Column A**. Write the correct letter in the space provided.

Column A

_____ **1.** tool that makes things look larger than they really are

_____ **2.** small, round structures that make proteins

_____ **3.** basic unit of structure in living things

_____ **4.** division of the nucleus

_____ **5.** forms most of the cell wall of a plant cell

_____ **6.** process by which cells reproduce

_____ **7.** space in cytoplasm that stores substances

_____ **8.** structures that release energy from a cell

_____ **9.** structure in a plant cell that contains chlorophyll

_____ **10.** control center of a cell

_____ **11.** small structures in cytoplasm that do special jobs

_____ **12.** piece of curved glass or other clear material that causes light rays to come together or spread apart as they pass through

_____ **13.** movement of water through a membrane

_____ **14.** thin structure that surrounds a cell

_____ **15.** thin structure that surrounds and protects the nucleus

_____ **16.** organelle that packages and sends materials to other places

_____ **17.** small, round structure that breaks down nutrient molecules and old cell parts

_____ **18.** thick outer layer that surrounds the membranes of plants and some simple organisms

_____ **19.** small network of tubes that substances move along

_____ **20.** gel-like substance inside the cell where most of the cell's activities take place

Column B

a. cell wall

b. ribosomes

c. organelles

d. cell membrane

e. vacuole

f. osmosis

g. mitosis

h. nucleus

i. lens

j. cell division

k. microscope

l. chloroplast

m. cell

n. mitochondria

o. endoplasmic reticulum

p. nuclear membrane

q. cellulose

r. cytoplasm

s. lysosome

t. Golgi body

Name _____ Class _____ Date _____

Classifying Cells

Enrichment Activity

Skills: *identifying, researching, comparing*

Use reference materials to draw each type of cell shown below. Then, match each cell to its description.

1. Red Blood Cell

2. Nerve Cell

3. Guard Cell

4. Muscle Cell

5. White Blood Cell

Descriptions

_____ **6.** Controls the size of the stoma

_____ **7.** Digests disease-causing organisms

_____ **8.** Carries messages throughout the body

_____ **9.** Carries oxygen

_____ **10.** Makes bones move

GOVERNMENT – Civics 1a
Social Studies Home Learning Activities

Standard Benchmark **Civics 1a**	Students will understand why governments have the authority to make, enforce, and interpret laws and regulations, such as levying taxes, conducting foreign policy, and providing for national defense.
Grade Band	6-8
Vocabulary/Key Concepts	Authority (of government), enforce, interpret, regulations, conduct, foreign policy, national defense.

Activities: *Government Civics 1a*

Focus Question: Why are governments granted the powers that they have?

Directions:
Activity 1: Work alone or with other people in your home to create a big wish list of things that you love government to do. Feel free to be greedy (but just for this activity ;)

Survey at least 4 other people and add their wants to your list. What would they love to have government do?

Imagine that you surveyed the 327 million people who live in the United States! How HUGE would that list be?

Look at your list and consider all of the things people ask governments to do. Most importantly, create a list of powers that any government would need if it had the responsibility to do all of the things that appear on your survey.

Draw Your Conclusion: why are governments granted the powers that they have?

Activity 2: Follow developments in the news – newspapers, television, internet - relating to the Corona virus (COVID-19). Create a two column chart in which you list the powers that governments in the United States (federal, state, local) are assuming or exercising to address the pandemic in Column 1, and the purposes for which they are exercising them in Column 2.

Reflect:
How are American citizens reacting to the exercise of these powers – supporting or opposing them? How might these reactions illustrate the important role that citizens should play in (a) monitoring and perhaps checking governments as they wield power, and (b) fulfilling their civic responsibilities by responding to the exercise of those powers in ways that consider their own well-being as well as the well-being of others?

Government – Civics 1b
Social Studies Home Learning Activities

Standard Benchmark	**Civics 1b:** Students will analyze the different functions of federal, state, and local governments in the United States and examine the reasons for the different organizational structures each level of government employs.
Grade Band	6-8
Vocabulary/Key Concepts	Functions, Federal Government, Structures of Government

Activity: *Government Civics 1b*

Focus Question: Why is government in the United States broken up into local, state, and national governments?

Directions:
Activity 3**:** Create a list of many problems that might exist in any school (e.g., student is not doing her homework, student is selling candy in class, steps leading into school are icy etc.). Then create a 3-column chart with the words parent, teacher, and principal at the top of each column. Write the problems in the column that you think identifies the person who can best handle each problem i.e. parent, teacher or principal.

Then, do exactly the same thing but this time the list should include many problems that might exist in any community or country (e.g. pothole on your street, blackout in large parts of Delaware, massive hurricane hits the east coast etc.) and substitute local, state, and national government for parent, teacher, and principal as the three column headers.

Draw the important conclusion: how might this activity help explain why government in the United States is broken up into local, state, and federal units?

Activity 4**:** Read the article “The Relationship Between the States and the Federal Government.” Reflect on the answer you provided to the above question, “Why is government in the United States broken up into local, state, and federal units?” After reading the article, explain why or why you would not change your answer to the question “Why is government in the United States broken up into local, state, and federal units?”

THE RELATIONSHIP BETWEEN THE STATES AND THE FEDERAL GOVERNMENT

From Khan Academy https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-foundations/us-gov-relationship-between-the-states-and-the-federal-government/a/relationship-between-the-states-and-the-federal-government-article

Key points

- Federalism describes the system of shared governance between national and state governments.
- The states and the federal government have both exclusive and concurrent powers, which help to explain the negotiation over the balance of power between them.
- The federal government can encourage the adoption of policies at the state-level through federal aid programs.

What is federalism?

Before we start talking about federalism, take a moment and see if you can count the number of government entities that have jurisdiction over the place you are right now.

What did you come up with? One? Three? More than that?

Your answer might differ quite a bit depending on where you are. You might be obligated to abide by the laws of your country, your state, your province, your district, your county, your city, or your town. In some countries, a citizen might be governed by three or more layers of government. In others, they might only be governed by a single national government.

In the United States, the two major layers of government are at the state and national levels. This system, where more than one layer of government has jurisdiction over the same territory, is called federalism. Although it seems natural to US citizens that government is divided into multiple layers, in fact, there are only 15 federal republics in the world.

In the United States, the federalist system emerged because the states evolved from separate colonies, which had diverse populations and different needs. The Framers of the Constitution envisioned that state governments, not the national government, would be the main unit of government for citizens on a day-to-day basis.

In some ways, that's still the case. States issue marriage licenses and set the terms for divorce. State governments issue driver's licenses and car registrations. They decide statewide speed limits and inspection requirements for cars.

But the Framers would likely be surprised to discover the extent to which the federal government and state governments are intertwined today. The balance of power between the two levels has varied over time as the needs of society have changed.

Article IV

Article IV of the US Constitution establishes the responsibilities of the states to each other and the responsibilities of the federal government toward the states.

Section 1 of Article IV requires that the states give "full faith and credit" to the public acts and judicial proceedings of every other state. In other words, states must honor each other's decisions and legal judgments: a person who gets married in one state is still married if they move to another state, and an individual convicted of a crime is still in trouble if they go to another state.

Section 2 stipulates that the citizens of each state are entitled to all "privileges and immunities" of citizens in other states. This means that states can't treat newcomers worse than their own citizens. For example, the Supreme Court ruled that a California law denying new residents welfare benefits for a year was unconstitutional.^1

Exclusive and Concurrent Powers

One reason for the ongoing negotiation over the balance of power between states and the federal government is their exclusive and concurrent powers. Exclusive powers are those powers reserved to the federal government or the states. Concurrent powers are powers shared by the federal government and the states.

Only the federal government can coin money, regulate the mail, declare war, or conduct foreign affairs. These powers make a lot of sense: imagine if Wyoming could declare war on Canada, or Michigan could coin the Michigan Dollar. The exclusive powers of the federal government help the nation operate as a unified whole.

The states retain a lot of power, however. States conduct all elections, even presidential elections, and must ratify constitutional amendments. So long as their laws do not contradict national laws, state governments can prescribe policies on commerce, taxation, healthcare, education, and many other issues within their state.

Notably, both the states and the federal government have the power to tax, make and enforce laws, charter banks, and borrow money.

The changing distribution of power between states and the federal government

As we noted above, the balance of power between states and the federal government has changed a great deal over time. In the early United States, the division between state powers and federal powers was very clear. States regulated within their borders, and the federal government regulated national and international issues.

But since the Civil War in the 1860s, the federal government's powers have overlapped and intertwined with state powers. In times of crisis, like the Great Depression, the federal government has stepped in to provide much-needed aid in areas typically controlled at the state level.

Although the general trend has been toward an increase in federal power, the states have also pushed back. For example, in the 1995 case US v. Lopez, the Supreme Court ruled that the federal government had overstepped its bounds by claiming the authority to ban guns from school grounds under the Commerce Clause. Because guns on school grounds aren't related to interstate commerce, the Supreme Court ruled the gun ban unconstitutional.

One way that the federal government can influence the states is through the distribution of grants, incentives, and aid. State and local governments are eager to obtain federal dollars, but many of those dollars come with strings attached. Categorical grants from the federal government can only be used for specific purposes, and frequently include nondiscrimination provisions (saying that the distribution of the funds cannot be for purposes that discriminate against women, minorities, or other groups).

The federal government can also pass unfunded mandates that tie federal funding to certain conditions. For example, the National Minimum Drinking Act of 1984 stipulated that states must have a minimum drinking age of 21 in order to receive full federal highway funding.

Not all federal funding is strictly monitored. Block grants are federal grants given to states or localities for broad purposes. The state or local governments can then disburse those funds as they see fit.

Federalism in the United States today is very complex. It's at the heart of many of our controversies of government today, such as who should control healthcare or education policy. In the next lesson, we'll explore more about the constitutional interpretations of federalism throughout US history.