



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 8, we continue to reach out to our scholars through scheduled Zoom Classes and tutoring sessions. We hope many of you have enjoyed the new “Social” Zoom classes.

Remember, 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.

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! We miss you all!

All of our best,
Your 6th Grade Teachers

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

Monday

ELAR

We continue the novel The Adventures of Tom Sawyer, by Tom Sawyer. You may also access the book at the following website gutenberg.org or [click here](#). *A note on reading The Adventures of Tom Sawyer:* If your student struggles to comprehend this text, or finds it a challenge to read on their own, please consider the following options:

- 1) Purchase the audiobook from [Audible](#)
- 2) Read aloud with your child!

LITERATURE: The Adventures of Tom Sawyer by Mark Twain, Chapters 17 & 18.

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. Huck Finn is the boy who came up with the idea of the peace pipe. Tom and Joe were the boys who almost wished they had remained pirates. In Chapter 16, Huck taught Tom and Joe how to smoke a pipe. Both Tom and Joe became ill as a result of smoking, and it's inferred that they do not want that same result. 2. The people are relieved and excited. They are so happy to see the boys that they aren't terribly upset about being misled. Aunt Polly is exasperated with Tom, but she's also very happy to have him safely home.

MATH

Practice Math facts at <https://www.math-drills.com/>

Find extra help at <https://www.khanacademy.org/math>

Parent Instructions: Scholars will find the probability of an event. Scholars can practice probability online at [Khan Academy](#).

Answer Key:

- 1) White: $\frac{2}{5}$ Not White: $\frac{3}{5}$ not red: $\frac{4}{5}$ yellow: 0
- 2) 20 outcomes, even number $\frac{1}{2}$, prime $\frac{2}{5}$, even > 13: $\frac{1}{5}$, negative number 0.

SCIENCE:

Parent Instructions: Scholars will read, participate in a lab, and sketch a cross section of the human heart.

Answer Key: 1. Superior vena cava, 2. Inferior vena cava, 3. Right atrium, 4. Right ventricle, 5. Mitral and Tricuspid Valve, 6. Septum, 7. Aortic valve, 8. Pulmonary artery, 9. Pulmonary veins, 10. Left atrium, 11. Left ventricle, 12. aorta

Tuesday

ELAR

LITERATURE: The Adventures of Tom Sawyer by Mark Twain, Chapters 19 & 20.

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 "great secret" is "the scheme to return home with his brother pirates and attend their own funerals". The author probably chose to keep this a secret from the reader in effort to keep the reader engaged in the plot. 2. Tom wants to make Aunt Polly feel better about not telling her that he was alive, so he describes what he saw when he snuck off the island as if it were a dream. When Aunt Polly learns that he sneaked back, she is angry with him for lying to her. She feels better when she finds the brak with Tom's note on it in his pocket.

MATH

Parent Instructions: Scholars will learn the formulas to find the odds in favor or not in favor of an event.

Answer Key: 1a) $\frac{1}{49}$ b) $\frac{2}{48}$ or $\frac{1}{24}$ c) $\frac{3}{47}$ d) $\frac{44}{6}$ or $\frac{22}{3}$ 2a) $\frac{1}{2}$ b) $\frac{1}{5}$ c) $\frac{1}{1}$ d) $\frac{2}{1}$ e) $\frac{5}{1}$ f) $\frac{1}{1}$

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 7:Brazil Finds Another Way Tuesday packet. They will begin a KWO (Key Word Outline) and give attention to the details about Why did Prince João of Portugal move to Brazil?

Answer Key: 1.) Unlike the other colonies discussed in the unit, Brazil achieved its independence in a mostly peaceful manner. Instead of bloody conflict, the king of Portugal's son declared Brazilian independence and made himself the emperor. There was little resistance and little bloodshed in the wake of his actions.

2.) He moved to avoid taking orders from Napoleon, who was on the verge of invading Portugal, and antagonizing the British

3.) Thirty-six ships carried Prince João, his royal treasures, servants, and court to Brazil.

4.) He was defeated in 1815 at Waterloo.

5.) Prince João renamed his empire the United Kingdom of Portugal and Brazil; this gave Brazilians a newfound sense of pride that encouraged the idea of independence.

6.) The Portuguese were writing a new constitution. The king was afraid that if he didn't return to Portugal, he would lose his crown.

Wednesday

ELAR

LITERATURE: The Adventures of Tom Sawyer by Mark Twain, Chapters 21 & 22.

Parent Instructions:

Answer Key: 1. Tom says he tore the teacher's book (to protect Becky) and is lashed by the teacher. Becky tells him that he is noble for doing such a thing. 2. The schoolmaster's bald head is gilded with gold paint during his early nap, and a cat is suspended so that it pulls off his wig.

MATH

Parent Instruction: Scholars will learn the formula to find combined probabilities.

Answer Key: 1) $\frac{4}{9}$ 2) $\frac{2}{3}$ 3) $\frac{7}{9}$ 4) $\frac{2}{3}$ 5) 1 6) $\frac{7}{9}$ 7) $\frac{7}{9}$ 8) $\frac{2}{3}$

SCIENCE

Parent Instructions: 1. The right atrium receives the oxygen-depleted blood and pumps it into the right ventricle. The right ventricle pumps the deoxygenated blood to the pulmonary artery, which sends the deoxygenated blood to the lung. 2. The pulmonary veins send oxygenated blood into the left atrium which pumps it to the left ventricle. 3. The blood leaves the left ventricle through the aortic valve and flows to the heart and the rest of the body, except the lungs.

Thursday

ELAR

LITERATURE: The Adventures of Tom Sawyer by Mark Twain

Parent Instructions: 1. During the summer, Judge Frazer passes away, and there is a funeral held for him; Tom and Joe Harper go to the minstrel show; the circus comes to town for three days; and there are some "boys-and-girls' parties. 2. Tom and Huck are very uncomfortable about the pending trial because they know that Muff Potter is innocent. They are scared to tell the truth because they fear Injun Joe will seek lethal revenge upon them. They again swear to keep it secret. They visit Muff Potter in prison and feel even more guilt. The boys avoid each other while the trial is happening.

MATH

Parent Instructions: Scholars will review probability today in preparation for their assessment on Friday. The formulas are rewritten on the Independent work, but also encourage your child to use their RLN.

Answer Key:

$$1) \frac{2}{6} = \frac{1}{3} \quad 2) \frac{3}{6} = \frac{1}{2} \quad 3) \frac{8}{13} \quad 4) \frac{13}{8} \quad 5) \frac{13}{52} + \frac{13}{52} = \frac{26}{52} = \frac{1}{2} \quad 6) \frac{2}{52} + \frac{13}{52} - \frac{1}{52} = \frac{14}{52} = \frac{7}{26}$$

HISTORY

Parent Instructions: Scholars will complete the reading of Chapter 7 and finish their KWO.

Answer Key: 1) For several hundred years, Portugal had kept a tight rein on Brazil's trade. Seeing the effects of this policy firsthand, Prince João realized it was more beneficial to the empire to expand trade and open ports.

- 2.) Spain had its strongest forces there.
- 3.) They wanted to surprise the Spanish.

MONDAY OVERVIEW

Vocabulary - I

- pages 217-221; Vocabulary packet in the Appendix

Literature - I

- The Adventures of Tom Sawyer by Mark Twain: Chapters 17 and 18
- Answer comprehension questions

Poetry - I

- Sonnet 18
- Continue to analyze the poem

Math I / PA

- Probability of an Event
- Copy notes and examples from guided instruction into your RLN
- Complete Independent Practice in your RLN

Science I

- Read about the heart, learn how to take your pulse, and sketch the heart into your RLN.

Specials

- PE-Food Label PE

All activities and Videos for Latin, PE, Music, and Art can be viewed in the Specials Google classroom. Classroom Code kj52eok

ELAR

LITERATURE

The Adventures of Tom Sawyer by Mark Twain Chapters 17 and 18.

Add vocabulary to the RLN using the format of the Vocabulary Journal.

1. Oppressiveness: excessively hot and humid
2. Tempest: a violent windy storm
3. Reverent: feeling or showing deep and solemn respect
4. Prophecy: a prediction
5. Manifest: clear or obvious to the eye or mind
6. Rascalities: mischievous or dishonest behavior

Read Chapters 17 and 18, annotating the text and/or using the Stop, Think, Jot method, and answer the following questions:

1. In chapter 17, the three runaways spent an imaginative and playful day as hostile Indians from three different tribes. By supper time, they were happy and hungry, but hostile Indians could not dine together without first making peace. Mark Twain wrote “this was a simple impossibility without smoking a pipe of peace” and “Two of the savages almost wished they had remained pirates.” Which boy determined the peace process and which boys almost regretted becoming Indians? Support your answer using text evidence (you will need to revisit an earlier chapter).
2. How do people react to the boys showing up at their funeral? Aunt Polly alternates between cuffing and kissing Tom after the funeral. Why does she do both?

POETRY

Reread Sonnet 18 by William Shakespeare.

Continue to analyze the following lines and answer the questions in your RLN.

- 7 And every fair from fair sometime declines,
- 8 By chance or nature’s changing course untrimm’d;

What do you think the poet is trying to say in these lines?

MATH

Directions: Answer the Review problems in your RLN and then write the key words from the Guided Instruction.

Review: Express the following fractions in lowest terms.

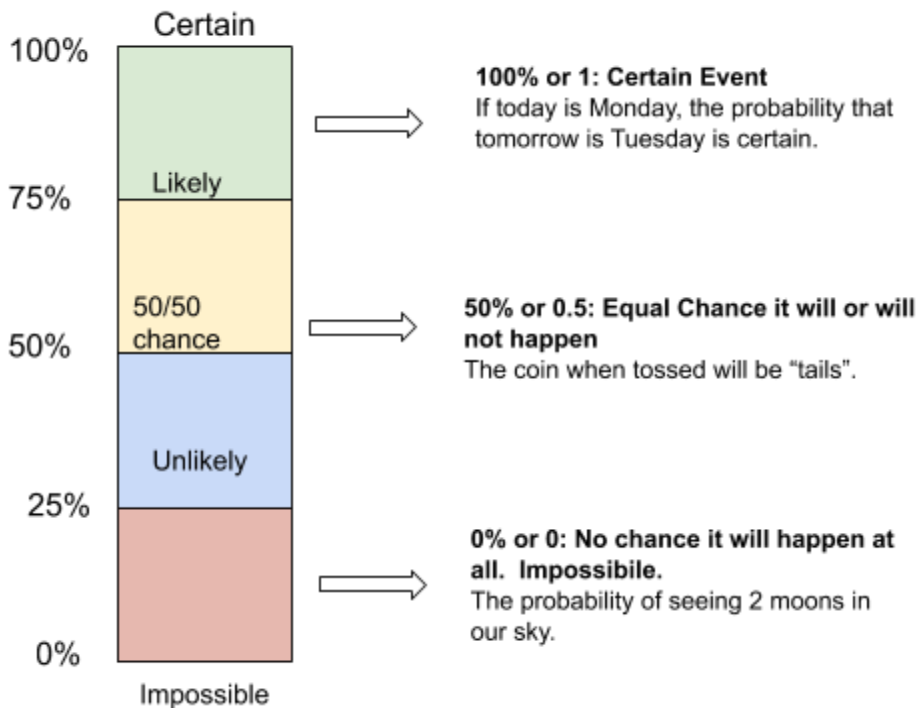
- 1) $\frac{8}{24}$ 2) $\frac{18}{20}$ 3) $\frac{50}{50}$ 4) $\frac{0}{72}$ 5) $\frac{27}{36}$

Check your answers:

$\frac{1}{3}, \frac{9}{10}, \frac{1}{6}, \frac{1}{6}, \frac{1}{4}$

Guided Instruction: Probability

Probability is the likelihood that something will happen. It is a number between 0 and 1, and can be written as a percent. Probability is like asking "How likely is it?" A larger number means there is a greater likelihood that the event will happen.



When flipping a coin - the probability is it could either land on "heads" or land on "tails".

The **ACTION** is what is happening. (the flipping of the coin)
 The **OUTCOMES** are all of the possible results of an action. (2 outcomes: either "heads" or "tails") An **EVENT** is any outcome or group of outcomes. (Example: if the the coin lands on "tails", the event is tails. IF we flip the coin TWICE, and it lands on "tails" twice, the EVENT is "tails" and "tails".)

Formula: When trying to figure out the **PROBABILITY OF AN EVENT (P)**, we can use the following ratio:

$$\text{Probability (Event)} = \frac{\text{number of favorable outcomes}}{\text{number of possible outcomes}}$$

Note: The probability of an *impossible* event is 0.
The probability of a *certain* event is 1.

Lets Try This!

What is the probability of a coin landing on heads?

$$\text{Probability (Event)} = \frac{\text{number of favorable outcomes}}{\text{number of possible outcomes}}$$

*The number of favorable outcomes (landing on heads) is 1, and the number of possible outcomes (landing on heads OR landing on tails) is 2.

$P(\text{tails}) = \frac{1}{2} = 50\%$ \implies There is a 50% chance that the coin will land on tails.



What is the probability of the spinner landing on red?

$$\text{Probability (Event)} = \frac{\text{number of favorable outcomes}}{\text{number of possible outcomes}}$$

$P(\text{Red}) = \frac{1}{5} = 20\%$ \implies There is a 20% probability that the spinner will land on red.



What is the probability of the spinner landing on red AND yellow?

$$\text{Probability (Event)} = \frac{\text{number of favorable outcomes}}{\text{number of possible outcomes}}$$

$P(\text{Red or yellow}) = \frac{2}{5} = 40\%$ \implies There is a 40% probability that the spinner will land on red or yellow.

Independent Practice:

Directions: Find the probability of the following. Feel free to draw a picture to help you solve. Write your answer in your RLN.

- A jar of marbles contains 2 red marbles, 4 white marbles, and 4 blue marbles. Find the probability (you can leave as a fraction or change to a decimal) that a randomly drawn marble is the following:
 - White
 - not white
 - not red
 - yellow

- 2) Consider the whole numbers from 1 to 20, inclusive.
- How many possible outcomes can result from randomly selecting one number?
 - What is the probability of selecting an even number?
 - What is the probability of selecting a prime number?
 - What is the probability of selecting an even number greater than 13?
 - What is the probability of selecting a negative number?

SCIENCE

Challenge yourself to name as many organs in the human body as you can. How many can you name? An **organ** is a structure made of tissue that performs a particular function for the life of the organism. The human body has several organs to include skin, brain, heart, lungs, stomach, liver, intestines, muscles, and sensory organs (eyes, ears).

Today we will learn about the human heart. We will begin by conducting a simple lab. This may be done by yourself or you can have a family member join you.

Set up a page in your RLN titled The Human Heart and use these section headings: 1. Lab, 2. Sketch of the Human Heart

Section One: Lab

Determine your resting pulse. You will need a watch with a minute hand, or a stopwatch with the minutes and seconds displayed (this is usually easier to use). Find a quiet place where you can sit or lie comfortably. To feel a pulse, you press two fingers — your index ("pointer") and middle fingers — onto a major artery in the body. Press gently. Never press with your thumb, as it has a pulse all its own and can throw off a reading. When you've located the pulse, you will feel a throbbing sensation. There are several areas on the body to read a pulse, but in kids these are generally the easiest places:

- **On the neck (carotid artery pulse).** The carotid artery runs along either side of the throat (windpipe). Run your fingers about halfway down the neck and press gently to the left or right side of the windpipe. Press gently. You should feel the pulse. If not, try again or on the other side.
- **On the wrist (radial pulse).** This is the spot where most adults have their pulse taken. It can work well in kids, too. To find the right spot, place a finger at the base of your thumb and slide it straight down to the wrist. On the wrist, press gently to feel for the pulse. This works best if your hand is lying flat or bent slightly backward.
- **In the armpit (axillary pulse).** Press your fingertips into the armpit, feeling around for the arm bone. When you feel the arm bone beneath your fingers, you should also feel the pulse.
- **In the crease of the elbow (brachial pulse).** In the crease of the elbow, gently place your fingers on the inside of the arm (the pinky side). Feel around for a pulse.

- Once you've located the pulse (feeling a "throbbing" or "beating" sensation on your fingers), begin counting the beats within a 30-second timeframe. After 30 seconds, stop. Take the number of beats (for example, 45 beats in a 30-second period) and double it.

Do a physical activity such as jumping jacks for one minute and then sit down. Answer these questions:

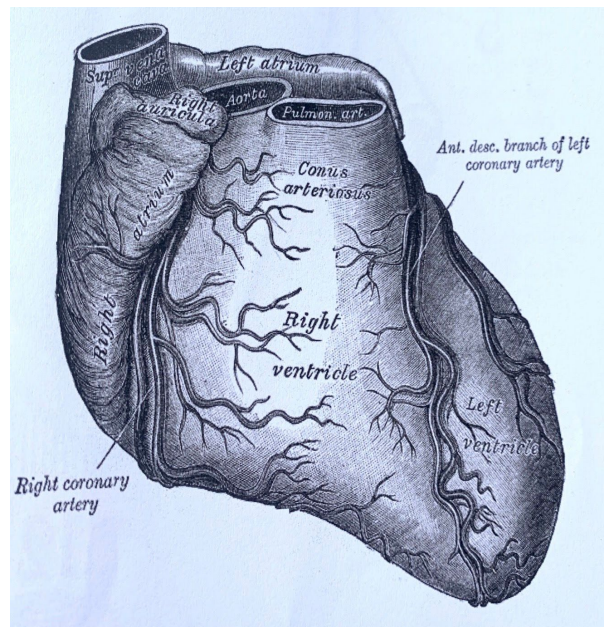
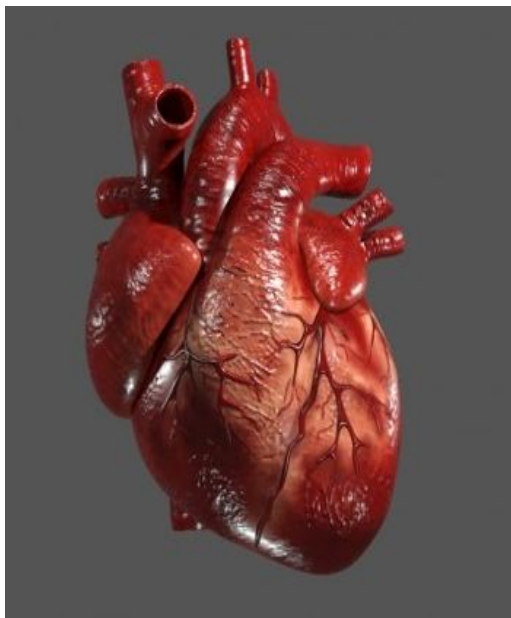
- a. What happens to your pulse when you increase your activity?
- b. What happens to your pulse when you decrease your activity?
- c. Why do you think this happens?

Experiment and answer the following two questions:

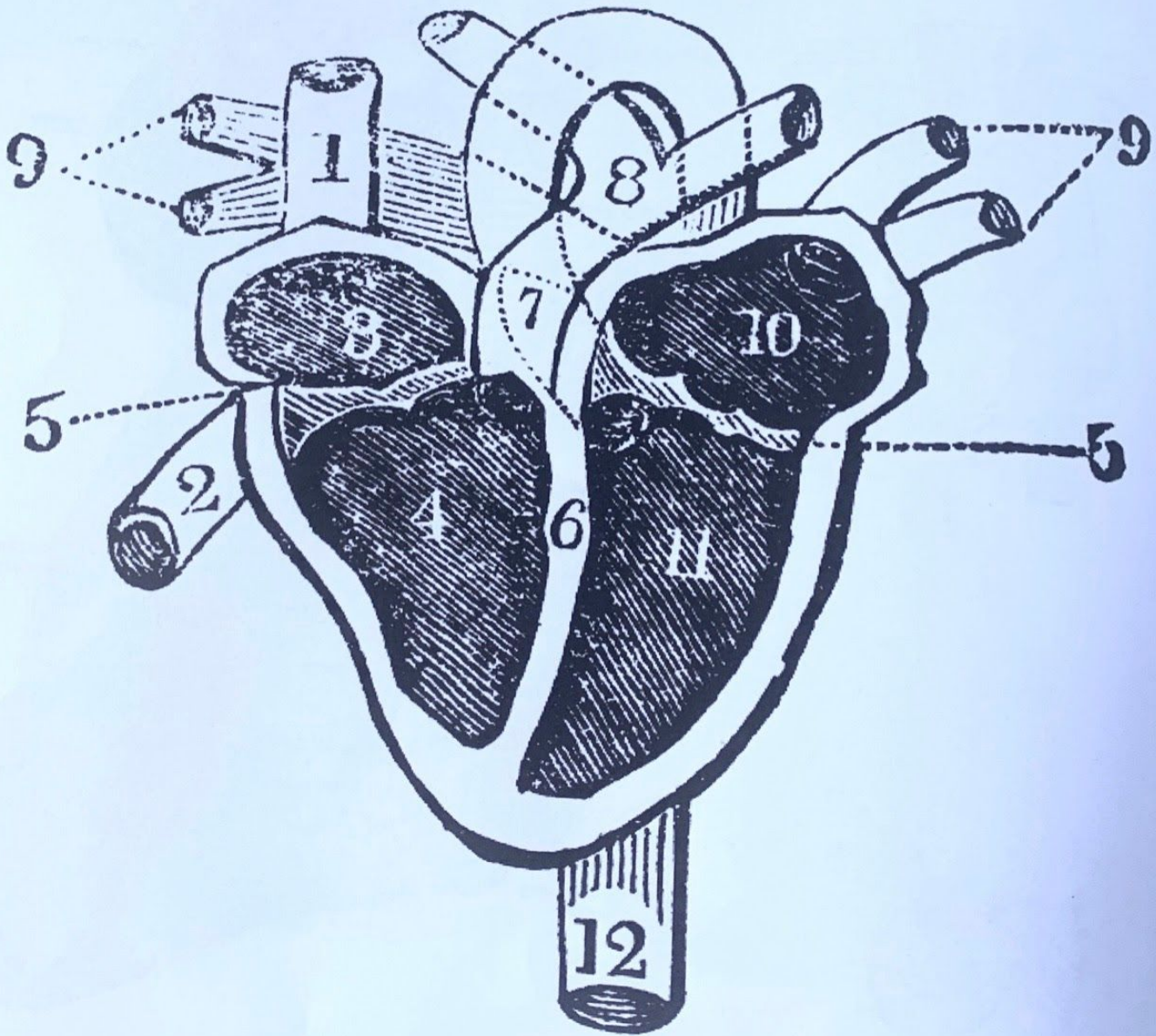
- d. Why does taking deep breaths seem to slow down your pulse?
- e. Why does taking shorter breaths or holding your breath seem to speed up your pulse?

Section Two: Sketch of the Human Heart

1. Observe this image of a human heart (left).
2. Compare the left image to the sketched image from the Nature of Science book (right). Can you locate any of the parts labeled on the above photo?
3. Sketch the below cross section of the heart into your RLN. Label the parts using the attached definitions of the parts and the images of the heart as your guide. Here's help to get you started: 2. Inferior vena cava, 3. Right atrium, 4. Right ventricle, 7. Aortic valve 9. Pulmonary veins, 10. Left atrium, 5. Has two answers; Pulmonary valve is not used (bonus: can you add the label Pulmonary valve to the sketch?)



Cross Section of the Heart



Chambers, Vessels, and Valves of the Heart

Aorta – This lower part of the aorta carries oxygenated blood to the body.

Aortic valve (A below) – The valve separating the left ventricle from the aorta.

Inferior vena cava – This vessel carries deoxygenated blood from the lower extremities of the body to the right atrium.

Left atrium – This chamber receives oxygenated blood from the lungs and holds it until it is drawn into the left ventricle.

Left ventricle – This chamber pumps oxygenated blood through the aorta, which carries it throughout the body.

Mitral valve (M below) – This valve separates the left atrium from the left ventricle.

Pulmonary valve (P below) – The valve separating the right ventricle from the pulmonary artery.

Right atrium – This chamber of the heart receives deoxygenated blood from the body until it is drawn into the right ventricle.

Right ventricle – This chamber pumps deoxygenated blood through the pulmonary arteries to the lungs.

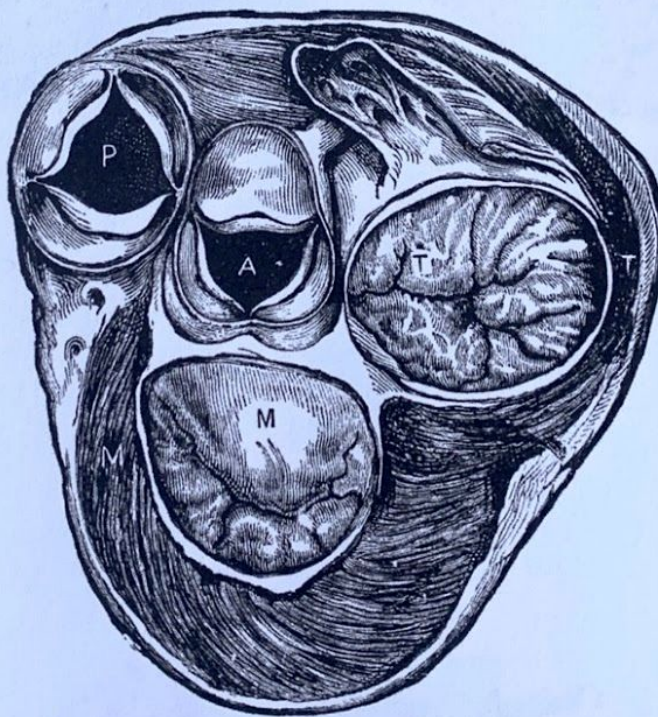
Septum – The wall that separates the two ventricles of the heart.

Pulmonary arteries – These vessels carry deoxygenated blood to the lungs.

Pulmonary veins – These vessels carry freshly-oxygenated blood back to the heart into the left atrium.

Superior vena cava – This vessel carries deoxygenated blood from the upper extremities of the body to the right atrium.

Tricuspid valve (T below) – The valve separating the right atrium from the right ventricle.



Cross section of a four chambered heart with valves

PE

Physical Education Plan Week 8

Activity: Food Label PE

Materials: You will need five individual food packages with labels.

Specific Actions: Food labels have many categories listed on them. This activity involves both exercise and identifying different components in the food you eat daily. Understanding how to read a food label properly will support your efforts to make sound decisions when choosing foods. For this activity will use total carbohydrates, protein, sodium, total fat, and dietary fiber numbers from the label. Disregard the percentages and look specifically at the numbers.

Step 1: Select your food items.

Step 2: Identify the total numbers in each category listed above.

Step 3: Do the activity associated with that category of the food label.

Total Carbohydrates = Pushups

Protein = Mountain Climbers

Sodium = Jumping Jacks

Total Fat = Crab Kicks

Dietary Fiber = Steam Engine

For example: I have a can of sweet peas. The total carbohydrates read four percent. This means four pushups. The protein reads as 3g (grams), so this means three mountain climbers. The sodium is listed at thirteen percent equaling thirteen jumping jacks. The total fat reads 0 percent, so coach got lucky on crab kicks. The dietary fiber is equal to eleven percent, so eleven steam engines. Do this for five total items, add the exercise numbers together and enjoy your workout.

TUESDAY OVERVIEW

Vocabulary - I

- Page 225; Vocabulary packet in the Appendix

Literature - I

- The Adventures of Tom Sawyer by Mark Twain: Chapters 19 and 20.
- Answer comprehension questions

Poetry - I

- Sonnet 18
- Analyze lines 9-10

Math I / PA

- Probability and Odds
- Copy notes and examples from guided instruction into your RLN
- Complete Independent Practice in your RLN

History I

- Begin Chapter
- Answer the Big Question: Answer the "Reflect" questions as you read. Begin a KWO outline.

Specials:

- Music

All activities and Videos for Latin, PE, Music, and Art can be viewed in the Specials Google classroom. Classroom Code kj52eok

ELAR

LITERATURE

The Adventures of Tom Sawyer by Mark Twain, Chapters 19 & 20.

Add the vocabulary to your RLN using the format from the Vocabulary Journal.

1. Soliloquized: speak one's thoughts aloud.
2. Menagerie: a strange or diverse collection of people or things.
3. Notoriety: the state of being well known for some bad quality or deed.
4. Furtively:secretively
5. Pummelling:strike repeatedly with the fists.
6. Musing: a period of reflection or thought.
7. Fortified: provided with protection against attack.

Read Chapters 19 and 20, annotating the text and/or using the Stop, Think, Jot method. Answer the comprehension questions.

1. What is Tom's "great secret"? Use a direct quote from the book. Why did the author choose to reveal the secret at this point in the story instead of when Tom originally told the secret to Huck and Joe?
2. Why does Tom lie about the dream? How is he found out? What makes Aunt Polly feel better about his lie?

POETRY :

Reread Sonnet 18 by William Shakespeare.

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

- 9 But thy eternal summer shall not fade,
10 Nor lose possession of that fair thou ow'st;

What do you think the poet is trying to say in these lines? What does he mean by "thy eternal summer"?

MATH

(Tuesday)

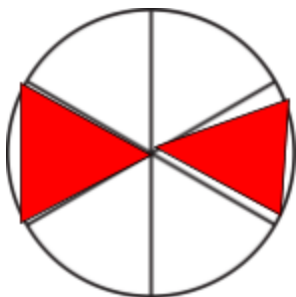
Let's Review: A pencil case contains 1 red pen, 2 green pens, 1 yellow pencil, 3 red pencils, and 3 blue pencils. Find the probability that an object drawn at random is the following. Assume that all outcomes are equally likely.

- a) A pen b) a pencil c) a blue pencil d) not a red pen

Check your answers:

3/10 7/10 3/10 3/10

Guided Instruction: Probability and Odds



Imagine you are playing a game with the following spinner. You win the game if the pointer is at the red wedge. Since there are 2 red wedges and 4 white wedges, you have

$$P(\text{win}) = \frac{2}{6} = \frac{1}{3}$$

$$P(\text{not to win}) = \frac{4}{6} = \frac{2}{3}$$

If the probability that an event occurs is p , then the probability that the event does not occur is $1 - p$

**So, in this case there are 2 ways of winning and 4 ways of not winning.*

The odds in favor of winning are 2 to 4 OR 1 to 2

The odds not in favor of winning are 4 to 2 OR 2 to 1

*We can calculate the odds of an event if we can count the number of outcomes that are favorable and unfavorable.

$$\text{Odds of event } A = \frac{\text{number of outcomes favoring } A}{\text{number of outcomes not favoring } A}$$

We can also calculate the odds of an event if we know the probability of the event.

Formula

If the probability that an event occurs is p ($p \neq 0, p \neq 1$), then:

$$\text{*Odds in favor of the event} = \frac{p}{1-p}$$

$$\text{*Odds against the event} = \frac{1-p}{p}$$

Let's Try This!

A cube numbered 1 through 6 and shows a 3.

Odds of the cube- 1 (number of outcomes favoring 3)

5 (number of outcomes not favoring 3)

ANSWER: Odds in favor: $\frac{1}{5}$

Odds against: $\frac{5}{1}$

Independent Practice:

Answer the following in your RLN.

- 1) A marble is drawn at random from a box containing 1 yellow, 2 white, 3 red, and 44 black marbles. Find the odds in favor of each event.
 - a) Drawing a yellow marble
 - b) Drawing a white marble
 - c) Drawing a red marble
 - d) Drawing a black marble

- 2) A jar contains 2 red marbles, 1 white marble, and 3 blue marbles. One marble is drawn at random. Find the odds in favor of the marble being the given color.
 - a) Red
 - b) White
 - c) Blue
 - d) White or blue
 - e) Blue or red
 - f) Red or white

HISTORY

Directions: In this lesson you will be reading about Brazil's struggle for independence, which occurred in a manner very different from the struggles in other Latin American countries. Look for the ways Brazil's independence movement was different from that of other countries in Latin America

Chapter 7

Brazil Finds Another Way

A Ruler's New Home Never had a European ruler and monarch set foot in the Americas until João (/zhwow/), prince of Portugal, traveled to Brazil in 1808. Moreover, João had not arrived in Brazil just for a visit. He had decided to make it his home and the capital of the Portuguese empire.

Why was João moving permanently to Brazil? Like much that happened throughout Latin America during this period, this action was set in motion by Napoleon Bonaparte. Portugal is a small country in Europe. Traditionally, it had a close alliance with Great Britain. But when Napoleon, as part of his war with Great Britain, demanded that the king of Portugal close Portuguese ports to British ships, take away all property belonging to British citizens, and arrest all British citizens, João knew that he was in trouble. For one thing, João did not want to take orders from Napoleon. He may even have hoped that Great Britain would defeat the French. In any case, João did close his ports to British ships, but he refused to do more. Napoleon was not satisfied, so he invaded Portugal. He requested and was given permission to pass through northwestern Spain in order to reach Portugal. João had already considered the possibility of moving his capital to Brazil. So, knowing that Napoleon and his army were about to invade, João prepared to leave. Eventually Prince João became King João VI of Portugal in 1816, after the death of his mother Queen Maria I. 80 On the very day that Napoleon's troops entered his capital of Lisbon, Portugal, João boarded a British ship and set out for South America.

It took a fleet of thirty-six ships to hold all the royal treasures—jewels, important papers, books, paintings and statues, and thousands of other things. Along with the royal treasures, came more than ten thousand people. These were the nobles and lords of the court, along with their family members, servants, and helpers. The fleet was escorted by British warships to protect it from Napoleon's navy.

The voyage was terrible. The ships were filled with rats, fleas, and lice. The quarters were cramped and smelly. It was made even worse because the ships were crowded. Some of them carried three times as many people as they were intended for. The voyage in lumbering sailing ships took nearly two months.

To make matters worse, a storm struck the fleet, and some ships became separated. The destination was originally Rio de Janeiro (/ree*oh/dee/ zhuh*ner*oh/), the capital of Brazil. Because of the rough voyage, many of the ships, including the king's, stopped first in Salvador da Bahia, the capital of a northern province in Brazil. As you can imagine, the visit came as a complete surprise to the townspeople.



Vocabulary: export, n. a product that is sent away to sell in another country
import, n. a product that is brought into one country from another country

In Bahia

Bahia had no paved streets. There were no hotels or places fit for a king and his nobles. The royal family and all the members of the court had to stay in the houses of the citizens of Bahia. João's wife, Carlota, got lice on board the ship, Queen Carlota did not enjoy the voyage from Portugal to Brazil, nor was she happy when they finally arrived. So they had to shave off all her hair. She was furious. From that time on, she disliked Brazil.

Although João did not stay long in Bahia, he already began acting as though Brazil was home. Soon after his arrival, he was visited by the governor of Bahia. The governor asked João to open Brazil's ports to international trade. For the past three hundred years, Portugal had kept a tight rein on the trade of its colonies. Now, João had a new view of matters. He could see that restricting the trade of the colony was bad for the economy and the people. He immediately opened the ports to all nations. The change had a rapid effect on Brazil. During the following three years, Bahia alone increased its exports by 15 percent and its imports by 50 percent.

Rio Becomes Capital of the Portuguese Empire

After the brief stop in Bahia, João and his court traveled on to Rio de Janeiro. João made this city the capital of the Portuguese empire. All the provinces of Brazil, along with the Portuguese colonies in Africa and Asia, were ruled from Rio. The taxes from this vast empire now streamed into Rio. People from all over Europe arrived to be near the Portuguese court and to do business with the empire. More than twenty-four thousand Portuguese, along with many French and English people, arrived in Rio. Within ten years the population of the city doubled.

There was a lot of work to be done to make the city look worthy of the Portuguese empire. João ordered that buildings be built for the treasures he had brought from Portugal—a library, an art museum, an institute of natural history. A naval and a military academy, a medical school, and an academy of fine arts were also constructed. Elementary and secondary schools were encouraged. Printing presses began operating, and new newspapers were established.

João also helped the Brazilian economy. In addition to opening the ports to world trade, he encouraged Brazilians to develop industry and agriculture.

Brazilians soon learned that there were other changes in store for them. Because it was the center of the empire, many government offices were established. There was the Council of State, the Treasury Council, and many others. The people of Rio became familiar with government structure. They found that it was much easier than before to get the government to listen to them and to hear what they needed. On the other hand, they also found that their activities were under close observation.

At first, many of the people in João's court may have believed their stay in Brazil was temporary. Surely, they must have thought, we'll return to Europe as soon as Napoleon is gone from Portugal. They were wrong. Napoleon, in fact, was forced to withdraw from Portugal by the end of 1808, just months after his invasion. By that time, João had already learned to love Rio and Brazil. He had no intention of leaving. Years passed. In Portugal, people wondered why João was delaying his return.

In 1815, Napoleon's hold on Europe finally ended with his defeat at Waterloo. His threat to Europe was over for good. But still, João and his court remained happily in Rio. To help justify his stay in Brazil, João changed the name of his empire. It became the United Kingdom of Portugal and Brazil. Now, Brazil was the equal of Portugal, and João continued to rule his empire from Rio.

For the people of Brazil, this new title gave them a sense of pride. It fed their desire for independence.

Vocabulary: industry, n. manufacturing; large-scale production of goods
"government office," (phrase) a position or job in the government

Brazil Becomes an Empire:

João prolonged his stay in Brazil. He loved Rio de Janeiro and probably could have been happy staying there forever. But Portugal was itself undergoing a revolution. Leaders of the revolution wanted to write a new constitution and limit the power of the monarchy. They demanded that King João return. If he did not go back, he might lose his crown. So, in 1821, João reluctantly took his court and sailed for Portugal. João's son Pedro stayed behind in Brazil to rule in his place.

Meanwhile, Brazilians knew all about the revolutions that had occurred in the Spanish colonies. Some of Brazil's leaders wanted to make their colony free, too. King João knew this when he left, and he warned his son, "If Brazil demands independence, proclaim it yourself and put the crown on your own head." In other words, the king advised his son to revolt against Portugal if necessary.

The Big Question

How did Brazil's way of gaining its freedom differ from the other South American countries you have learned about?

Reflection Questions:

1. Why did Prince João of Portugal move to Brazil?
2. How many ships were required to carry Prince João's possessions to Brazil?
3. When and where was Napoleon defeated in Europe?
4. What fed the desire of Brazilians to become independent?
5. Why did King João finally return to Portugal?

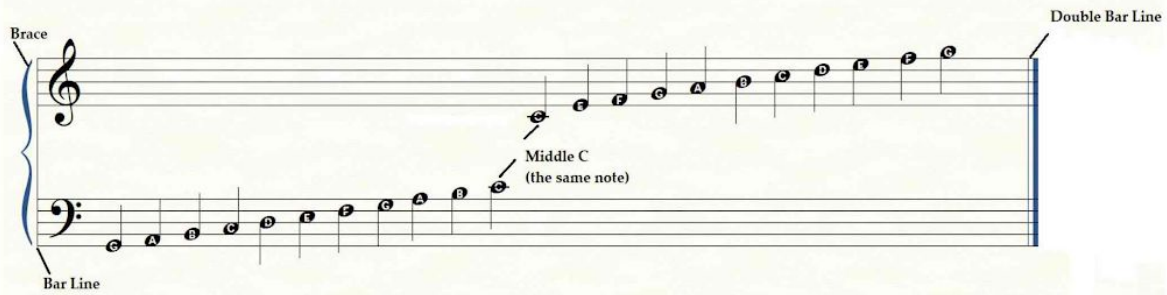
MUSIC

Name: _____

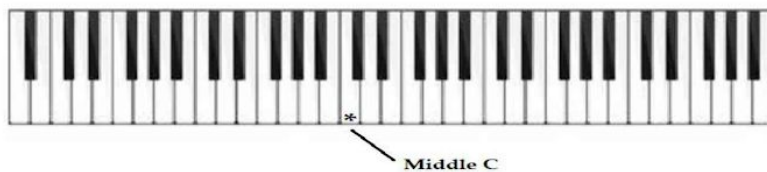
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The Grand Staff

The Grand Staff is the treble and bass staves joined together by a **bar line, brace, and double bar line**.



“Middle C” is written on a ledger line between the treble and bass staff.



Middle C divides the grand staff in half just like it divides the piano keyboard in half. It is in the “middle.”

Directions: In the Grand Staffs below, draw the notes directly above the note names in **both** clefs. An example has been provided, and you may use the diagram above to help you. Remember to draw the notes neatly so that you can tell whether the note is a line note or a space note.

Ex. A C E G F A C E G

B D F G C E D F A

WEDNESDAY OVERVIEW

Vocabulary - I

- Page 226; Vocabulary packet in the Appendix

Literature - I

- The Adventures of Tom Sawyer by Mark Twain: Chapters 21 & 22.
- Answer comprehension questions

Poetry - I

- Sonnet 18
- Analyze lines 11-12

Math I / PA

- Combined Probabilities
- Copy notes and examples from guided instruction into your RLN
- Complete Independent Practice in your RLN

Science I

- Read about the heart and lungs.
- Answer questions in your RLN.

Specials:

- Music

All activities and Videos for Latin, PE, Music, and Art can be viewed in the Specials Google classroom. Classroom Code kj52eok

ELAR

(Wednesday)

LITERATURE

The Adventures of Tom Sawyer by Mark Twain

Add the vocabulary to your RLN using the format from the Vocabulary Journal.

1. Trounce: beat; thrash
2. Vexation: annoyance
3. Folly: foolishness; lack of good sense or judgement
4. Treachery: disloyalty; act of being disloyal to someone who trusts you.
5. Dignitaries: important people: people of high rank or important positions.
6. Tete: head
7. Geniality: having a friendly and cheerful manner.

Read Chapters 21 and 22, annotating the text and/or using the Stop, Think, Jot method. Answer the comprehension questions.

1. What does Tom do in school that finally wins back Becky Thatcher's affections? What is Tom's punishment? Do you think it would be worth it to you if you had that choice?
2. Describe the prank that the students play on the schoolmaster. Do you think the schoolmaster deserves to be pranked? Why or why not?

POETRY :

Reread Sonnet 18 by William Shakespeare.

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

11 Nor shall death brag thou wander'st in his shade,

12 When in eternal lines to time thou grow'st:

What do you think the poet is trying to say in these lines? To what do the “eternal lines” refer?



MATH: Combined Probabilities

(Wednesday)

Guided Instruction:

The pointer shown at the right stops at random, but *NOT* on any line.
Consider the following events:

- The pointer stops on a blue wedge.
- The pointer stops on a red wedge.
- The pointer stops on an even number.
- The pointer stops on an odd number.



The event that the pointer stops on an odd number *AND* the event that the pointer stops on an even number cannot both occur at the same time since a number is either an even or an odd, *but not both*.

Such events are called **mutually exclusive**. Events such as stopping on an odd number and stopping on a blue wedge are not mutually exclusive, since the pointer can stop on the blue wedge with the odd number 3.

Let's consider the *mutually exclusive* events of stopping on a red and stopping on a blue. Since 7 out of the 8 wedges are either blue or red.

$$P(\text{red or blue}) = \frac{7}{8} \quad \text{**Notice the } P(\text{red}) = \frac{4}{8} \text{ and the } P(\text{blue}) = \frac{3}{8} \text{ and that } \frac{3}{8} + \frac{4}{8} = \frac{7}{8}$$

Formula

If A and B are *mutually exclusive* events, then

$$P(A \text{ or } B) = P(A) + P(B)$$

Let's Try This!

Use the spinner above to find the $P(\text{even or yellow})$

$$\begin{aligned} P(\text{even}) = \frac{4}{8} \text{ and } P(\text{yellow}) = \frac{1}{8} \quad & P(\text{even or yellow}) = P(\text{even}) + P(\text{yellow}) \\ & = \frac{4}{8} + \frac{1}{8} = \frac{5}{8} \end{aligned}$$

*Let's consider the events of stopping on an odd number and stopping on a blue wedge. These are **not mutually exclusive** since the wedge numbered 3 is also blue. Since there are 4 wedges that are either blue or odd OR both, we have

$$P(\text{blue or odd}) = \frac{4}{8} = \frac{1}{2}$$

However the

$$P(\text{blue}) + P(\text{odd}) = \frac{3}{8} + \frac{4}{8} = \frac{7}{8} \quad \text{so } P(\text{blue or odd}) \neq P(\text{blue}) + P(\text{odd})$$

Formula

For any two events A and B

$$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$$

Let's Try This!

Looking at the spinner, find the $P(\text{blue or odd})$

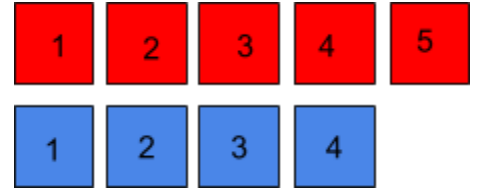
$$\text{Solution: } P(\text{blue}) = \frac{3}{8}, P(\text{odd}) = \frac{4}{8}, \text{ and } P(\text{blue and odd}) = \frac{3}{8}$$

$$P(\text{blue or odd}) = \frac{3}{8} + \frac{4}{8} - \frac{3}{8} = \frac{7}{8} - \frac{3}{8} = \frac{4}{8} = \frac{1}{2}$$

Independent Practice

Directions: Answer the following in your RLN

The numbers 1, 2, 3, 4, and 5 are written on five red pieces of paper, and the numbers 1, 2, 3, and 4 are written on four blue pieces of paper. The slips are put into a box and one is drawn at random. Find each of the following probabilities. Assume that all outcomes are equally likely.



- 1) P (2 or 3)
- 2) P (2 or red slip)
- 3) P (even number or red slip)
- 4) P (perfect square or even number)
- 5) P (perfect square or prime number)
- 6) P (prime number or blue slip)
- 7) P (prime number or red slip)
- 8) P (number greater than 3 or blue slip)

SCIENCE

Today you will learn about the connection between the hearts and the lungs. These are the Circulatory system and the Respiratory system. Your heart is the muscular motor of your circulatory system. It pumps blood into your arteries. Arteries are thick, strong blood vessels that carry oxygen-rich blood away from the heart and throughout the body. Veins are thinner vessels that transport blood back to the heart. Capillaries, the tiniest blood vessels, connect your arteries and veins. Most capillaries are only wide enough to allow one red blood cell to pass through at a time. Your respiratory system's most important activity is breathing, which brings oxygen into your body. You inhale oxygen-rich air through your mouth and nose. It travels through your trachea into two bronchial tubes that lead to your lungs. The fresh air then enters the alveoli. Alveoli are small, thin-walled air sacs surrounded by capillaries. The capillaries contain blood that has come through the veins from other parts of the body. In the alveoli, the oxygen in the air is exchanged for carbon dioxide, a waste product. The oxygen enters the bloodstream, and the carbon dioxide leaves your body when you exhale. Study the diagram below:

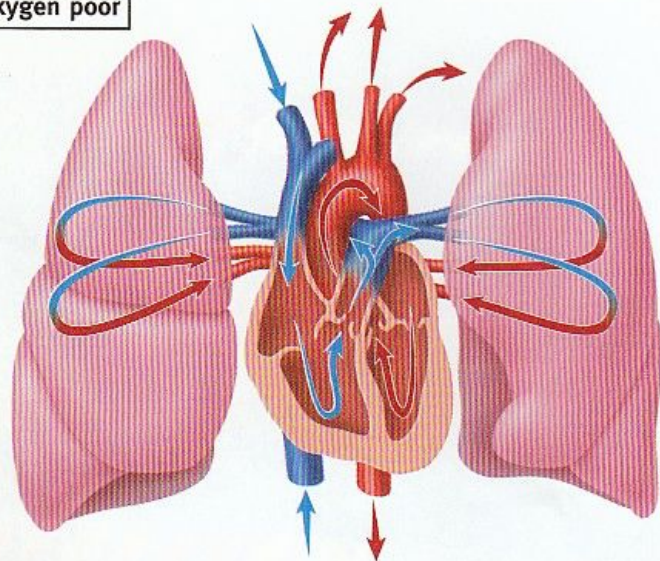
Using your labeled sketch from Monday and the above diagram, answer the following questions in your RLN:

1. Which parts of the heart deliver deoxygenated (lacking oxygen) blood to the lungs?
2. Which parts of the heart bring oxygenated blood back to the heart?
3. Where does the blood go after that?

The circulatory and respiratory systems work together to transport oxygen-rich blood throughout the body.

1. Oxygen-rich blood cells travel to the heart from the lungs.
2. The heart pumps enriched blood cells. They travel through arteries to the body.
3. Throughout the body, red blood cells deliver oxygen to cells and remove carbon dioxide.

red = oxygen rich
blue = oxygen poor



4. Veins carry oxygen-poor blood back to the heart.
5. The heart pumps blood back to the lungs to eliminate carbon dioxide and absorb oxygen.
6. Red blood cells move through the lungs, taking in oxygen and exchanging it for carbon dioxide.

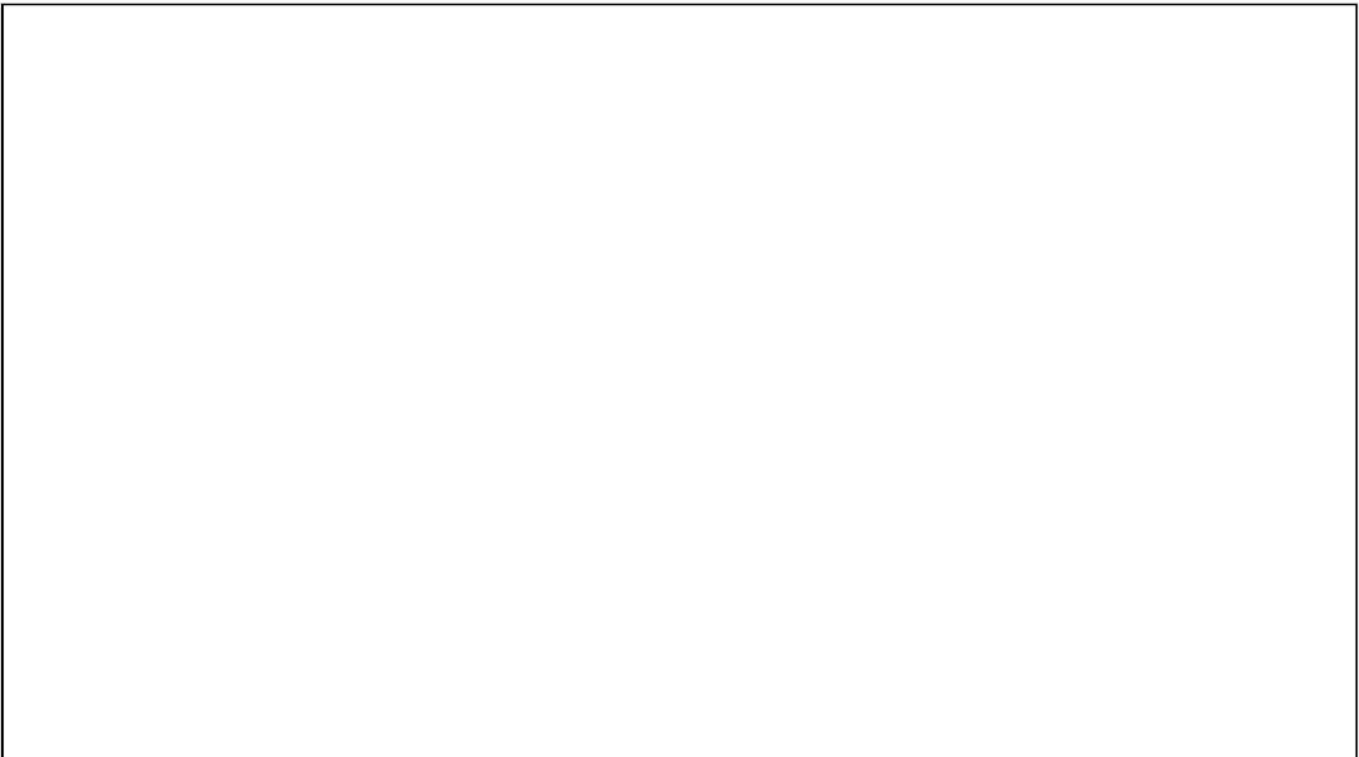
ART

Remote Learning Assignment: Renaissance

The Creation of Adam, Sistine Chapel

The Sistine Chapel is in Italy and is best known for the paintings done by Renaissance artist, **Michelangelo** di Lodovico Buonarroti Simoni.

Below is a small part of the scene on the ceiling of the Sistine Chapel called *The Creation of Adam*. Try sketching it in the area below the photo.



Hands are difficult to draw, but luckily you can use your own as models to practice.

With your drawing tool in your right hand, try drawing a picture of your left hand.

With your drawing tool in your left hand, try drawing a picture of your right hand.

THURSDAY OVERVIEW

Vocabulary - I

- Page 227; Vocabulary packet in the Appendix

Literature - I

- The Adventures of Tom Sawyer by Mark Twain: Chapters 23 & 24.
- Answer comprehension questions

Poetry - I

- Sonnet 18
- Analyze lines 13-14

Math I / PA

- Review Probability
- Copy notes and examples from guided instruction into your RLN
- Complete Independent Practice in your RLN

History I

- Begin Chapter 7
- Answer the Big Question: Answer the “Reflect” questions as you read. Begin a KWO outline.

Specials:

- Art

All activities and Videos for Latin, PE, Music, and Art can be viewed in the Specials Google classroom. Classroom Code kj52eok

ELAR

LITERATURE

The Adventures of Tom Sawyer by Mark Twain

Add the vocabulary to your RLN using the format from the Vocabulary Journal.

1. Fluctuating: changing; to change or shift uncertainty
2. Phrenologist:
3. Mesmerizer: a person who hypnotizes
4. Endurance: strength; ability to withstand hardship.
5. Stolid: indifferent; showing little or no emotion
6. Depose: give a sworn statement
7. Contemptuous: scornful; feeling or showing deep disapproval

Read Chapters 23 and 24, annotating the text and/or using the Stop, Think, Jot method. Answer the comprehension questions.

1. Describe the activities in the town that keep Tom entertained until he gets the measles.
2. How does the trial of Muff Potter affect Tom and Huck? What do the boys do together? Support your answer with text evidence.

POETRY :

Reread Sonnet 18 by William Shakespeare.

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

- 13 So long as men can breathe or eyes can see,
14 So long lives this, and this gives life to thee.

What do you think the poet is saying in these last two lines of the poem?

In line 14, to what does “this” refer and how can it give “life” to his beloved?

MATH

(Thursday)

Let's Review: Today you will review Probability of an Event, Probability and Odds, and Combined Probabilities.

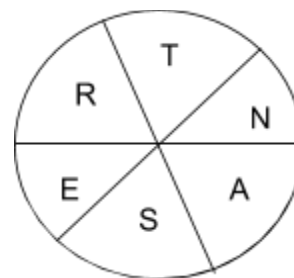
Use your RLN to remind you of formulas and key words.

Independent Practice:

Directions: Represent the probability as a ratio in lowest terms for problems 1 and 2 using the spinner to the right.

Hint: To find Probability

$$P(A) = \frac{\text{number of outcomes favoring event } A}{\text{total number of possible events}}$$



- 1) P (vowel)
- 2) P (a letter alphabetically after Q)

Directions: For problems 3 and 4, represent the odds as a ratio in lowest terms given the following scenario. You have a bag of marbles containing 8 blue, 6 green, 5 orange, and 2 red.

Hint: To find Probability and Odds

$$\text{Odds of an event } A = \frac{\text{number of outcomes favoring event } A}{\text{number of outcomes not favoring } A}$$

- 3) Odds in favor of choosing a blue marble
- 4) Odds against choosing a blue marble.

Directions: For problems 5 and 6, use a standard deck of playing cards to answer each question.

Hint: When finding the Combined Probabilities use the following formulas.

Formula

If A and B are *mutually exclusive* events, then

$$P(A \text{ or } B) = P(A) + P(B)$$

Formula

For any two events A and B

$$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$$

- 5) P (clubs or diamonds)
- 6) P (black Ace or a spade)

HISTORY

Directions: Finish reading Chapter 7.

Answer the Reflection Questions after you complete Chapter 7 in your RLN.

Chapter 7

Brazil Finds Another Way

Brazil Becomes an Empire

João prolonged his stay in Brazil. He loved Rio de Janeiro and probably could have been happy staying there forever. But Portugal was itself undergoing a revolution. Leaders of the revolution wanted to write a new constitution and limit the power of the monarchy. They demanded that King João return. If he did not go back, he might lose his crown. So, in 1821, João reluctantly took his court and sailed for Portugal. João's son Pedro stayed behind in Brazil to rule in his place.

Meanwhile, Brazilians knew all about the revolutions that had occurred in the Spanish colonies. Some of Brazil's leaders wanted to make their colony free, too. King João knew this when he left, and he warned his son, "If Brazil demands independence, proclaim it yourself and put the crown on your own head." In other words, the king advised his son to revolt against Portugal if necessary.

King João VI was happy to rule the United Kingdom of Portugal and Brazil from his royal court in South America. 84

Portugal's revolutionary leaders demanded that Pedro return to Portugal.

Instead, Pedro followed his father's advice. He tore the Portuguese flag off his uniform and declared, "Independence or death!" A small Portuguese army post at Bahia tried to defend the colony for Portugal, but the Brazilians soon overwhelmed it. Brazil became independent in a nearly bloodless revolution, but it did not have a democratic form of government—it had an emperor instead.

Pedro I, as he came to be known, declared himself emperor of Brazil. The country had become an empire. Brazil is a huge country, and there was a danger that it would break up into several smaller independent countries as the former Spanish colonies had done. Pedro I managed to keep that from happening. The country did not break up, and Pedro and his son ruled Brazil for more than sixty-five years. Finally, in 1889, Pedro I's son, Pedro II, was forced to give up his crown, and Brazil became a republic. Interestingly, one of the reasons why Pedro II was forced out was because under his rule, slavery was abolished in Brazil in 1888. The upper classes, the elites, were furious as slave labor helped support the Brazilian economy.



Pedro I, the son of King João of Portugal, ruled Brazil from 1821 to 1831.

What Independence Did Not Do :

By 1830, most of the countries of Latin America had won their independence. The Haitians had driven out the French, and the Mexicans had expelled the Spanish. Bolívar and San Martín had liberated Spanish-speaking South America, and Pedro I had broken with his native Portugal to rule an independent Brazil.

However, independence did not solve all of the problems facing the people of Latin America. For one thing, independence did not bring unity. Both Bolívar and San Martín had hoped that the various colonies of South America would combine under a single federal government, like the United States. But that did not happen. South America split into a number of independent countries.

The same thing happened in Central America. The colonies of Guatemala, Honduras, El Salvador, Nicaragua, and Costa Rica became independent of Spain in 1821, along with Mexico. At first these colonies were part of Mexico. Within two years, however, they declared their independence a second time and formed a country of their own called the United Provinces of Central America. Once again, the idea was to form a group of states on the model of the United States. But once again the plan failed. The provinces became independent

countries between 1838 and 1840.

Independence also proved easier to achieve than stability. Many of the newly independent countries in South and Central America had trouble establishing stable governments to replace the Spanish colonial government. In many countries, strongmen, the caudillos, competed for power at different times. Even so, during the 1800s, a lot of investment was made in Central and South America. Investment was followed by immigration in large numbers for the same reasons there was immigration to the United States—opportunity.

However, class issues did persist. Remember how Creoles throughout Latin America felt that they were treated unfairly by Spanish-born rulers? Well, when the Spanish were defeated, the Creoles ended up running many of the new Latin American countries.

Independence in Mexico and Central America



The countries of Central America won independence twice: once from Spain in 1821 and then from Mexico in the 1830s.

Reflection Questions:

1. What advice did King João give his son when he left? Do you think this advice was wise? Why or why not?
2. By what year had most of the Latin American colonies won their independence?
3. How did Brazil become independent? Was it a bloody or a peaceful change?

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.

Pugna

Clēmēns in forō ambulat. turba magna est in forō. servī et ancillae cibum emunt. multī coqui pānem vēdunt. poēta recitat. mercātor Graecus contentiōnem cum agricolā habet. mercātor irātus pecūniam postulat. subitō agricola Graecum pulsat, quod Graecus agricolam vituperat. Pompēiānī rīdent, et agricolam incitant. Clēmēns, postquam clāmōrem audit, ad pugnam ruit. tandem agricola mercātōrem superat et ē forō agitat. Pompēiānī agricolam fortem laudant.

Pugna: fight

pulsat: hit

Panis: bread

quod: because

Contentionem: argument

ruit: rush

agricola: farmer

incitat: incite, urge on

cum: with

superat: overpower

postulat: demand

agitat: chase

Nomen: _____

translatio: _____

VOCABULARY

Chapter 19:

Better Choices through Knowledge

Chapter 19:
**Better Choices
through Knowledge**



Did you know that having a college education will earn you almost \$25,000 more a year than having only a high school education? Knowledge is power! In this chapter, you will learn vocabulary words that are related to knowledge.

Roots to Learn:

sav opt
cogn

Words to Learn:

| | |
|-----------|-------------|
| savvy | connoisseur |
| savor | cognizant |
| recognize | opt |
| incognito | option |
| cognitive | adopt |

The Latin word **SAPERE, SAPITUM** means both "to taste" and "to be aware or to think." The root **SAV** comes from this word even though it looks slightly different.

SAVVY means "knowledgeable or clever."

SAVOR means "to continue to taste" by holding in the mouth or mind.



The **savvy** skiers know which hills to head for and which to avoid.

Did You Know?

How is it that words from *sapere, sapitum* mean both "to taste" and "to think"? The Latin verb *sapere, sapitum* originally meant "to taste." Gradually, it also came to mean "perceive differences in taste," and then "to perceive, to understand." That's why we get words like *savor*, which pertains to taste, and *sapient*, which has to do with thinking, from this Latin word. We also, by the way, get the word *insipid*, a synonym for "boring," which literally means "having no flavor."

Growing Your Vocabulary: Learning from Latin and Greek Roots

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Chapter 19:

Better Choices through Knowledge

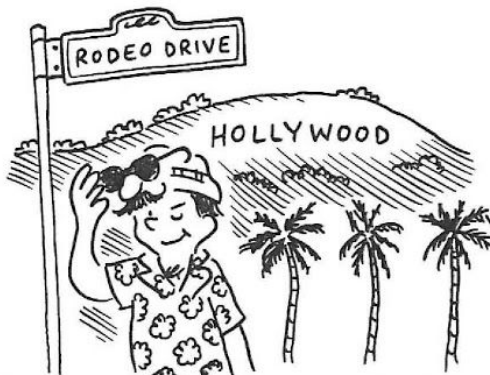
The Latin verb **COGNOSCERE, COGNITUM** means "to know." Words that come from its root **COGN** relate to mental perception.

To **RECOGNIZE** means "to see something that you've seen before."

Dogs rely on their noses to **RECOGNIZE** one another. Bees use other bees' dancing to do the same. Ants recognize where food is because they can communicate through touching their antennae. So, while the word *recognize* has the root *cogn* in it, the word doesn't always deal with knowing through intelligence. Nature has made all animals able to recognize what they need by many techniques.



Maria's friends said they barely **recognized** her with her hair dyed a different color.



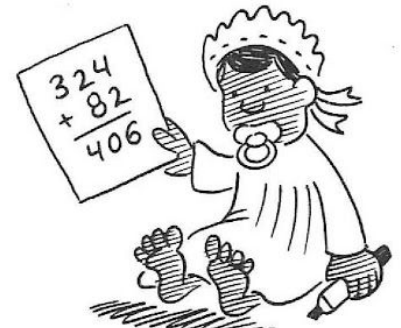
The famous actor found that he could walk the city streets **incognito** if he wore a hat and sunglasses.

INCOGNITO means "in disguise."

When is everyone **INCOGNITO**? On Halloween, of course! Everybody is pretending to be someone or something they are not. An interesting fact about this scary holiday is that it was brought to America by Irish immigrants, who believed that October 31st was a day on which the boundary between life and death dissolved, so people would wear masks to confuse returning spirits. Sound close enough to what we do on Halloween nowadays? Trick or treating began as a way to make the dead spirits happy, by giving them treats.

COGNITIVE means "having to do with thought and thinking."

Look at the cartoon. It seems impossible that someone that young could do math! And it probably is. But many people have developed **COGNITIVE** abilities that are quite amazing. A famous British philosopher named John Stuart Mill learned Greek by the time he was three, and he learned Latin by age ten. Supposedly, Mill's I. Q. was over 200.

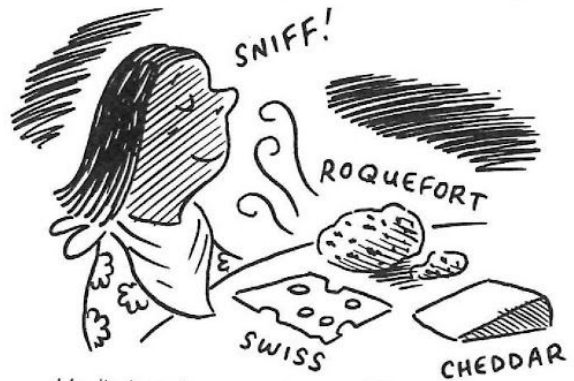


April's **cognitive** abilities are very advanced for a child her age.

Chapter 19:
**Better Choices
through Knowledge**

A **CONNOISSEUR** is someone with advanced knowledge in a specific area.

There are automobile **CONNOISSEURS**, wine connoisseurs, cigar and coffee connoisseurs, clothing, jewelry, plant, music, airplane, and perfume connoisseurs, and probably connoisseurs of millions of different topics. Sometimes, a person who is a connoisseur would be called a "snob" or "stuck up" by other people, whose knowledge of a certain subject is not as advanced.



Ms. Jiminez is a *connoisseur* of fine cheeses.



Vernon became *cognizant* of many changes in the town.

COGNIZANT means "being aware."

In this chapter, you've seen the word *recognize*, and now you come upon **COGNIZANT**. Both of them seem very similar in meaning. But they are different! Suppose you're at the zoo and you go into the big cat house to look at the carnivorous animals. You will, obviously, recognize lions, tigers, maybe a leopard, but you may not be cognizant of how they live, what kinds of meat they eat, or their enemies. You can see by this explanation that the two words really do have different meanings.

Chapter 19:

Better Choices through Knowledge

The Latin verb **OPTARE, OPTATUM** means "to choose." This word gives us the root **OPT**.

OPT means "to choose."

You probably have heard, read, or studied many words that have *opt* in them—words like *optimism* (a positive outlook), *optometrist* (an eye doctor), or *optimum* (the best). However, none of them relate to this one word, *opt*. You will simply have to rely on your *optic* nerve and your memory to determine the differences among all the *opt* words you encounter.



Nilan **opted** to walk to work instead of taking the bus today.



There are several vegetarian options on the menu.

An **OPTION** is a choice.

Life is made up of **OPTIONS**. What clothes do you wear each morning? What cereal is your favorite? Who will you vote for in an election? What should you name the dog? Where would you go on a honeymoon? People are different from most other animals when it comes to choices. Wild animals have very few options because they are guided by instinct. A bird cannot decide whether to fly south for the winter, and a dog cannot decide if he should bark at a stranger or not. Aren't you glad you can make choices by using your rational brain?

ADOPT means "to choose for oneself."

Many children are **ADOPTED**—over 120,000 each year in the U. S. alone. Throughout the world, that number is much higher. What are some reasons for adopting a child? Some couples want children, but can't have any, some have medical reasons and cannot have any more children, some people adopt children with disabilities who otherwise would be forced to stay in hospitals, and still others adopt a relative's child if the birth parents cannot take care of the baby. Whatever the reason is, most parents love their adopted children just as much as children who are born into their family.



Leslie always got the best scores on her tests, so Ronald decided to **adopt** her method of studying.

Chapter 19:
Exercises

Exercises

Word Bank

| | | | | |
|-----------|-----------|-----------|-------------|--------|
| savvy | savor | incognito | connoisseur | option |
| cognizant | recognize | cognitive | opt | adopt |

I. Define It! (Part I)

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. to choose D | A. incognito |
| 2. in disguise ____ | B. adopt |
| 3. to continue to taste; to keep in the mouth or mind ____ | C. cognizant |
| 4. a choice ____ | D. opt |
| 5. having to do with thought and thinking ____ | E. savvy |
| 6. someone with a great deal of knowledge in a specific area ____ | F. option |
| 7. to choose for oneself ____ | G. cognitive |
| 8. aware ____ | H. connoisseur |
| 9. knowledgeable; clever ____ | I. recognize |
| 10. to see something you've seen before ____ | J. savor |

II. Finish It!

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

- Some scientific studies show that **cognitive** ability begins to decline as a person reaches middle age. (Root = COGN)
- Because of the numerous classes that Stephen had taken on precious stones, he could be considered a(n) _____ of fine jewelry. (Root = COGN)
- Bruce was so _____ when writing his poem about Michael Jordan that he was able to write it in the shape of Jordan himself. (Root = SAV)
- At lunch, the students had the _____ of choosing a pepperoni pizza or a chicken sandwich. (Root = OPT)
- Cassie barely _____ her best friend after he got his hair cut. (Root = COGN)
- Many celebrities wear disguises so they can walk around _____. (Root = COGN)
- The local junior high school _____ a French bulldog as its mascot. (Root = OPT)
- Sandy _____ the taste of the turkey that her mother cooked only once a year. (Root = SAV)
- When Bob bought his new truck, he _____ to buy "green" and purchased the hybrid truck rather than the one with the bigger engine. (Root = OPT)
- Tanya's speech went very well until she became _____ of how many people in the audience were staring at her. (Root = COGN)

Growing Your Vocabulary: Learning from Latin and Greek Roots

tests, so
studying

Chapter 19:
Exercises

Word Bank

savvy savor incognito connoisseur option
cognizant recognize cognitive opt adopt

VI. Compare It! (Synonyms)

DIRECTIONS: The words in this chapter have synonyms that will help you learn the meaning of the vocabulary words. Match each vocabulary word with a word that means something similar to it.

- | | |
|-----------------------|----------------|
| 1. conscious C | A. option |
| 2. accept ___ | B. adopt |
| 3. crafty ___ | C. cognizant |
| 4. identify ___ | D. opt |
| 5. appreciate ___ | E. savvy |
| 6. thinking ___ | F. incognito |
| 7. select ___ | G. cognitive |
| 8. concealed ___ | H. connoisseur |
| 9. expert ___ | I. recognize |
| 10. alternative ___ | J. savor |

VII. Compare It! (Antonyms and Synonyms)

DIRECTIONS: Some words in this chapter have antonyms or synonyms that will help you learn their meanings. Match the clues in the left column with a synonym from the right column and then match the rest of the clues with their antonyms.

Synonym:

1. identify ___
2. thinking ___
3. aware ___
4. selection ___
5. enjoy ___
6. elect ___

Antonym:

7. reject ___
8. know-nothing ___
9. recognizable ___
10. foolish ___

Original:

- A. option
- B. adopt
- C. cognizant
- D. opt
- E. savvy
- F. incognito
- G. cognitive
- H. connoisseur
- I. recognize
- J. savor

Chapter 19:
Exercises

Word Bank

savvy savor incognito connoisseur option
cognizant recognize cognitive opt adopt

VIII. Put It In Context!

DIRECTIONS: Complete the sentence in a way that shows you understand what the vocabulary word in *italics* means.

1. I thought I saw my cousin on the bus, but it was hard to *recognize* him because...

2. Jeff put his *cognitive* skills to the test when...

3. Police officers sometimes need to go *incognito* when...

4. The airline pilot must be *cognizant* of...

5. The food *connoisseur* impressed everyone when...

6. The gardener likes to *savor*...

7. Week after week, the *savvy* weather reporter gave people...

8. The students *opted* to go to the theatre and...

9. You have the *option* of taking public transportation if...

10. When my family *adopted* the puppy, they...



Chapter 19:
Exercises

Word Bank

savvy savor incognito connoisseur option
cognizant recognize cognitive opt adopt

IX. Write About It!

DIRECTIONS: In this chapter, you have learned words about knowledge and choices. Explain the meaning of the following quote: "The pen is mightier than the sword." Try to use at least three of the vocabulary words in your explanation.

Student Attendance Affidavit

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

Monday, May 11, 2020

Tuesday, May 12, 2020

Wednesday, May 13, 2020

Thursday, May 14, 2020

Friday, May 15, 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 19 Vocabulary Quiz

Part I

- | | | |
|-----|--|----------------|
| 1. | knowledgeable or clever | A. adopt |
| 2. | to continue to taste by holding in the mouth and mind | B. savvy |
| 3. | to see something that you have seen before | C. option |
| 4. | in disguise | D. recognize |
| 5. | having to do with thought and thinking | E. opt |
| 6. | someone with advanced knowledge in a specific area | F. incognito |
| 7. | being aware | G. cognizant |
| 8. | to choose | H. cognitive |
| 9. | a choice | I. savor |
| 10. | to choose for oneself | J. connoisseur |

Part II

In this chapter, you learned about the word *connoisseur*. In a short paragraph, describe what kind of connoisseur would you say that you are. What is something that you know extremely well and would consider yourself an expert?

ELAR

Literature

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

1. Describe the schoolmaster’s appearance, giving two examples from the text.

2. - 4. Tom struggles between being good and being naughty many times throughout the book. This kind of problem is called a *dilemma*. Choose one dilemma Tom experiences from this week’s readings. In the chart, describe the attractions of being good and the attractions of being naughty. Then answer the questions.

Attractions of Being Good

Attractions of Being Naughty

3. Which does Tom choose? _____

4. What are the main reasons for his choice?

Poetry

Fill in the blanks.

Sonnet 18

by _____ Shakespeare

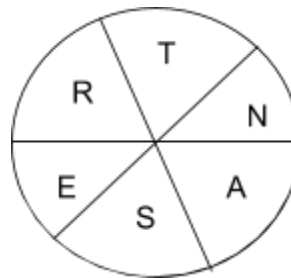
- 1 Shall I compare thee to a _____ 's day?
- 2 Thou art more _____ and more temperate:
- 3 Rough winds do shake the darling buds of _____ ,
- 4 And summer's lease hath all too _____ a date;
- 5 Sometime too hot the eye of _____ shines,
- 6 And often is his _____ complexion dimm'd;
- 7 And every fair from fair sometime _____ ,
- 8 By _____ or nature's changing course untrimm'd;
- 9 But thy _____ summer shall not fade,
- 10 Nor _____ possession of that fair thou ow'st;
- 11 Nor shall _____ brag thou wander'st in his shade,
- 12 When in _____ lines to time thou grow'st:
- 13 So long as men can _____ or eyes can see,
- 14 So long _____ this, and this gives _____ to thee.

MATH ASSESSMENT

Directions: Answer the following. Use your RLN for formulas, if needed.

For problems 1 and 2, represent the probability as a ratio in lowest terms given the following spinner.

1. P (letter with only straight lines)



2. P (consonant)

For problems 3 and 4, represent the odds as a ratio in lowest terms given the following scenario. You have a bag of marbles containing 8 blue, 6 green, 5 orange, and 2 red.

3. Odds against choosing a red marble

4. Odds in favor of choosing a green marble.

For problems 5 - 8, use a standard deck of playing cards to answer each question.

5. P (hearts)

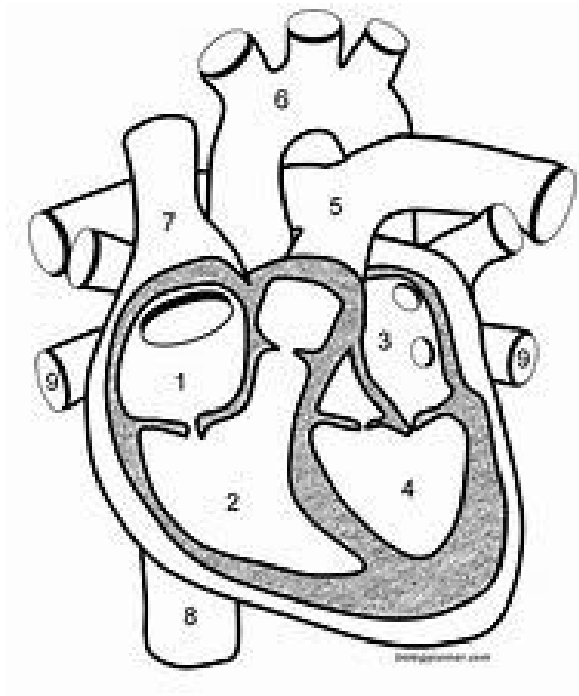
6. P (face card)

7. P (red face card or a black Queen)

8. P (Red 8 card or black 7 card)

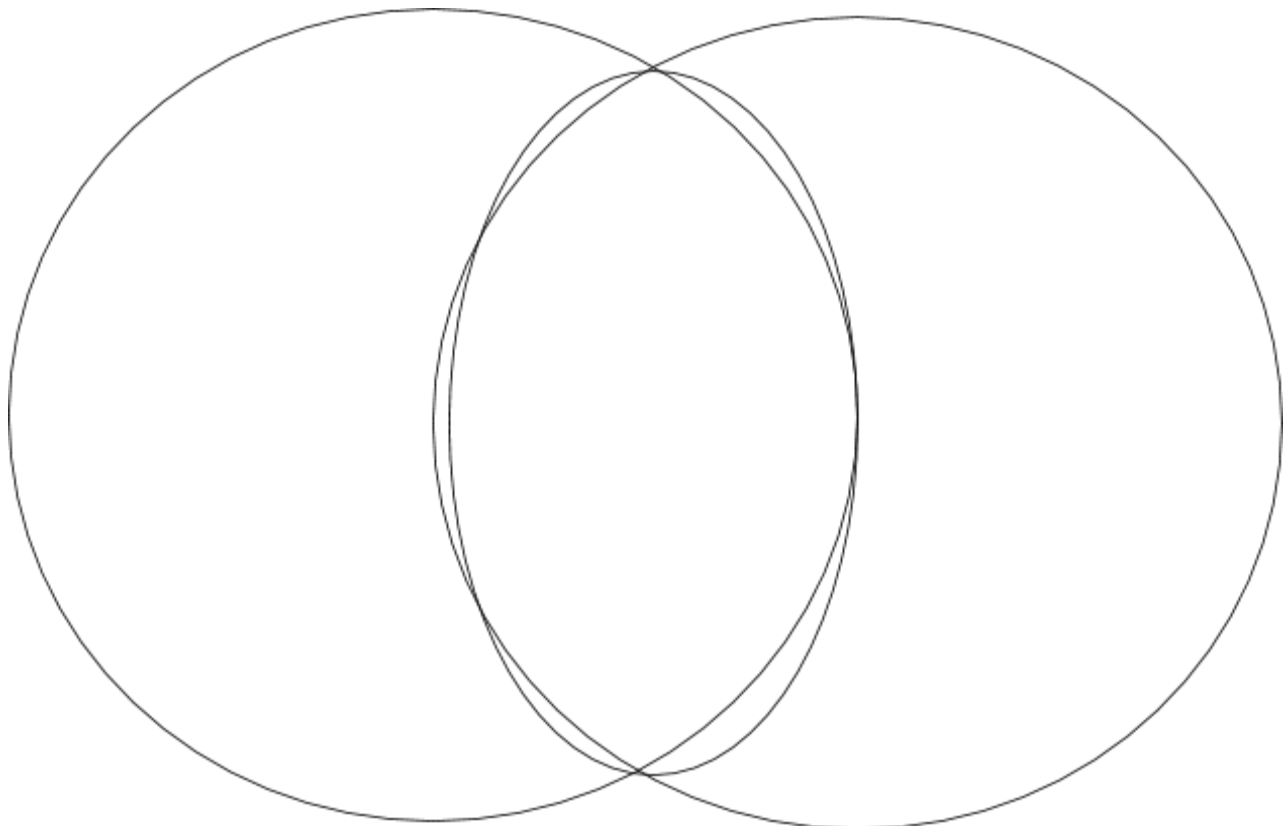
SCIENCE (you may use your notes)

1-9. Label the four-chambered human heart. Include the names of the chambers and the names of all the major blood vessels.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

10. Compare and contrast a vein and an artery.



HISTORY

1. How did Brazil's way of gaining its freedom differ from the other South American countries you have learned about?

2. How did Prince João's time in Bahia influence his economic policies?

3. How did independence in Latin America differ from independence in the United States?

4. What impact did moving the Portuguese empire's capital to Rio have on the city?
