GREAT HEARTS WESTERN HILLS
A Great Hearts Academy
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Dear 6th Grade Families,

Welcome to another week of Remote Learning! As we move into Week 7, we continue to reach out to our scholars through scheduled Zoom Classes and tutoring sessions. The google classroom is another place to find the daily work, videos pertaining to the current lessons and parent packets. There is no need to print any pages and the Friday assessment is also editable as a pdf. All Special classes are found in a separate google classroom. Please have your Friday Assessment uploaded to the google classroom or email it to your lead teacher by Saturday at 8pm.

Please continue to look for weekly emails from your Lead Teacher with further details. Please continue to encourage your child to use RLN (Remote Learning Notebook) to collect their notes from the daily guided instruction and their independent practice. Feel free to glue notes, Art projects, Latin work, or anything else you would like to share with your classmates.

Again, the work your child is receiving should be viewed as Independent work. If you notice your child struggling, has questions, does not know or understand how to do something, please reach out to us by e-mail and we will provide more directions and clarifications. Stay safe, healthy, and studious!

All of our best,
Your 6th Grade Teachers

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Table of Contents

****The Friday Assessment Packet needs to be turned in by Saturday at 8pm**

Monday

ELAR

Our new novel is The Adventures of Tom Sawyer

You can also access the book at the following website: gutenberg.org or click here

LITERATURE: The Adventures of Tom Sawyer by Mark Twain

Parent Instructions: Scholars will need to read 8 chapters a week.

Answer Key: 1. The men probably hope to find something valuable, such as a wedding ring or other belongings. They argue over payment, and Injun Joe is angry because the doctor didn't help him out years before. 2. Tom would prefer a "flogging" over hearing how his actions have made his aunt feel so sad and helpless. In the second to last paragraph of Chapter 10, Tom's aunt's words were "worse than a thousand whippings, and Tom's heart was sorer now than his body."

MATH

Practice Math facts at https://www.math-drills.com/ Find extra help at https://www.khanacademy.org/math

Parent Instructions: Scholars will Solve Equations and apply it to learn how to graph equations.

Answer Key: 1) Complete the graph: -4, (-1, -4) -3, (0, -3) 1-3= -2 (1, -2) 2 - 3 = -1 (2, -1) 3-3 = 0 (3, 0)

Values of x = -2, -1, 0, 1, 2

SCIENCE:

Parent Instructions: Scholars will read and answer questions.

Answer Key: 1. Responding to external stimuli helps animals survive by finding food and escaping danger. 2. The function of gills is to remove oxygen from water. In mollusks, cilia cover the gills, and their beating motion makes water flow over the gills. The gills have a rich supply of blood vessels that take in oxygen from the water.

Tuesday

ELAR

LITERATURE: The Adventures of Tom Sawyer by Mark Twain

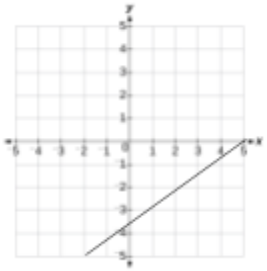
Parent Instructions: Scholars will need to read two chapters every school workday for a total of 8 chapters per week until the book is completed.

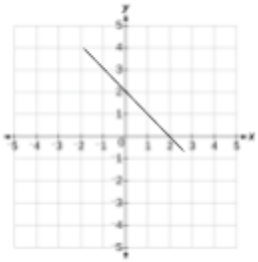
Answer Key: 1. Tom's secret is making him anxious. He knows the truth about the murder and feels sorry for Muff Potter, but too scared of Injun Joe to reveal the truth. 2. Tom was not taking the Painkiller and instead was disposing of it in a crack in the floor.

MATH

Parent Instructions: Scholars will continue graphing equations today. This should be a review from Monday's packet.

Answer Key: The graphs of the two assigned equations should look like the following:





HISTORY

All of the reading material is included in the packet or you can click here to read straight from our textbook.

Parent Instructions: Scholars will read the first part of Chapter 6: Revolution in the South (pgs. 68-73) or the pages included in the Tuesday packet. They will begin a KWO (Key Word Outline) and give attention to the details about Santiago de Liniers, Mariano Moreno, and José de San Martín.

Answer Key: 1) at the time only the kind could choose viceroys - not the people. 2) didn't want to be dominated by the capital, now that the Spanish were not in charge 3) educated in Spain and fought in several wars in Europe.

Wednesday

ELAR

LITERATURE: The Adventures of Tom Sawyer by Mark Twain

Answer Key: 1. Tom believes that he will get new clothes because a worm climbed onto his leg. He also believes that ladybugs instinctively know about fires. 2. In the beginning the boys were very excited and energized about running away, saying they will never return. By the end of the chapters they are beginning to long for home and civilization.

MATH

Parent Instruction: Scholars will review solving problems with negative integers. They will also review graphing ordered pairs on the same coordinate plane.

Answer Key: Part I - 11;11, -2, 2; 6;6, 2;2, 0;0 Part II - 5, 5, -21, -11, 24, -56, -216, 1144, 31, 3

Part III - (-2, -6) (-1, -3) (0, 0) (1, 3) (2, 6)

SCIENCE

Parent Instructions: Today's lesson is about worms and the anatomy of an earthworm. Scholars have the opportunity to dissect a worm at home if they choose. A dissection kit may be ordered at this website. Ms. Boyle ordered hers on April 10, it was shipped on April 14 and was at her door by April 17.

Thursday

ELAR

LITERATURE: The Adventures of Tom Sawyer by Mark Twain

Answer Key: 1. He tells them the secret that if they are still gone Sunday, the whole town will know that they are dead and will have a funeral 2. They do not want to admit that the tobacco makes them sick

MATH

Parent Instructions: Scholars will complete their lessons on graphing equations. We will introduce parabolis (curved lines) but their assignment will cover finding the ordered pair from a given set of values for x. One way to check your scholars answers is to ask them to plot the coordinates as a point to create a line.

Answer Key:

The Ordered pairs for problem 1 (-4, -3) (-2, -1) (0,1) (2, 3) (4, 5)

The Ordered pairs for problem 3 (-4, -10) (-2, -8) (0, -6) (2, -4) (4, -2)

HISTORY:

Parent Instructions: Scholars will complete the reading of Chapter 6 and finish their KWO.

Answer Key: 1) He prepared for 2 years 2) Peru was the greatest challenge because Spain had its strongest forces there. 3) San Martin returned to Europe because there was no place for him in the Buenos Aires government. He was not offered a pension by the countries he helped free.

MONDAY OVERVIEW	
Vocabulary - I	☐ pages 205-209; Vocabulary packet in the Appendix
Literature - I	☐ The Adventures of Tom Sawyer by Mark Twain: Chapters 9 and 10 ☐ Answer comprehension questions
Poetry - I	☐ Sonnet 18
Math I / PA	☐ Graphs of Equations ☐ Copy notes and examples from guided instruction into your RLN ☐ Complete Independent Practice in your RLN
Science I	☐ Describe four major characteristics of animals
Specials	☐ PE-Spelling PE *All activities and Videos can be viewed in the Specials Google classroom: Code kj52eok*

ELAR (Monday)

LITERATURE: The Adventures of Tom Sawyer by Mark Twain

Write the following Vocabulary terms in your RLN:

1) Monotonous: dull; boring
2) Ingenuity: skill; cleverness that allows someone to solve problems.
3) Caterwauling: yowling; loud and unpleasant sound
4) Faze: disturb; upset
5) Culprit: person who has committed a crime or done something wrong

Read Chapters 9 and 10 - Answer the following questions in your RLN:

1) Why do the men who are digging up the grave argue? What grudge does Injun Joe have?
2) What form of consequence is most painful to Tom? Support your answer with text evidence.

POETRY : Read and copy this poem into your RLN using your best penmanship.

Sonnet 18: Shall I compare thee to a summer's day? by William Shakespeare

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date;
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm'd;
And every fair from fair sometime declines,
By chance or nature's changing course untrimm'd;
But thy eternal summer shall not fade,
Nor lose possession of that fair thou ow'st;
Nor shall death brag thou wander'st in his shade,
When in eternal lines to time thou grow'st:
So long as men can breathe or eyes can see,
So long lives this, and this gives life to thee.

MATH

Review:

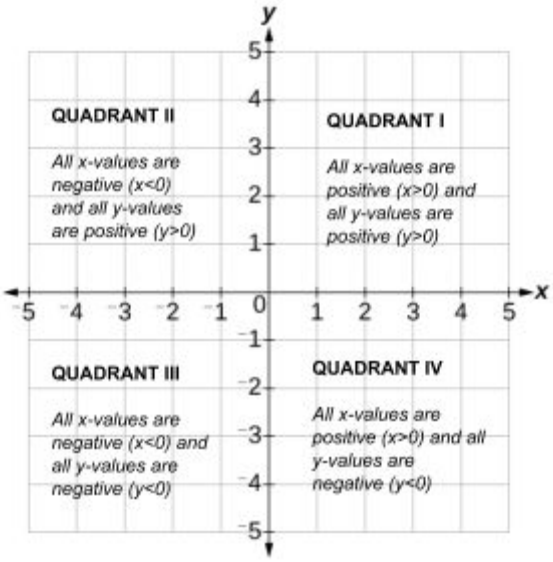
What quadrant are the following ordered pairs in?

1. $A(-5,4)$ 2. $B(-3,-2)$

3. $C(1,3)$ 4.

Check your answers:

1. Quadrant II 2. Quadrant III 3. Quadrant I 4. Quadrant IV



Guided Instructions:

An equation with two variables such as

y = 2 - x

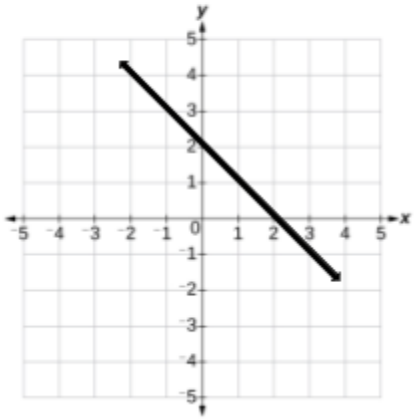
can produce many ordered pairs. If we give x the value of 3, for example a corresponding value of y is determined.

y = 2 - 3 = -1

We describe this correspondence by the ordered pair (3, -1). The table below gives several other ordered pairs produced by y = 2 - x.

x	2 - x = y	Ordered pair (x, y)
-1	2- -1 = 3	(-1, 3)
0	2 - 0 = 2	(0, 2)
1	2 - 1 = 1	(1, 1)
2	2 - 2 = 0	(2, 0)
3	2 - 3 = -1	(3, -1)
4	2 - 4 = -2	(4, -2)

If we were able to graph all the ordered pairs produced by y = 2 -x , we would obtain the line below. This line is the graph of the equation y = 2 -x



Lets Try This!

Copy and Complete the table.

x	x - 3 = y	Ordered pair
-1		
0		
1		

Check your answers:

-4 (-1, -4)
-3 (0, -3)
-2 (1, -2)

Independent Practice:
Directions: Complete in your RLN

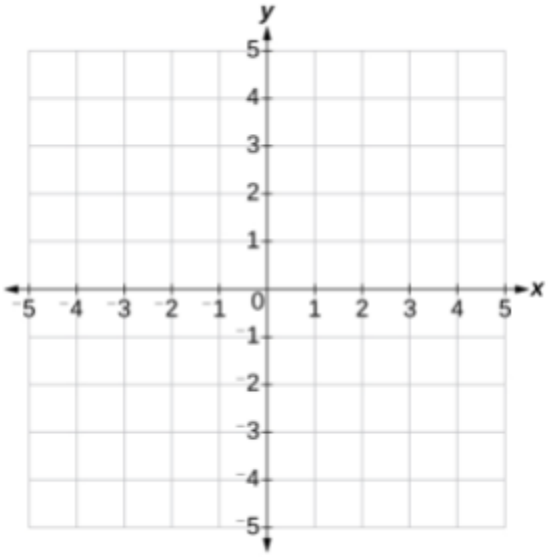
1) Copy and Complete this table.

x	x - 3 = y	Ordered Pair
-1	-1 - 3 = ?	(-1, ?)
0	0 - 3 = ?	(0, ?)
1	? - 3 = ?	(?, ?)
2	? - 3 = ?	(?, ?)
3	? - 3 = ?	(?, ?)

2) Graph the given equation. Use the values of x from -2 through 2. (hint: you will need to fill in the table to find the ordered pair THEN graph the ordered pairs)

y = x + 3

x	y = x + 3	Ordered pair
-2	y = -2 +3	(-2, 1)



SCIENCE

What does an animal look like? How is it different from a flower or a tree? For one, an animal must eat other living things. Read the following pages regarding animal and answer these questions:

1. Why is it important for animals to be able to respond to stimuli in their external environment?
2. What is the function of gills? How does the structure of a mollusk's gills enable them to perform this function?

SECTION 1

What Is an Animal?

DISCOVER — **ACTIVITY**

Is It an Animal?

1. Carefully examine each of the organisms that your teacher gives you.
2. Decide which ones are animals. Think about the reasons for your decision. Wash your hands after handling each of the organisms.

Think It Over

Forming Operational Definitions What characteristics did you use to decide whether each organism was an animal?

GUIDE FOR READING

- What characteristics do all animals have in common?
- How are structure and function related in an animal's body?

Reading Tip Before you begin to read, write your own definition of *animal*. Add to it or change it as you read.

Key Terms adaptation • herbivore • carnivore • predator • prey • omnivore • invertebrate • vertebrate

A hairy, brown tarantula lurks silently in its burrow under the ground. A beetle walks above the burrow, unaware of the danger. Suddenly the huge spider jumps out of its burrow, grabs the beetle, and injects venom into the beetle's body. Soon the beetle will be the tarantula's dinner.

Characteristics of Animals

Both the fast-moving tarantula and the unlucky beetle are animals. All species of animals are similar in some important ways. **Animals are many-celled organisms whose cells are specialized to carry on functions that sustain life. All animals are heterotrophs. In addition, most animals reproduce sexually and can move from place to place.**

Like all living things, animals must obtain everything they need, such as food, water, and oxygen, from their environment. To survive, animals also need to avoid danger. To reproduce, they must find mates. In accomplishing these tasks, animals respond to both external and internal stimuli. For example, when an animal senses danger in its environment, it responds by moving away. When the animal experiences the internal stimulus of thirst or hunger, it responds by drinking water or eating food.

◀ Tarantula

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Figure 1 Animals have different methods of obtaining food. **(A)** A carpet snake uses its body to strangle a lizard for a meal. **(B)** A macaw uses its curved beak to feed on fruits and seeds.

How Animals Reproduce

Animals typically reproduce sexually. A male sperm cell and a female egg cell unite, producing a new individual. Some animals can also reproduce asexually. A tiny animal called a hydra, for example, reproduces asexually by forming buds that eventually break off to form new hydras.

Structure and Function in Animals

Animals' bodies and behaviors are adapted to their environments. An **adaptation** is a characteristic that helps an organism survive in its environment and reproduce. **Many animal body structures are adaptations that enable the animal to perform specific functions.** A box turtle, for example, has a strong, tough shell that helps the animal protect itself. The light-producing structures of fireflies function to attract mates.

Adaptations for Getting Food Every animal is a heterotroph—it must obtain food by eating other organisms. Some animals, **herbivores,** eat only plants. Grasshoppers, termites, cows, horses, and pandas are herbivores. Animals such as wolves and spiders that only eat other animals are **carnivores.** Many carnivores are **predators** that hunt and kill other animals, their **prey.** An animal that eats both plants and animals is an **omnivore.** Grizzly bears are omnivores. They eat berries and roots, as well as insects, fish, and other small animals.

Animals have adaptations for obtaining the kinds of food they eat. Wolves, for example, run down their prey. A wolf's adaptations include sharp claws, speed, and excellent hearing and eyesight. The mouths of insects are adapted for highly specific ways of getting food. For example, a bee has a bristly tongue that laps nectar from flowers, and a mosquito has sharp mouthparts for jabbing skin and sucking the blood that it feeds on.

Checkpoint ***What is the term for an animal that eats only plants?***

Figure 2 Animals move in different ways. A green sea turtle (left) swims, while a gannet (right) flies.
Applying Concepts How is the turtle's leg structure adapted for moving in water?

How Animals Move At some point in their lives, most animals can move freely. Many animal movements are related to obtaining food, reproducing, or escaping danger. Animals have various structures that function in movement. For example, earthworms have muscles for burrowing through the soil. Birds and insects have wings for flying. Long hind legs and powerful leg muscles enable frogs to leap.

Classification of Animals

Remember that biologists classify living things into six kingdoms, and that one of these is the animal kingdom. Within the animal kingdom there are about 35 phyla, or large groups.

One important characteristic used to classify animals is the presence or absence of a backbone. An animal that does not have a backbone is called an **invertebrate.** Jellyfishes, worms, snails, crabs, spiders, and insects are all invertebrates. Most animal species—about 95 percent—are invertebrates. In contrast, a **vertebrate** is an animal that has a backbone. Fishes, amphibians, reptiles, birds, and mammals are all vertebrates.

Section 1 Review

1. Describe two characteristics of all animals.
2. In what way is the structure of a box turtle's body adapted to function in protecting the turtle?
3. Define *invertebrate* and *vertebrate*. Give an example of each.
4. **Thinking Critically** **Applying Concepts** Why is it important for animals to be able to respond to stimuli in their external environment?

Check Your Progress

CHAPTER PROJECT

By now you should be narrowing your choices for the two animals to model. Remember that you need to choose one invertebrate and one vertebrate. (*Hint:* Skim Sections 3 through 6 in this chapter for ideas for animals that you might model.)

SECTION 3

Sponges, Cnidarians, Worms, and Mollusks

DISCOVER ACTIVITY

How Do Natural and Synthetic Sponges Compare?

1. Examine a natural sponge, and then use a hand lens or a microscope to take a closer look at its surface. Look carefully at the holes in the sponge. Draw what you see through the lens.
2. Cut out a small piece of sponge and examine it with a hand lens. Draw what you see.
3. Repeat Steps 1 and 2 with a synthetic kitchen sponge.

Think It Over

Observing What are three ways a natural and synthetic sponge are similar? What are three ways they are different?

Sponges don't look or act like most animals you know. In fact, they are so different that for a long time, people thought that sponges were plants. Like plants, adult sponges stay in one place. But unlike most plants, sponges take food into their bodies, which qualifies them for membership in the animal kingdom.

GUIDE FOR READING

- How are structure and function related in sponges and cnidarians?
- What are the three main groups of worms?
- What is the structure of a mollusk like?

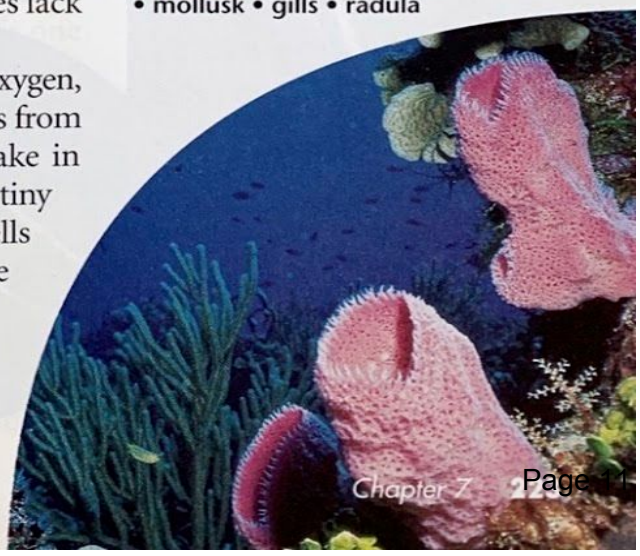
Reading Tip As you read, create a compare/contrast table about sponges, cnidarians, worms, and mollusks. Indicate whether each kind of animal has specialized tissues and organs.

Key Terms cnidarian • anus • mollusk • gills • radula

Characteristics of Sponges

You might use a brightly colored synthetic sponge to mop up a spill. That sponge is filled with holes, and so are the animals called sponges. **The body of a sponge is something like a bag that is pierced all over with openings called pores. The pores are important in functions such as reproducing and obtaining food** and oxygen. Most sponges have irregular shapes without symmetry. While some of their cells do specialized jobs, sponges lack the tissues and organs that most other animals have.

A sponge obtains everything it needs, including food and oxygen, from water that enters its body through its pores. Water flows from the pores into a central cavity. There, the sponge's cells take in oxygen from the water. Food particles in the water, including tiny organisms such as bacteria and protists, are trapped by cells that line the sponge's central cavity. Water then leaves the sponge through one large opening. Water that leaves the sponge carries waste materials away.



Pink sponges on a Caribbean coral reef ►

TRY THIS

Hydra Doing?

ACTIVITY

In this activity, you will observe hydras in action.

1. Put a drop of water that contains hydras in a small unbreakable bowl or petri dish. Allow it to sit for about 15 minutes.
2. Use a hand lens to examine the hydras as they swim. Then gently touch the tentacles of a hydra with the end of a toothpick. Watch what happens.
3. Return the hydras to your teacher, and wash your hands.

Observing Describe a hydra's method of movement.

A sponge the size of a teacup is able to remove food from about 5,000 liters of water per day. That's enough water to fill a truckload of two-liter soft-drink bottles!

Cnidarians

Jellyfishes, sea anemones, hydras, and corals are cnidarians. **Cnidarians** (nih DAIR ee uhnz) are soft-bodied, radially symmetrical invertebrates that have long, wavy tentacles arranged around an opening called a mouth. The tentacles are covered with stinging cells. **Cnidarians are carnivores that use stinging cells to capture their prey and to defend themselves.** Cnidarians reproduce both sexually and asexually.

Cnidarians have two different body plans. A polyp, such as the hydra in Figure 5, is shaped something like a vase and has its mouth opening at the top. A bowl-shaped medusa, such as a jellyfish, has its mouth opening at the bottom.

Structure and Function in Digestion A cnidarian captures its prey by using its stinging cells to inject venom, a poisonous substance that paralyzes fish and other prey. The tentacles then pull the prey into the cnidarian's mouth. From there the food passes into a body cavity where it is digested. Because cnidarians have a digestive system with only one opening, undigested food is expelled through the mouth.

Specialized Tissues Unlike sponges, cnidarians have specialized tissues. For example, muscle-like tissues enable cnidarians to move. Jellyfishes swim through the water, and hydras turn slow somersaults. These movements are directed by nerve cells that are spread out like a spider web, or net. This nerve net helps the cnidarian respond quickly to the external stimuli of danger or the presence of food.

☑ *Checkpoint* ***How does a cnidarian obtain and digest food?***

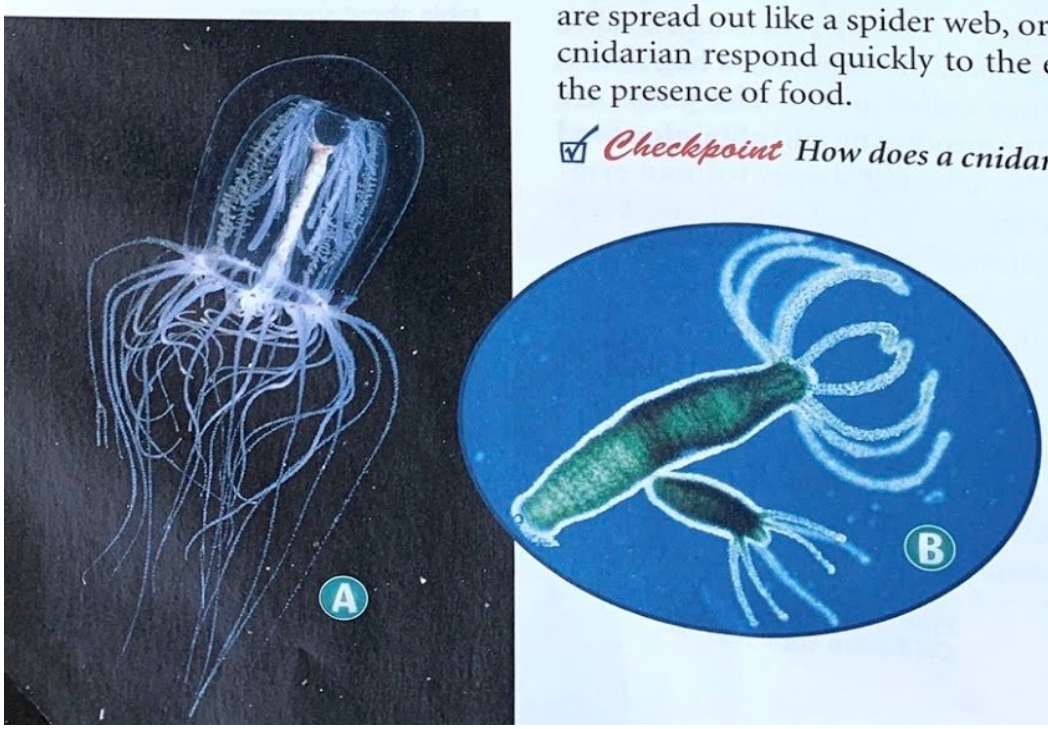


Figure 5 All cnidarians live in watery environments. **(A)** Jellyfishes are cnidarians that live in the ocean. **(B)** Hydras live in freshwater ponds and lakes, where they reproduce by budding.

EXPLORING *a Snail*

Like other gastropods, a snail has a head with sense organs, and it has a wide, muscular foot. The snails shown here live in a pond.

What Are Mollusks?

Snails, clams, and octopuses all belong to the **mollusk** phylum. **Mollusks are invertebrates with soft, unsegmented bodies that are often protected by hard outer shells. In addition, mollusks have a thin layer of tissue called a mantle, which covers their internal organs.** The mantle also produces the mollusk's shell. Most mollusks move with a muscular organ called a foot. You can see the foot of one kind of mollusk in *Exploring a Snail*. The feet of different kinds of mollusks have different structures for various functions, such as crawling, digging, or catching prey.

Figure 9 The octopus (below) and the nudibranch (right) belong to different groups of mollusks. *Applying Concepts* *What are the major structural characteristics of mollusks?*

Most water-dwelling mollusks have **gills,** organs that remove oxygen from water. The gills are attached to the mantle and have a rich supply of blood vessels. Within these thin-walled blood vessels, oxygen from the surrounding water moves into the blood, while carbon dioxide diffuses out. The gills of most mollusks are covered with tiny hairlike structures called cilia. The beating movement of these cilia makes water flow over the gills.

Many mollusks have a **radula** (RAJ oo luh), which is a flexible ribbon of tiny teeth. Acting like sandpaper, the tiny teeth scrape food from a surface such as a leaf. A radula may have as many as 250,000 teeth.

The shells of mollusks are strong shields that help protect the animals from predators. Some snails withdraw into their shells when conditions are dry and then come out when conditions are moist again. When they are sealed up in this way, snails can survive incredibly long times. In one museum the shells of two land snails, presumed to be dead, were glued to a piece of cardboard. Four years later, when someone put the cardboard in water, one of the snails crawled away!

Section 3 Review

1. Contrast the ways in which sponges and cnidarians obtain food.
2. List the three major phyla of worms and describe the shapes of the worms' bodies.
3. Describe the bodies of mollusks.
4. **Thinking Critically** **Applying Concepts** What is the function of gills? How does the structure of a mollusk's gills enable them to perform this function?

Science at Home

Edible Mollusks Visit a supermarket with a family member. Identify any mollusks that are being sold as food. Be sure to look in places other than the fish counter, such as the canned-foods section. Discuss the parts of the mollusks that are used for food and the parts that are not edible.

PE

Physical Education Plan Week 7

Activity: Spelling PE

Materials: Letter cards for each letter of the alphabet, and your grade level spelling list.

Specific Actions:

- Take your letter cards and randomly spread them out in an area approximately 10 feet by 10 feet.
- If possible, have a parent or sibling read the first word to you. Once read, repeat the word then proceed to move from letter to letter until the word is spelled.
- Say each letter out loud as you move through the letters to spell the word.
- If you get the word right move on to the next word on the list. If you get the word wrong do 10 pushups and move on to the next word.
- Repeat this process until you have completed your spelling list at least three times.

Note: If you cannot make letter cards ask your parents to read the word out loud. Spell the word back to your parents correctly. If you get it wrong do the 10 pushups and continue through the list in this manner until three rotations are completed.

TUESDAY OVERVIEW	
Vocabulary - I	☐ pages 210; Vocabulary packet in the Appendix
Literature - I	☐ The Adventures of Tom Sawyer by Mark Twain: Chapters 11 and 12 ☐ Answer comprehension questions
Poetry - I	☐ Sonnet 18 ☐ Analyze the first line of the poem
Math I / PA	☐ Graphs of Equations ☐ Copy notes and examples from guided instruction into your RLN ☐ Complete Independent Practice in your RLN
History I	☐ Begin Chapter 6:Revolution in the South. Answer the Big Question: What successes did Jose de San Martin achieve as a military leader? Answer the "Reflect" questions as you read. Begin a KWO outline.
Specials:	☐ Music *All activities and Videos can be viewed in the Specials Google classroom; Code kj52eok*

ELAR

(Tuesday)

LITERATURE: The Adventures of Tom Sawyer by Mark Twain

Write the following Vocabulary terms in your RLN:

1. Perplexed: puzzled; unable to understand something clearly.
2. Newfangled: modern; of the newest style or kind
3. Blanched: briefly immersed in boiling water
4. Formidable: inspiring fear or respect by being impressively large
5. Inquest:a judicial inquiry to ascertain the facts relating to an incident
6. Clandestinely: done secretly

Read Chapters11 and 12 annotating the text and/or using the Stop, Think, and Jot technique. Answer the following questions in your RLN:

1. Why is Tom's sleep disturbed and what does this reveal about his conscience?
2. What does it mean by Tom was "mending the health of a crack in the sitting room floor"?

POETRY : Reread Sonnet 18 by William Shakespeare.

In your remote learning notebook, analyze the opening line of the poem.

1 Shall I compare thee to a summer's day?

What kind of mood do you think the poet is trying to establish in the first line?

MATH (Tuesday)

Let's Review:
Calculate the distance on a number line between the pair of values given. (Hint: How many steps does each value need to take to get to 0? Add those numbers together to get the TOTAL distance!)

1) 7; -9 2) -10; -15 3) -8; 11 4) 0; 25

Check your answers:

16, 5, 19, 25

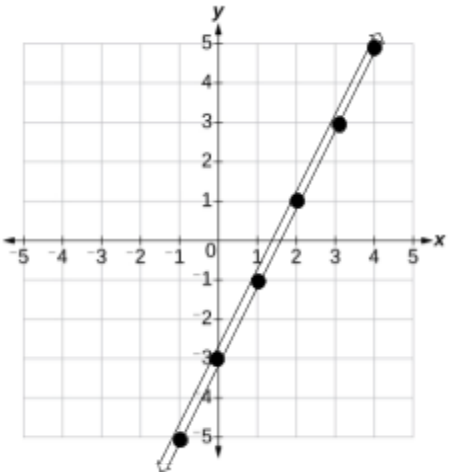
Guided Instruction:

Review: We can find many ordered pairs with a given equation to find the **graph** of an equation.

For Example: Graph the equation y = 2x - 3. Use values of x from -1 through 4.

We will first make a table of ordered pairs AND then graph the ordered pairs. (hint: remember to find x - we must fill in the 'x' with the correct value)

x	2x - 3 = y	Ordered Pair
-1	2 x -1 - 3 = -5	(-1, -5)
0	2 x 0 - 3 = -3	(0, -3)
1	2 x 1 - 3 = -1	(1, -1)
2	2 x 2 - 3 = 1	(2, 1)
3	2 x 3 -3 = 3	(3, 3)
4	2 x 4 - 3 = 5	(4, 5)



Try This!

Complete each ordered pair for the given equation.

y = x + 4

(-2, ?) (-1, ?) (0, ?) (1, ?) (2, ?)

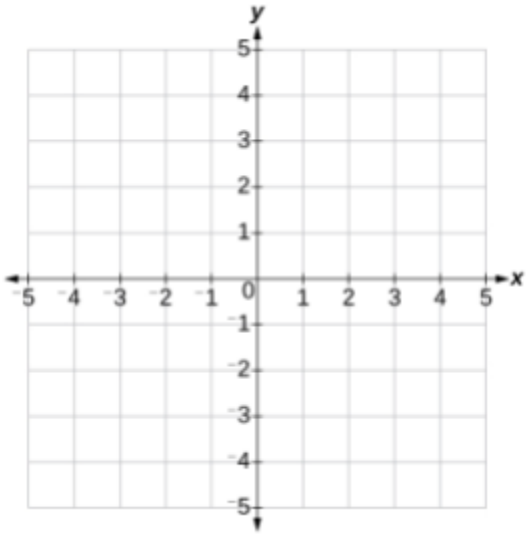
Check your answers:

(-2, 2) (-1, 3) (0, 4) (1, 5) (2, 6)

Independent Practice:
Directions: Copy each table into your RLN. Complete the table. Then graph the given equation.

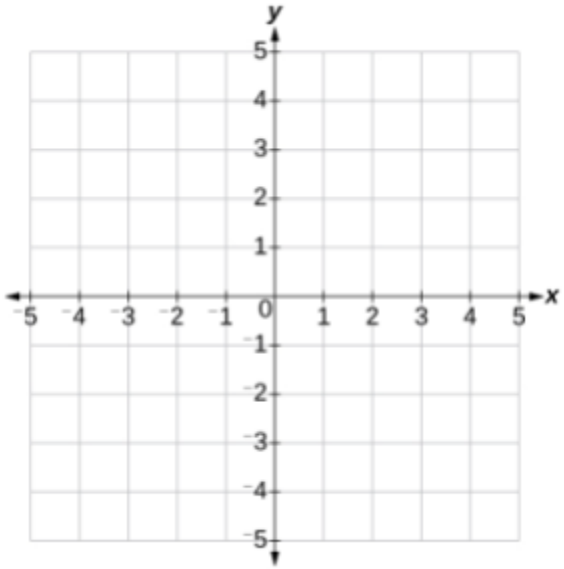
1.

x	x - 3 = y	Ordered pair
-2	-2 - 3 = -5	(-2, -5)
-1		
0		
1		
2		



2.

x	y = 2 - x	Ordered pair
-2	y = 2 - -2	(-2, 4)
-1		
0		



HISTORY (Tuesday)

Directions: Read the first part of Chapter 6. Write the big question, “What successes did Jose de San Martin achieve as a military leader?” in your RLN. Make a KWO that includes key details about Santiago de Liniers, Mariano Moreno, and José de San Martín. Write key vocabulary in your RLN. The reflection questions should be answered within your KWO.

Chapter 6 Revolution in the South

Trouble in Buenos Aires Buenos Aires (/bway*nohss/eye*rayss/), Argentina, was a prosperous city and busy port in the early 1800s. Then, one morning in 1806, the residents of this Spanish city woke up to see ten large British warships anchored in their bay. You can imagine their surprise and their anxiety. What did this mean? What should they do? They decided to wait to see what the Spanish viceroy would do.

Key Vocabulary
viceroy, n. A person who rules a colony on behalf of a king or queen.
treasury, n. A place where the money and other riches of a government are kept.
militia, n. A group of armed citizens prepared for military service at any time.

This official was appointed by the king of Spain to govern the colony. But as soon as he saw the British flags flying from the ships, he packed up and fled. Now, you can imagine how this made the citizens of Buenos Aires feel. The British ships had in fact come to capture Buenos Aires. The British and Spanish had been rivals and enemies for many years. The British seized this moment to attempt to take this valuable colony away from Spain. The small Spanish army post was overcome, and the British marched into the city. British troops stayed in Buenos Aires long enough to steal the money from the treasury and send it back to Great Britain. Within two months, the people of the area organized a militia to resist the British invasion. The leader was Santiago de Liniers (/sahn*tyah*goh/de/lee*nyers/), the commander of the Spanish fleet that had been away when the British first arrived. The militia was an army made up largely of Creoles who lived near Buenos Aires. There were about eight thousand militia members along with one thousand regular Spanish soldiers from Montevideo. Montevideo is on the opposite side of the Río (River) de la Plata from Buenos Aires and is today the capital of Uruguay. The militia soon drove off the British troops and the British fleet. The cabildo, or city council, of Buenos Aires then refused to let the old viceroy have his position back. Instead, they elected Santiago de Liniers as the new viceroy. This was a revolutionary act, because only the king had the right to appoint a viceroy. Soon Great Britain sent a larger fleet with twelve thousand men to retake the city. This time, the citizens were ready. They fought bravely and defeated the larger and better-trained British force. Everyone helped drive off the enemy. Even those who could not fight helped by bringing food and water to the men who were fighting and by tending the wounds of those injured in battle. After the British sailed off, the citizens of Buenos Aires began wondering why they needed the Spanish government at all. Hadn’t they defended themselves? Couldn’t they govern themselves? In recognition of his success defending Buenos

Reflect:
Why was the appointment of Santiago de Liniers considered revolutionary at the time?

Aires, the Spanish king made Santiago de Liniers the temporary viceroy. Liniers understood how important trade was to the people of Buenos Aires. He allowed British ships to come into the port and trade. People began to make money, and everyone was happy. But Liniers was only the temporary viceroy. After a few months, the king sent a permanent viceroy. The new viceroy began enforcing the old trade rules. Now the British ships could not trade legally, and people made less money and had less to spend.

Independence in Río de la Plata As you know, events in Europe had a big effect on the politics of the South American colonies beginning in 1810. By that time, Napoleon Bonaparte had conquered Spain and replaced the king with his brother Joseph Bonaparte. The people of Buenos Aires were unhappy with the new viceroy and his policies, and now they had lost their king. They met to decide what to do. A Creole lawyer named Mariano Moreno (/mah*ryah*noh/moh*ray*noh/) became a leader of the cabildo. He was a man of great energy who had the courage to voice his opinions. He convinced the city council to remove the king's viceroy and send him into exile. Moreno and the cabildo wanted Río de la Plata to be independent. Río de la Plata included the present day countries of Argentina, Uruguay, Paraguay, and Bolivia. Buenos Aires was the capital of Río de la Plata. The people of Buenos Aires knew they could run their own affairs after having twice defeated the invading British forces. The strong leadership of Mariano Moreno also helped. Unfortunately, Moreno died in 1811. Though Río de la Plata still was not independent, the cabildo of Buenos Aires ruled without interference from Spain. However, people in other parts of Río de la Plata began to worry about being dominated by the capital. Uruguay and Paraguay had local leaders who refused to accept the rule of Buenos Aires. Upper Peru, which would become Bolivia, was still under Spanish rule. Other provinces were also uneasy and threatened to establish their own government. Buenos Aires was busy trying to keep them under its control.

Reflect:
Why did the leaders in Uruguay and Paraguay refuse to accept the rule of people in Buenos Aires?

José de San Martín Returns José de San Martín would become the main leader of the revolutions in southern South America. San Martín, a Creole, was especially suited to his role. He was born to Spanish parents in a small town about five hundred miles north of Buenos Aires. His father was a soldier and an administrator on the Río de la Plata frontier. When San Martín was six years old, his father took his family back to Spain. San Martín went to school in Spain and became an officer in the Spanish army. He was a loyal and capable officer. He fought in several wars, including the war against France when Napoleon invaded Spain. Then, in 1811, he retired from the army, and the next year he returned to Río de la Plata. This must have been a difficult decision for San Martín. He was at the height of his career as a military officer. He was needed by both Spain and his king; and he had always shown great loyalty to both. Somehow, though, he decided to turn his back on all of this. Many years later, San Martín explained that he gave up his career because Río de la Plata needed him. He had not been there since he was six years old, but it drew him like a magnet. After leaving the Spanish army, San Martín went first to London. There, he met Francisco de Miranda and other revolutionaries. You may remember that Miranda had also been a soldier. The two men must have compared their experiences fighting in different wars. No other Latin American revolutionary leaders had as much military experience as they did. Then, in January 1812, San Martín left for South America. In September of that year, San Martín married Maria de los

José de San Martín was the principal leader of the revolts against Spain in the southern parts of South America.

Remedios (/mah*ree*ah/de/lohs/re*meh*dee*ohs), the young daughter of a Spanish merchant in Buenos Aires. Although newly married, San Martín would spend most of the next ten years away from home. Maria de los Remedios's new husband and the other revolutionaries faced many problems. The leaders in Buenos Aires had hoped to go through Upper Peru to get to Lima, Peru, the capital of Spanish power in South America. But Spain had large armies in those colonies, so freedom would not be easy to win. Chile had declared independence in 1810, but Spain had defeated the rebels and held power in the capital, Santiago. San Martín argued that Río de la Plata's troops should liberate Chile first. Then they could go by sea to Lima. This would be better than attacking Upper Peru and facing the strong Spanish force there. Because San Martín had more military experience than any of the other leaders, they followed his advice.

Reflect:
How did San Martin's early life prepare him to be a revolutionary leader?

Name:_____ **Class:**_____

Directions: After listening and watching to the video map of Rachmaninoff's "Vocalise," read more about the composer and his work so that you can answer the questions on the next page. When you finish, you can complete the wordsearch on the final page.

Composer of the Month
SERGEI RACHMANINOFF
(1873-1943)

ABOUT THE COMPOSER

- Born in Semyonovo, Russia in 1873
- Though his music was written mostly in the 20th century, his style reflects the Romantic Style, reflecting emotions, impressions, and feelings
- He had his first piano lessons from his mother
- He studied Music at the St. Petersburg Conservatory
- He composed and performed his first pieces of music for the piano when he was 13 years old
- He first visited the United States in 1909
  He moved to New York state after the Russian Revolution in 1917

ABOUT THE MUSIC – "Vocalise"

- A *vocalise* is a song without words or text. It usually sung on a vowel sound like "oo," or "ah."
- **"Vocalise"** was one of 14 songs Rachmaninoff wrote in the year 1912. The rest of the songs in this cycle were set to Russian words.
- The mood of "**Vocalise**" suggests a somber and melancholy state of mind.
- In 1929, Rachmaninoff recorded his "**Vocalise**" with the Philadelphia Orchestra (with himself as conductor).
- "**Vocalise**" has also been arranged for cello and piano, as well as other instrument pairings.

VOCABULARY

English Horn – a double reed instrument of the Woodwind Family similar in sound to an oboe but sounding lower.

Violin – a small, wooden string instrument of the String Family (viola, cello, and bass are the other members); it is played by vibrating its four strings with a bow; the violin is the highest sounding string instrument in the orchestra

Clarinet – a single reed instrument of the Woodwind Family consisting of a straight, black body with nickel or silver-plated keys covering its length

Oboe – a double reed instrument of the Woodwind Family. It is similar in sound to the English Horn but it smaller and higher in pitch

Romantic Style – a style of music during the late 18th and early 19th centuries that emphasized imagination, individualism, and the expression of emotions

Somber – oppressively solemn or sober in mood

Melancholy – a feeling of thoughtful sadness

Orchestra – a group of musicians combining string, woodwind, brass, and percussion instrument families who usually play Classical music

Russia – a country that stretches from Eastern Europe and Northern Asia; it is the largest country in the world by area covering over 6 million square miles

Counter Melody – a smaller melody that accompanies the larger, more prominent melody

Melodic Direction – the path of notes in a melody moving up, down, or staying the same

Name:_____ **Class:**_____

CHECKING FOR UNDERSTANDING
Composer of the Month - "Vocalise" by SERGEI RACHMANINOFF

Part I

Directions: After listening and watching the video map of Rachmaninoff's "Vocalise," answer the questions below. Go back and listen/watch the video map as many times as you need. If you don't know an answer, or you're not sure, take your best guess.

1. In what city and country was Sergei Rachmaninoff born?
2. Who was Sergei Rachmaninoff's first piano teacher?
3. Where did Rachmaninoff go to study music?
4. Rachmaninoff wrote his music mostly in the 20th century, but his style reflected that of another era. What was that style called?
5. After the Russian Revolution, to where did Rachmaninoff move in 1917?
6. How old was Rachmaninoff when he wrote and performed his first piano pieces?

PART II

Directions: Now that you have read about and listened to Rachmaninoff's "Vocalise," write or draw about a time you felt sad or melancholy in the square below.

Name:_____ Class:_____

Rachmaninoff's Vocalise Wordsearch

Z B G B L A J Z A K J V R J C K N X W Z H E H G G K S X V L R D Y W L
Z C K W U X Q J X T T O L W S T B L V W O L M F U E F P J R N R F V E
N M A S X Q U Y P Q M Z D D S T C O Z L O U U B B P T J T T N G S N Q
B G C J O U R J U A S L Z L M C F I I L V B T F M I P I O U C G X Z N
N T S T U G J H N X B A L F Y A T L A T T G F N X S L A S M Y T I L W
L T D S Z R U T U B A I S T Q S B Q P L N P Z P E J L Z Y K M Q C Y H
L Y G E V E I J E Z P J I F D P S E F T H U P Z L P J M A D J V C U B
D N R U H C Z N L R Z I T W I L Z M S Y Y V L W Z E W J U K X M V I E
R P B I S W H Y W H L G X O A P Q G F L D V U F X V D L Q P H W T D G
I K H T C P Z R D G U B N P N D D U V K L K I S X F Y D Z E Q N Q V Y
Z E Y P R A C C M G M K I N H H I C I G U S M R C O T M X A J Y S H M
Z L K P M E L O D I C D I R E C T I O N J Z P W Q K U D O R W G K Q Y
E J Q U H Y V U J G L U Q D Q S Q L L H F V V O T Q L U Y T R U S L M
L R Z P E J N N Q M K V U C P H N Z I G V M I S I V C D X S O P T Y G
K Y W B J B Q T V G B A R C T O N I N Y N F U E C Q E N C E D P N K J
P T I B E D S E J H B K F J F B C H A G Z N E Q L K O L I H A G J G U
T K N X V I P R L C A H G F J P R D D P T V L S Q Z C B D C A J G F U
Q C I T G Z Z M L U X V Z V Y M G Z E B V I B U P J Z E H R A X F V J
B L K C O E W E C U C T W G I C T D R J G Z A C D J F P T O L O O J H
R M R D X N S L E T P Y F R C X A U J T B N I V C Y S T H T N J V H I
D G A M M N R O H H S I L G N E S L X L J L I F E U H V F I K K R E B
C W A R B O Q D Z G Z I B U I S P K O W S G S U G Z W Q N X K I E V M
F O R X A X O Y P M J V Z E I C N N W K Y T C J F N F A X J C P N H D
E J V X D C U D S A Z S H A D C G Y O I Z L Q I N M M O J A L X E K C
R O Z Z K N A F O A I D Q V T O M F L G H Y F H G H F C S B O Z Q X N
Z E B P O O V E X F T S F Q E Q E A Z O B O Q W C I H G V F P W A B Z
A O H O U H E T E H T V Z U N S C J H H H G V A K S Y G C E A W B B N
F I K G B I I Z N A F H R V I K K F X E E C R Z O R T I M C U K C B X
C L A R I N E T G A C T E L E G T Z F K U I N R B F N C C I R L U G G
C E Q S V R Y N T J Y S A M X A X Z N Y E Y V A M Q G A X Y D F X J Y
B Y P F I D M K H V Z C N N U P L D W G G J R P L L C Y U B W X E H I
Q A Q V S I L N O H O K H I Z S P D R E B M O S W E J M R C M I B H T
X C D Z K I L A L V Y S E O J K I E L V L W M T R F M J L Y U W W G K
V R S J B A C I Z Q E S F G T Z S C R H O R L V T E U K K F E X F F X
S X C T Y F J V M Q G X H G I V E W G G O B U M S D Z V E S V X F V Y

WORD BANK

CLARINET
COUNTER MELODY
ENGLISH HORN
LYRICAL
MELANCHOLY
MELODIC DIRECTION
MOOD OF THE MUSIC
OBOE
ORCHESTRA
ROMANTIC STYLE
RUSSIA
VIOLIN
SERGEI RACHMANINOFF
SOMBER
VOCALISE

WEDNESDAY OVERVIEW	
Vocabulary - I	☐ page 211; Vocabulary packet in the Appendix
Literature - I	☐ The Adventures of Tom Sawyer by Mark Twain: Chapters 13 and 14 ☐ Answer comprehension questions
Poetry - I	☐ Sonnet 18 ☐ Analyze lines 2-4 of the poem
Math I / PA	☐ Graphs of Equations ☐ Copy notes and examples from guided instruction into your RLN ☐ Complete Independent Practice in your RLN
Science I	☐ Earthworm anatomy: Using the information from the readings and an optional at-home earthworm dissection, complete the diagrams.
Specials	☐ Art *All activities and Videos can be viewed in the Specials Google classroom: Code kj52eok*

ELAR

(Wednesday)

LITERATURE: The Adventures of Tom Sawyer by Mark Twain

Write the following Vocabulary terms in your RLN:

1. Succumb: give in; stop trying to resist something
2. Forsaken: abandoned or deserted
3. Rendezvous: a meeting at an agreed time and place
4. Sombre: gloomy
5. Obtrude: impose or force
6. Conflagrations: an extensive fire that destroys a lot of land

Directions: Read Chapters13 and 14. Answer the following questions in your RLN:

1. Tom is very superstitious. What are some examples of his superstitions?
2. How have the boys' spirits changed from the beginning of Chapter 13 to the end of Chapter 14?

POETRY: Reread Sonnet 18 by William Shakespeare.

Analyze the following lines and answer the questions in your RLN.

2 Thou art more lovely and more temperate:
3 Rough winds do shake the darling buds of May,
4 And summer's lease hath all too short a date;

What do you think the poet is saying here?
In line 2, what does he say about his beloved?
In lines 3-4, how does he describe the summer?
What does the poet mean by "summer's lease"?

MATH

(Wednesday)

Graphs of Equations

Warmup
Solve each equation

1) x + -8 = 31 2) y + 14 = -11 3) 5n = -105 4) x - 16 = -9

Check your answers:

7, -21, -25, 39

Independent Practice:
Directions: Using your notes from your RLN - complete the following questions.

Part I. Name the opposite and give the absolute value of each integer.

1) -11 2) 2 3) -6 4) -2 5) 0

Part II. Simplify

1) -7 + 12 2) 18 + -13 3) -9 + 3 + -15 4) 2 - 13 5) 16 - (-8)

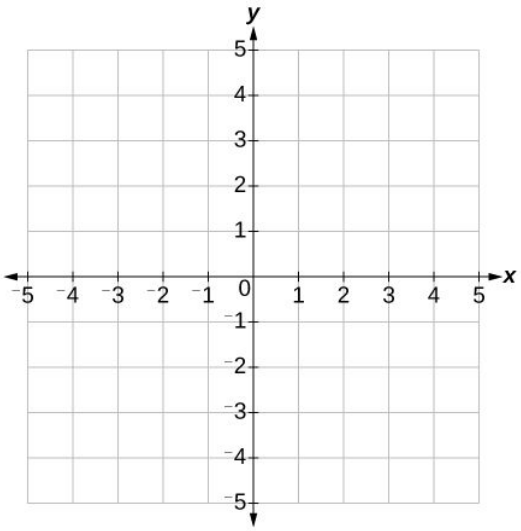
6) -7 x 8 7) 9 x -24 8) -11 x (-26 x 4) 9) -155 ÷ -5 10) 207 ÷ -3 ÷ -23

Part III. Complete each ordered pair for the given equation.

y = 3x 1) (-2, ?) 2) (-1, ?) 3) (0, ?) 5) (1, ?) 6) (2, ?)

Part IV. Graph the ordered pairs on the same coordinate plane.

(0, -3) (5, 2) (-4, 3)



SCIENCE

This lesson today is all about worms! There are three different kinds of worms you will read about in the excerpts from the Science Explorer. Following the Science Explorer readings you will find a guide to the dissection of a worm. If you have opted to order an Earthworm dissection kit, now is the time for you to experiment! Follow the link/s in the Google Classroom to guide you through the dissection process. The dissection guide below has diagrams for labeling and coloring. Please complete these diagrams for submission with the Friday assessment.

Figure 6 Planarians are flatworms that live in ponds, streams, and oceans. The eyespots on the planarian's head can distinguish between light and dark.
Inferring *How is having a distinct front end an advantage to a planarian?*

Worms

You might think that all worms are small, slimy, and wiggly. But many worms do not fit that description. Some worms are almost three meters long and are as thick as your arm. Others look like glowing, furry blobs.

Structure of Worms All worms are invertebrates with bilateral symmetry. They all have long, narrow bodies without legs. In addition, all worms have tissues, organs, and organ systems. Unlike sponges or cnidarians, worms have head and tail ends.

Function of a Brain Some kinds of worms have a brain, which is an organ made of nerve tissue located in the head end. A worm's brain and sense organs, such as organs sensitive to light and touch, are part of its nervous system. An animal's nervous system receives stimuli from outside and inside the body. It also directs the way in which the body responds to stimuli.

A worm's nervous system functions to detect and respond quickly to external stimuli such as food, predators, and light. Worms respond to the stimulus of food by moving toward it and eating it. Worms withdraw from predators, and many worms also avoid light.

Flatworms

Biologists classify worms into several phyla. **Three major worm phyla are flatworms, roundworms, and segmented worms. Flatworms have flat bodies, which distinguishes them from roundworms and segmented worms.** A planarian, which is one kind of flatworm, is shown in Figure 6. Planarians feed on smaller animals and decaying material. Planarians rely mainly on smell to locate food.

Roundworms

The next time you walk along a beach, consider that about a million tiny roundworms live in each square meter of damp sand. Roundworms have cylindrical bodies. **Unlike cnidarians or flatworms, roundworms have a digestive system that is like a tube, open at both ends.** Food enters at the animal's mouth.

Figure 7 If you were to look at roundworms such as these under a microscope, you would see their bodies thrashing from side to side.

Wastes exit through an opening, the **anus,** at the far end of the tube. Food travels in one direction through the roundworm's digestive system, as it does in most complex animals.

A one-way digestive system is something like an assembly line, with a different part of the digestive process happening at each place along the line. First food is broken down into small molecules. Then the small food molecules are absorbed into the animal's body. Finally wastes are eliminated.

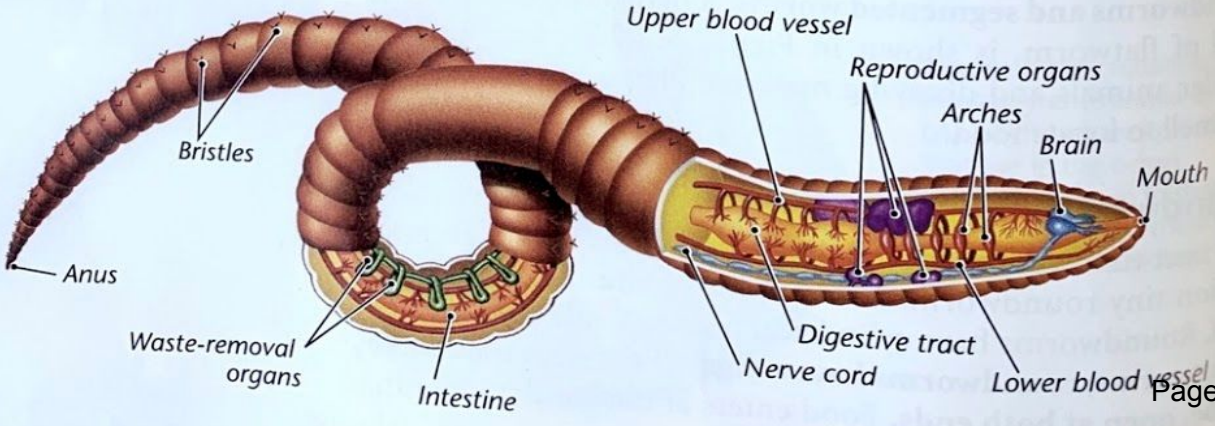
☑ *Checkpoint* *What is a roundworm's digestive system like?*

Segmented Worms

When you look at an earthworm, you notice that its body seems to consist of a series of rings separated by grooves, something like a vacuum-cleaner hose. **Earthworms and other segmented worms have bodies made up of many linked sections called segments.** In Figure 8, you can see an earthworm's segments, as well as its internal organs. Like roundworms, earthworms have a one-way digestive system with two openings.

The circulatory system of an earthworm, like that of other animals, consists of the heart, blood vessels, and blood. An animal's circulatory system carries needed materials to cells and carries waste products away. Segmented worms have a closed circulatory system. In a closed circulatory system, like your own, blood moves only within a connected network of tubes called blood vessels. In contrast, some animals, such as insects, have an open circulatory system in which blood leaves the blood vessels and sloshes around inside the body. A closed circulatory system can move blood around an animal's body much more quickly than an open circulatory system can.

Figure 8 An earthworm's body is divided into over 100 segments. Some organs are repeated in most segments; others exist in only a few. *Interpreting Diagrams* *What is an earthworm's circulatory system like?*



Here is helpful vocabulary to guide you through the exploration of the earthworm:

Pharynx: This is the light-colored organ just inside the mouth. Its muscular contractions pass food on down to the esophagus.

Esophagus: The esophagus extends from the pharynx to the crop (around segment 14). You may need to move the reproductive organs to see it.

Crop: Look for a slight bulge just after the esophagus. Food from the esophagus is temporarily stored in the crop.

Gizzard: Food comes from the crop into the muscular gizzard, where it is ground up.

Intestine: The intestine is the long tube extending from the gizzard all the way to the anus. Food is digested and absorbed here.

Hearts (or "aortic arches"): Behind the pharynx are five dark loops wrapped around the esophagus. These are the blood vessels that serve as the hearts of the worm.

Dorsal blood vessel: This is a dark line extending from the hearts over the top of the crop and intestine.

Ventral blood vessel: Use your forceps to gently move the intestine aside to see the dark line of the ventral blood vessel.

Ventral nerve cord: Next to or beneath the ventral blood vessel is the long white nerve cord running the length of the worm underneath the intestine.

Ganglia: Look for two tiny, light-colored bumps on the front of the pharynx. These make up the earthworm's "brain." (You may need a magnifying glass to see them.)

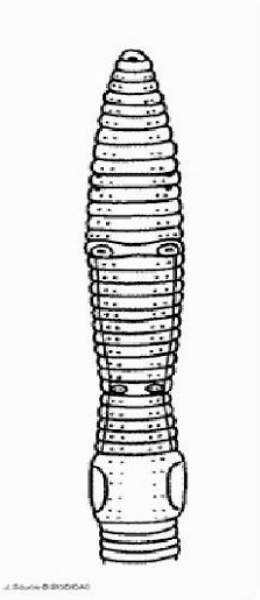
Reproductive organs: The larger, light-colored tissue on each side of (or on top of) the esophagus are seminal vesicles. The smaller white structures next to them are seminal receptacles.

Optional: Finish cutting the rest of the worm open from the first incision through to the anus. Observe how the intestine and ventral nerve cord both continue through the entire length of the worm.

Name_____

Earthworm Anatomy

External Anatomy



Examine your earthworm and determine the dorsal and ventral sides. Locate the two openings on the ventral surface of the earthworm

The openings toward the anterior of the worm are the **sperm ducts**
The openings near the clitellum are the **genital setae**.

Locate the dark line that runs down the dorsal side of the worm, this is the **dorsal blood vessel**. The **ventral blood vessel** can be seen on the underside of the worm, though it is usually not as dark.

Locate the worm's **mouth** and **anus**.

Note the swelling of the earthworm near its anterior side - this is the **clitellum**.

Internal Anatomy

1. Place the specimen in the dissecting pan **DORSAL** side up

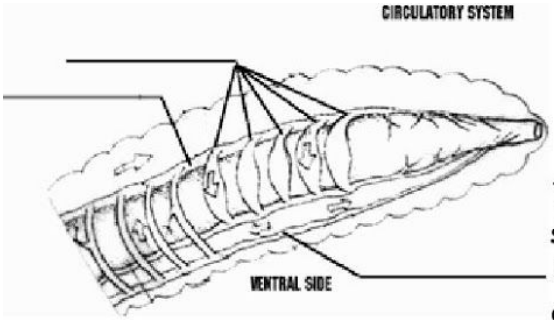
2. Locate the clitellum and insert the tip of the scissors about 3 cm posterior.

3. Cut carefully all the way up to the head. Try to keep the scissors pointed up, and only cut through the skin.

4. Spread the skin of the worm out, use a teasing needle to gently tear the **septa** (little thread like structures that hold the skin to organs below it)

5. Place pins in the skin to hold it apart,

Reproductive System



The first structures you probably see are the **seminal vesicles**. They are cream colored and located toward the anterior of the worm. These are used for producing sperm. Use tweezers to remove these white structures from over the top of the digestive system that lies underneath it.

Circulatory system

The **dorsal blood vessel** appears as a dark brownish-red vessel running along the intestine. The **heart (or aortic arches)** can be found over the esophagus (just posterior to the pharynx). Carefully tease away the tissues to expose the arches of the heart, the run across the worm. If you are careful enough, you can expose all 5 of them

The **ventral blood vessel** is opposite the dorsal blood vessel, and cannot be seen at this time because the digestive system covers it.

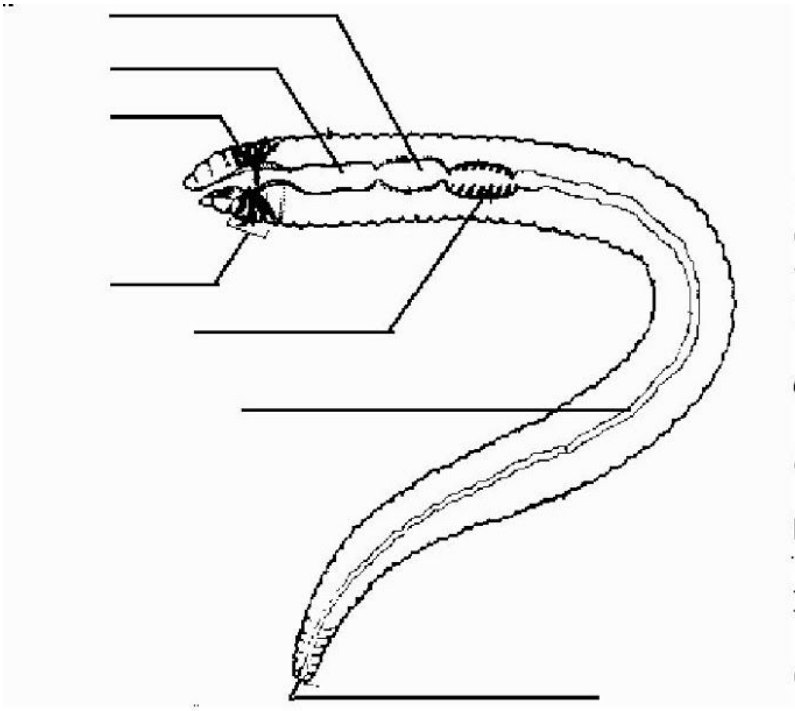
Label the diagram (use the bold words from above)

Does the earthworm have a closed or open circulatory system?

Digestive System

The digestive system starts at the mouth. You will trace the organs all the way to the anus and identify each on the worm.

Find the mouth opening, the first part after the mouth is the pharynx, you will see stringy things attached to either side of the pharynx (pharyngeal muscles). The esophagus leads from the pharynx but you probably won't be able to see it, since it lies underneath the heart. You will find a two structures close to the clitellum. First in the order is the crop, followed by the gizzard. The gizzard leads to the intestine which is as long as the worm and ends at the anus.



Describe the functions of each of the organs and label them on the drawing. (The words are listed for you)

Crop

Mouth

Pharynx

Intestine

Gizzard

Anus

Esophagus

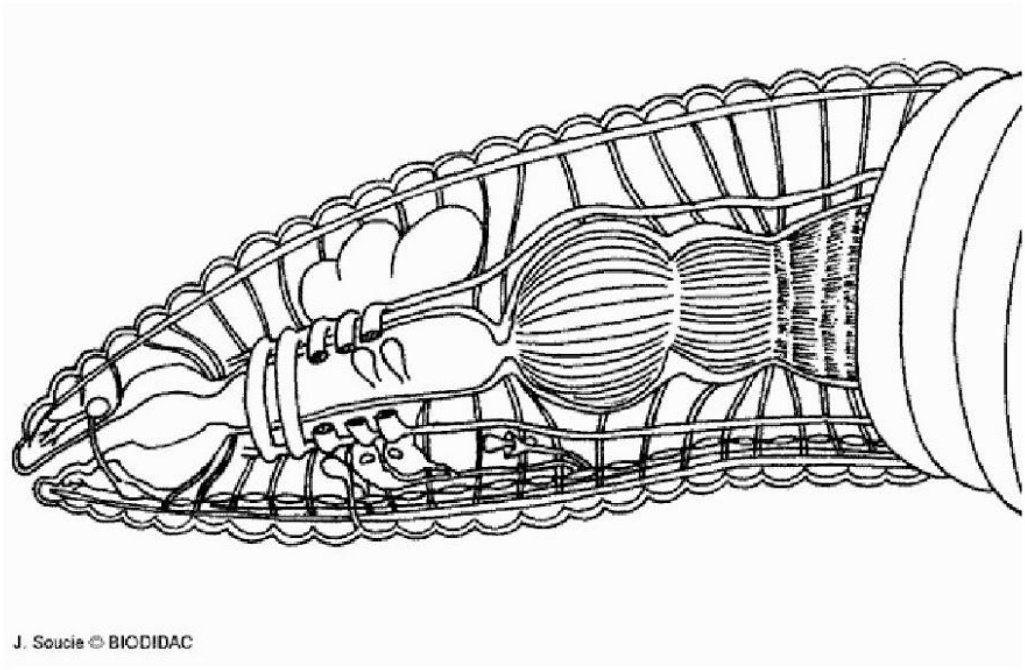
Pharyngeal Muscles

*Use your scissors to cut open the crop and the gizzard. In which organ would you expect the contents to be more ground up.

Organ systems

For the picture below, color code the organ systems for the earthworm using the following key:

Circulatory System - Red
Reproductive System - Blue
Digestive System - Green
Nervous System - Yellow



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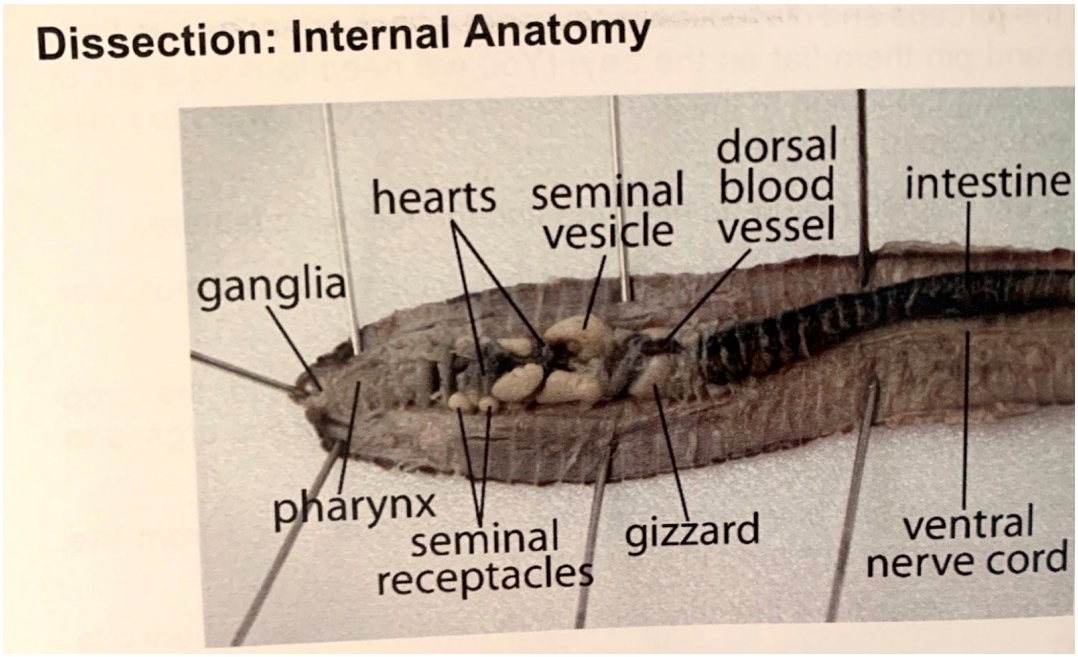
http://www.biologycorner.com



ART

Remote Learning Art Assignment: Italian Renaissance

Leonardo da Vinci

Leonardo da Vinci was a multi-faceted artist from the Italian Renaissance.

What do you think "multi-faceted" means? _____

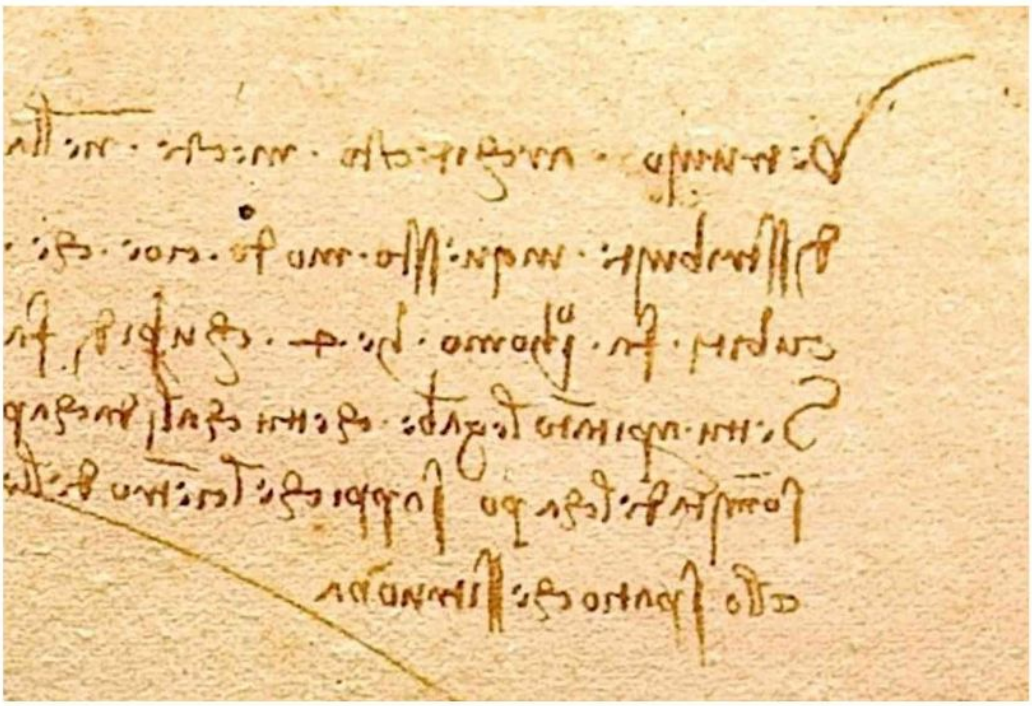
He loved learning and studied many subjects, including invention, drawing, painting, sculpture, architecture, science, music, mathematics, engineering, literature, anatomy, geology, astronomy, botany, paleontology, and cartography.

Which one of those fields interests you the most? _____

Leonardo da Vinci was left-handed. Do you draw with your left or your right hand? _____

Because he was left-handed, Leonardo found it was easier to write from right to left. So, his handwriting is backwards, a perfect mirror image.

Here is an example of his handwriting from his journals. Now it will be especially hard for you to read, as it is not only backwards, but in Italian!



Now it is your turn to try writing like Leonardo da Vinci!

*Remember, you are not just writing from right to left, each individual letter should also be written backwards.

Practice:

1. What a beautiful day!

   _____

2. How are you doing?

   _____

3. I love cheese.

   _____

4. What is your name?

_____

Now practice writing something backwards on your own. Have fun!

_____

_____

THURSDAY OVERVIEW	
Vocabulary - I	☐ pages 214; Vocabulary packet in the Appendix
Literature - I	☐ The Adventures of Tom Sawyer by Mark Twain: Chapters 15 and 16 ☐ Answer comprehension questions
Poetry - I	☐ Sonnet 18 ☐ Analyze lines 5-6 of the poem.
Math I / PA	☐ Graphs of Equations ☐ Copy notes and examples from guided instruction into your RLN ☐ Complete Independent Practice in your RLN
History I	☐ Complete Chapter 6: Revolution in the South. ☐ Answer the Big Question: What successes did Jose de San Martin achieve as a military leader? Answer the "Reflect" questions as you read. Complete your KWO outline.
Specials	☐ Latin *All activities and Videos can be viewed in the Specials Google classroom: Code kj52eok*

ELAR

(Thursday)

LITERATURE: The Adventures of Tom Sawyer by Mark Twain

Write the following Vocabulary terms in your RLN:

1. Sumptuous: splendid; very expensive or impressive
2. Ominous: gloomy; suggestion that something bad is going to happen.
3. Tenantless: unoccupied
4. Frolic: playful action
5. Trifle: little value or importance
6. Inundation: overwhelming abundance of people or things

Read Chapters 15 and 16. Answer the following questions in your RLN:

1. How does Tom get Huck and Joe to stay away from town a little longer?
2. Why do the boys need to go look for Joe's knife while they are smoking?

POETRY : Reread Sonnet 18 by William Shakespeare.
Analyze the following lines and answer the questions in your RLN.

5 Sometime too hot the eye of heaven shines,
6 And often is his gold complexion dimm'd;

What does the poet say about the summer in these lines?
What else can you call "the eye of heaven"

MATH

(Thursday)

Graphing Equations

Let's Review:

1. $-28-89$
2. $-17-(-39)$
3. $182\div-4$
4. $-9\cdot-15-140$

Check your Answers:

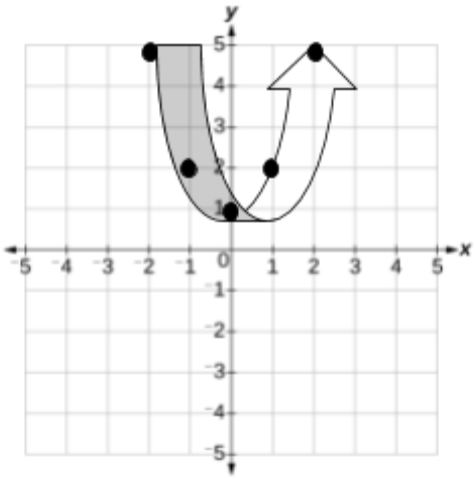
-117, 22, -45.5, 135-140=-5

Guided Instruction:

Graph the given equation using the values of x as specified.

x	$x^2+1=y$	Ordered pair
-2	$(-2)^2+1=5$	(-2, 5)
-1	$(-1)^2+1=2$	(-1, 2)
0	$(0)^2+1=1$	(0, 1)
1	$(1)^2+1=2$	(1, 2)
2	$(1)^2+1=5$	(2, 5)

Now let's graph! What happened?



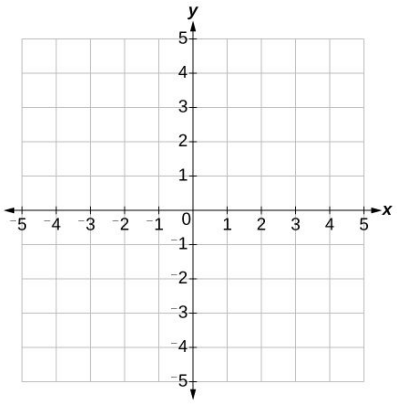
Make Note!
This graph of the equation is NOT a line

Parabolas: equations that are curves

Try This!

Now graph the ordered pairs.

X	Y= x^2	Ordered pair
-2	$(-2)^2=$	(-2,)
-1	$(-1)^2=$	(-1,)
0	$(0)^2+=$	(0,)
1	$(1)^2=$	(1,)
2	$(2)^2=$	(2,)



Check your answers:

4, 1, 0, 1, 4

Independent Practice:

Use the following values of x: -4, -2, 0, 2, 4 and complete the tables to find the ordered pairs.

1) y=x- -1

x	y = x - -1	Ordered Pairs
-4	? = -4 - -1	(-4, ?)
-2		
0		
2		
4		

2) y = x + -3

x	y = x + -3	Ordered Pairs
-4	? = -4 + -3	(-4, ?)
-2		
0		
2		
4		

3) y = x + -6

x	y = x + -6	Ordered Pairs
-4	? = -4 + -6	(-4, ?)
-2		
0		
2		
4		

4) y = -x + 2

x	y = -x + 2	Ordered Pairs
-4	? =-4 + 2	(-4, ?)
-2		
0		
2		
4		

HISTORY

(Thursday)

Directions: Read the last part of Chapter 6. Continue your KWO that includes key details about Santiago de Liniers, Mariano Moreno, and José de San Martín. Write key vocabulary in your RLN. The reflection questions should be answered within your KWO.

Key Vocabulary:
bluff, n. a cliff; a landform with steep and flat walls, usually along the edge of water.

pension, n. a set amount of money paid by a company or the government to a person who is retired, or no longer working.

Independence Comes to Chile San Martín planned his campaign carefully. It started with a trick: he pretended to be sick. That was his excuse for being sent as governor to the province of Cuyo (/koo*yoh/). It appeared to be a restful job where he could recover. Actually, Cuyo shared a border with Chile and was a key to routes through the Andes. San Martín spent two years in the province getting troops ready to invade Chile. He thought he could surprise the Spanish army by going over the highest part of the mountains. No one would expect an attack from there. San Martín worked hard to make sure his plan would succeed. He sent spies to Chile to discover where the Spanish army camps were and how many soldiers they had. In addition to learning more about the Spanish army, the spies planted false rumors about possible rebellions and encouraged support from Chilean patriots. Then San Martín did the cleverest thing of all. He invited a group of Pehuenche (/pay*wen*chay/) people, who lived near a low pass in the Andes, to a meeting. He gave them gifts and asked for permission to cross their territory into Chile. This would have been the easiest way to go over the Andes. After all the secrets, why did San Martín act so openly? Because the clever general knew the Pehuenche would tell the Spanish officials about the meeting. This would make the Spaniards expect an invasion from the south. But San Martín had other ideas. He would cross the Andes over the highest pass and attack from the east. Finally, on January 18, 1817, San Martín's army left Mendoza (/men*doh*zuh/), the capital of Cuyo. The army had nearly four thousand soldiers and one thousand men to carry ammunition and food. In addition, it had 10,600 mules, 1,600 horses, and 700 head of cattle. Cannons were carried in pieces on carts, but they actually had to be hauled by hand much of the way. What these troops did ranks as one of the great military accomplishments in history. San Martín's army crossed the Andes in the shadow of 22,800-foot-high Mount Aconcagua (/ak*un*kahg*wuh/), the highest mountain in the Americas. They passed through narrow canyons, along sheer bluffs, and through passes that were twelve thousand feet above sea level. By the time the army reached Chile on the western side of the mountains, they had only 4,300 mules and 511 horses left, and all were in bad shape. Nevertheless, San Martín's army had crossed the Andes in only twenty-one days. And they were well armed and had enough supplies to continue the attack. The daring gamble paid off. The Spanish leaders knew an attack was coming, but they were not sure where it would be. They divided up their army to cover different routes. But they never expected an army could cross the Andes as San Martín's forces had done. San Martín surprised and defeated a large Spanish army in a battle south of Santiago near a place called Chacabuco. San Martín's army captured six hundred Spanish soldiers along with all their artillery and supplies. The road to Santiago was open, and San Martín marched into the city along with a Chilean, one Bernardo O'Higgins, who had commanded a division in the battle of Chacabuco. Bernardo O'Higgins was named governor of Chile. Spanish resistance continued for more than a year, with O'Higgins and San Martín leading the Chilean forces. Chile declared its independence on

Reflect:
How long did San Martin prepare for his invasion of Chile?

February 12, 1818, but fighting continued for another two months before the last Spanish troops were defeated.

On August 20, 1820, San Martín and his forces arrived in Peru.

Failure in Peru Now, San Martín faced his greatest challenge. The way was clear for an attack on Peru, where Spain had its strongest forces. San Martín assembled a fleet. In August 1820, he sailed to southern Peru with an army of more than four thousand. Awaiting him was a Spanish army of twenty-three thousand men. San Martín knew he could not defeat the larger Spanish force in battle. He hoped the Peruvians would revolt against Spain and that the Spanish troops would desert. In fact, some Spanish soldiers did desert, but the Peruvians did not rise up in rebellion. Still, San Martín was able to move his army to Lima. With the protection of San Martín's army, Peru declared independence on July 28, 1821. San Martín could protect Lima, but he knew his army was not strong enough to defeat the Spanish forces elsewhere in the country. But all was not yet lost to San Martín. As you know, Simón Bolívar was at the same time hoping to liberate Peru. San Martín sailed to Guayaquil in July 1822 to meet with Bolívar. He hoped that together they could defeat the Spanish and bring independence to Peru. You know, however, that the meeting did not go as San Martín had hoped. San Martín left Guayaquil a disappointed man. He immediately returned to Lima, resigned as the city's protector, and took his army back to Chile. Bolívar and José Antonio Sucre completed the struggle for Peruvian independence.

Reflect:
Why was Peru the greatest challenge for San Martin and his army?

Why did San Martin return to Europe for good?

San Martín went back to Mendoza, where he had a small farm. There, news of yet another tragedy reached him. He learned in 1823 that his wife had died in Buenos Aires. He returned to that city, but his enemies controlled the government. San Martín knew he could have no role in the new government, so he took his young daughter and sailed for Europe. San Martín had gained nothing from his years of work. He had no money. The countries he freed did not even offer him a pension until long after he had left. He visited France and Great Britain and lived for several years in Brussels, Belgium. In 1838 he moved to a small town in France, where he died in 1850. San Martín, like Bolívar, had hoped to unite all of Spain's South American provinces. In the end, neither of these great heroes of independence realized this dream.

LATIN

LATINA CANTEBRIGIA V: In Theatro

Instructio: *please read through and translate the below story into English in the space provided. In the gloss below the text I have provided the definitions of any new words.*

Poppaea

Poppaea est ancilla. ancilla prope iānuam stat. ancilla viam spectat.

dominus in hortō dormit. dominus est Lucriō. Lucriō est senex.

Poppaea: ego amīcum meum exspectō. ubi est amīcus?

(Lucriō stertit.)

ēheu! Lucriō est in vīllā.

(agricolae in viā clāmant.)

Agricolae: euge! agricolae hodiē nōn labōrant!

Poppaea: Lucriō! Lucriō! agricolae urbem intrant.

agricolae adsunt.

Lucrio: (sēmisomnus) a...a...agricolae?

Pueri: euge! Sorex! Actius! āctōrēs adsunt.

Poppaea Lucriō! Lucriō! puerī per viam currunt.

Lucrio: quid tū clāmās, Poppaea? cūr tū clāmōrem facis?

Poppaea: Lucriō, Pompēiānī clāmōrem faciunt.

agricolae et puerī sunt in viā.

Lucrio: cūr tū mē vexās?

Poppaea: āctōrēs in theātrō fābulam agunt.

Lucrio: āctōrēs?

Poppaea: Sorex et Actius adsunt.

Lucrio: quid tū dīcis?

Poppaea: (īrāta) senēs ad theātrum ambulant, iuvenēs ad theātrum contendunt, omnēs Pompēiānī ad theātrum ruunt. āctōrēs in theātrō fābulam agunt.

Lucrio: euge! āctōrēs adsunt. ego quoque ad theātrum contendō.

(exit Lucriō. amīcus vīllam intrat.)

amicus: salvē! mea columba!

Poppaea: Grumiō, dēliciae meae! salvē!

Grumio: ubi est dominus tuus?

Poppaea: Lucriō abest.

Grumio: euge!

euge!: hurray!

Adsunt: are here

Sēmisomnus: half-asleep

Clamorem facis: you are making a noise

tū... vexās: you annoy

fābulam: agunt act a play

tū dīcis you say

runt: rush

mea columba my dove, my dear

dēliciae meae my darling

abest is out

VOCABULARY

Chapter 18:
Mind Your Memory

Have you ever had problems trying to remember information while taking a test? This chapter is all about words that have to do with the mind and remembering.

Roots to Learn:	
psych	memor
mnem	

Words to Learn:	
psyche	amnesia
psychic	commemorate
psychology	memorandum
amnesty	memorial

The Greek word **PSYCHE** means "mind." From this word we get the root **PSYCH**.

The **PSYCHE** is the mind or the soul.

In Greek mythology, Psyche is the goddess of the soul. She symbolizes the way in which every experience, good or bad, shapes us.

Many people believe that human beings have a psyche or a soul. Others believe that people have nothing spiritual about them. The first group thinks that when a human being dies, part of that person, his or her psyche, lives on; the second group believes that death ends everything. What are your feelings about this?

Dreams can reveal some of the mysteries of a person's ***psyche****.*

Chapter 18:
Mind Your Memory

PSYCHIC means "to be able to read another's mind," "to predict the future," or "to have powers beyond the laws of nature."

Did You Know?

Many people do not believe in the power of mind-reading. For years, people have claimed to have this kind of power, but most have been caught cheating. A man named James Randi has offered a one million dollar prize to anyone who can prove he or she has psychic ability.

Some people believe in the power to read minds, but others think there's no such thing as **psychic** *abilities.*

The filmmaker made a documentary about the **psychology** *of artists, actors, and musicians.*

PSYCHOLOGY is the study of the mind.

Have you ever heard of the famous doctor, Sigmund Freud? He was an Austrian doctor who quickly came to realize that almost all human behavior had its roots in the human mind. His idea was to have patients talk to him about their lives, their emotions, and their dreams, and then Freud could understand their psyches. It was this idea that simply by talking, people could be cured of many mental diseases that caused him to be known as the "father of **PSYCHOLOGY**."

Chapter 18:
Mind Your Memory

The Greek word **MIMNESKEIN** means "to remember," and the word **MNEMON** means "remembering." The root **MNEM** comes from these words.

AMNESTY is an official pardon for a wrongdoing.
AMNESTY is a kind of "official forgetting" of a crime.

There are many issues in America that are difficult to resolve. One major controversy is over amnesty for illegal immigrants—people who enter the United States illegally. Should they be granted amnesty and be allowed to stay, or should they be sent back to their own countries?

The informant agreed to testify if she received ***amnesty*** *for her part in the crime.*

Patrick felt like he had ***amnesia****—he couldn't remember anything he had studied the night before.*

AMNESIA is a loss of memory.

The word **AMNESIA** and almost all other words with this odd letter combination of *–mn–* refers to remembering. A few people have what is called a "photographic memory," which means they can recall things—frequently, very complicated things—after seeing them only once. People who have this talent can remember every word on every page of a book, can memorize a phone book, can remember what day of the week a certain date was, can recall hundreds of names after hearing them once, and many other feats of memory that other people would think are impossible.

Chapter 18:
Mind Your Memory

The Latin noun **MEMOR, MEMORIS** means "remembering." Many words are formed by its root **MEMOR**.

To **COMMEMORATE** is to celebrate or officially remember something or someone.

Here's your chance to find out some little-known information. What holiday is your favorite? Look it up in an encyclopedia, in the library, or online and see what the day actually **COMMEMORATES**.

Veteran's Day is a holiday that ***commemorates*** *the men and women who fought in wars for our country.*

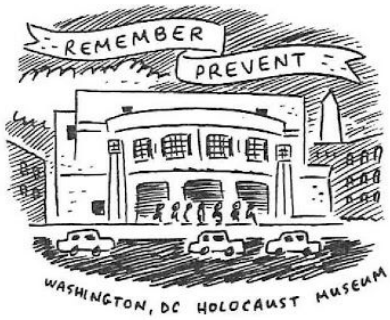
According to the ***memorandum****, students who fail to turn in their textbooks will be billed for the cost of the book.*

A **MEMORANDUM** is a written reminder or message.

A short way to refer to a **MEMORANDUM** is by calling it a "memo." Both words simply mean "a short note or reminder." By the way, don't confuse the last two syllables of *memorandum* with the actual word *random*. They have nothing in common!

A **MEMORIAL** is something that serves as a reminder or tribute.

Washington, D.C., is sometimes called a "city of monuments" because there are so many buildings that honor famous Americans. A few of the most famous are the Jefferson, Lincoln, and Washington **MEMORIALS** that pay respect to three of the greatest Presidents. The city also has memorials to the Vietnam War, to African-Americans, to veterans, to women, to the Holocaust, and many, many others. You could spend weeks there just looking over the many memorials.



Exercises

Word Bank

psyche	psychology	amnesia	memorandum
psychic	amnesty	commemorate	memorial

I. Define It! (Part 1)

DIRECTIONS: Write the letter of the word from the right column that matches the definition in the left column. The first one has been done for you.

1. loss of memory **E**
2. able to read minds ___
3. a written reminder or message ___
4. an official pardon or forgetting of a wrongdoing ___
5. the study of the mind ___
6. the mind or soul ___
7. to celebrate or officially remember something or someone ___
8. something that serves as a reminder or tribute ___

A. psychology
B. memorial
C. psyche
D. memorandum
E. amnesia
F. amnesty
G. psychic
H. commemorate

II. Finish It!

DIRECTIONS: Using the root, write a word to complete each sentence.
The first one has been done for you.

1. The woman stricken with **amnesia** was lucky to have her wallet containing her identification card and home address. (Root = MNEM)
2. If you had _____ powers, you might be able to know what other people were thinking. (Root = PSYCH)
3. A person's book and music collection can reveal a lot about his or her _____. (Root = PSYCH)
4. Congress passed a law that granted _____ to certain immigrants and allowed them to live and work in the United States legally. (Root = MNEM)
5. The African American Civil War Museum and Monument in Washington, D.C., _____ the African American struggle for freedom in the United States. (Root = MEMOR)
6. After the longtime community volunteer died, people at the center created a(n) _____ filled with photos and stories about her to remember her good deeds. (Root = MEMOR)
7. Some people study _____ to understand how people behave. (Root = PSYCH)
8. The principal sent a(n) _____ to his staff to remind them of the after-school meeting. (Root = MEMOR)

Chapter 18:
Exercises

Word Bank

psyche	psychology	amnesia	memorandum
psychic	amnesty	commemorate	memorial

III. Define It! (Part 2)

DIRECTIONS: Based on what you have learned in this chapter, define each of the following in your own words, and create a sentence using the word.

1. psyche: _____
2. psychic: _____
3. psychology: _____
4. amnesty: _____
5. amnesia: _____
6. commemorate: _____
7. memorandum: _____
8. memorial: _____

IV. Personalize It!

DIRECTIONS: Using your understanding of the vocabulary words, respond to the following prompts. Use a separate piece of paper if necessary.

1. Describe something that you would like to *commemorate*.

_____

2. The United States is full of monuments that serve as *memorials* to people and events. Which *memorial* is the most significant to you and why?

_____

3. What would you do if you found you had *psychic* abilities?

_____

4. Are there any crimes that you believe people should receive *amnesty* for? Explain your opinion.

_____

Word Bank

psyche	psychology	amnesia	memorandum
psychic	amnesty	commemorate	memorial

V. Decode It!

DIRECTIONS: Use what you have learned about the roots *psych*, *mnem*, and *memor* and the suffixes you have learned to answer the following questions:

1. Remember that the suffix *–able* means "being capable of." What do we mean when we say something is *memorable*?

2. Sometimes athletes say they want to "psych out" their opponents by doing things that confuse them or instill fear in them. What does the word *psych* mean in this context?

3. The Latin root *memor* means "remembering." A *memoir* is a specific form of writing. What do you think a *memoir* describes?

4. A *mnemonic* device is a way of remembering information. In one type of *mnemonic* device, each word stands for something else. For example, "Every Good Boy Deserves Fudge" stands for the musical notes (E, G, B, D, F) on the lines of a treble clef. What is the root of *mnemonic*, and what is the relationship between the word and its root?

Chapter 18:
Exercises

Word Bank

psyche	psychology	amnesia	memorandum
psychic	amnesty	commemorate	memorial

VIII. Write About It!

DIRECTIONS: In this chapter, you have learned words about the mind and memories. As a class, create a list of the prefixes, suffixes, and roots that you have trouble remembering. Then, create a *mnemonic* device that will help you remember the meanings. A *mnemonic* device is anything that will help you remember, so you may want to include art or music as well.

Student Attendance Affidavit

My Western Hills student attended to his/her distance learning studies on the following days:

Monday, May 4, 2020 ☐

Tuesday, May 5, 2020 ☐

Wednesday, May 6, 2020 ☐

Thursday, May 7, 2020 ☐

Friday, May 8, 2020 ☐

For the sake of academic honesty, please help the students be accountable for doing the portions of the work that were designated as Independent work. If you notice that from the student's answers that they need some help better understanding the directions or the content, feel free to reteach or review the content or directions with your student before allowing them to make a second attempt. Reach out to your scholar's teacher via email if you need further assistance.

My scholar has completed Friday's Assessments to the best of his/her abilities and I have directed these assessments with my child's academic integrity in mind.

Parent Signature: _____

I have completed Friday's Assessments to the best of my abilities.

Student Signature: _____

Student Printed Name: _____ Class Section: _____

FRIDAY ASSESSMENTS

Name:_____

Chapter 18 Vocabulary Quiz

Part I

1. _____the mind or the soul	A. psyche
2. _____to be able to read another's mind; to predict the future; powers beyond the laws of nature	B. commemorate
3. _____the study of the mind	C. amnesty
4. _____an official pardon for a wrongdoing	D. amnesia
5. _____a loss of memory	E. psychology
6. _____to celebrate or officially remember something or someone	F. memorandum
7. _____a written reminder or message	G. psychic
8. _____something that serves as reminder or tribute	H. memorial

Part II

In this chapter, you learned about memory. In a short paragraph, describe one memorable trip that you have taken in the past year. Remember a paragraph will begin with a topic sentence and end with a "clincher". Please be specific. Where did you go? Why did you go? What made it memorable?

_____

_____

_____

_____

_____

_____

_____

ELAR

Literature

Directions: Answer each question with a “claim” and then support or warrant that claim with “evidence” directly quoted from the book.

1. Summarize the events that took place in the graveyard in Chapter 9. Use at least five sentences in your summary. (Good paragraph writing)

2. Describe Tom’s consequence from sneaking out that night. How did it affect Tom?

3. Who was the intruder that came along and made Tom and Joe feel guilty about running away and stealing?

MATH ASSESSMENT

Part I

For problems 1–4, simplify the numerical expression.

1. $-18+4$ _____

2. $-14--5$ _____

3. -11 x -16 _____

4. $-810\div 9$ _____

Part II.

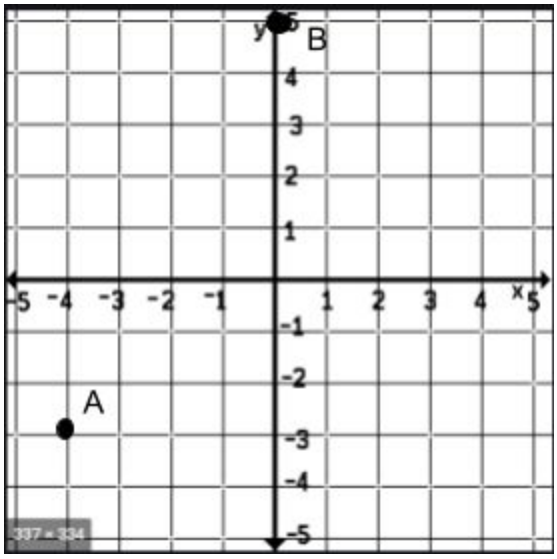
5. Show on a number line 8 and the opposite of 8. What is true of the absolute value of both numbers?

_____ _____ _____

For problems 6 and 7, compare the following values using < , > or =

6. -25 ___ -24

7. 0 _____ -0.3



Part II

What are the coordinates of point A and point B?

A _____

B _____

For problems 12 & 13, solve the equations given.

8. $-17y=-102$ _____

9. $w+-9=-23$ _____

For problem 14, make a table of values then graph the following linear equations on a coordinate plane.

14. $y=2x-4$

x	2 - x = y	Ordered pair (x, y)

SCIENCE (you may use your notes)

1. Describe two characteristics of all animals.

   _____
   _____
   _____

2. Define invertebrate and vertebrate. Give an example of each.

   _____
   _____
   _____

3. Contrast the ways in which sponges and cnidarians obtain food.

   _____
   _____
   _____

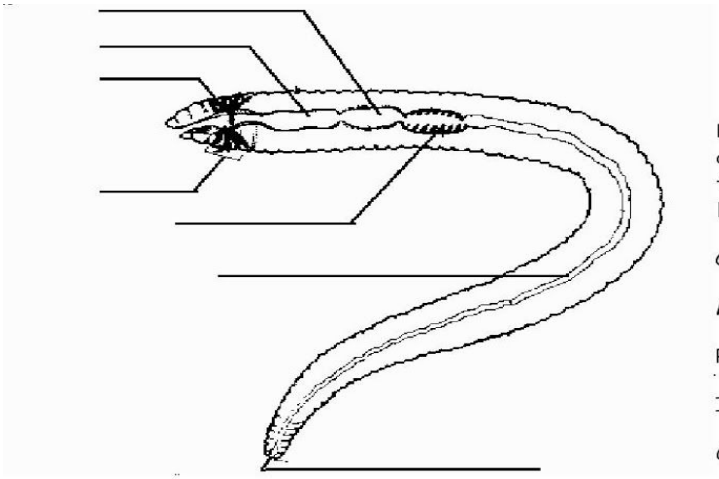
4. List the three major phyla of worms and describe the shapes of the worms' bodies.

   _____
   _____
   _____

5. Describe the bodies of mollusks.

   _____
   _____
   _____

6. Label the diagram of the earthworm.



Describe the functions of each of the organs and label them on the drawing. (The words are listed for you)

Crop

Mouth

Pharynx

Intestine

Gizzard

Anus

Esophagus

Pharyngeal Muscles

HISTORY

Directions: Answer the following. Use your KWO to help you defend your answer with accurate events.

1. How do you think the people of Buenos Aires felt after the king sent a permanent viceroy to replace Santiago de Liniers?

2. Answer the Big Question: What successes did Jose de San Martin achieve as a military leader? Use examples from the reading you included in your KWO this week.

3. Why was it important for San Martin to successfully cross the Andes Mountains? San Martin was considered a “great general” after this battle. What virtues would a great general need?