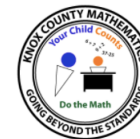




Seventh Grade Math



A	B	C	D	E
<p>7.EE.A.2 Understand that rewriting an expression in different forms in a contextual problem can provide multiple ways of interpreting the problem and how the quantities in it are related.</p>				
<p>Fred buys flags from a manufacturer for f dollars each and then sells the flags in his store for a 26% markup.</p> <p>a. Write an expression for the retail price of a flag.</p> <p>b. What is the retail price of a flag for which Fred paid \$40?</p>	<p>Jordan's dog weighs p pounds. Emmett's dog weighs 25% more than Jordan's dog. Which expressions represent the weight, in pounds, of Emmett's dog? Select each correct answer.</p> <p>a. $0.25p$</p> <p>b. $1.25p$</p> <p>c. $p + 0.25$</p> <p>d. $p + 1.25$</p> <p>e. $p + 0.25p$</p>	<p>Ana needs to find the height of a triangle. She already knows the area of the triangle. She knows that the formula for finding the area of a triangle is $A = \frac{1}{2}b * h$.</p> <p>Write an equation that shows how to rewrite the formula to help her find the height of the triangle.</p>	<p>Maria needs to determine the lengths of the sides of a rectangle. She knows only the perimeter of the rectangle. She knows the formula for perimeter is $2l + 2w = P$.</p> <p>How can Maria rewrite the equation to help her find possible lengths and widths for any rectangle?</p>	<p>Which expression is equivalent to $0.6x$?</p> <p>a. $x - 0.4x$</p> <p>b. $1 - 0.4x$</p> <p>c. $x + 0.6$</p> <p>d. $0.6x - x$</p>
Answer Key				
<p>a. $1f + 0.26f = 1.26f$</p> <p>b. $P = 1.26(40)$ $P = 50.4$</p>	<p>B , E</p>	<p>$\frac{2A}{b} = h$</p>	<p>Possible equations could be:</p> <p>$l = P/2 - w$ $w = P/2 - l$</p>	<p>A</p>



Seventh Grade Social Studies



Week 3 Social Studies Task

Reformation Standards 7.44-7.47

*There will be a short video lesson of a Knox County teacher to accompany this task available on the KCS YouTube Channel and KCS TV.

Objective: Analyze the Reformation.

Essential Question: How did the Reformation impact Europe?

Task: Create a set of “Wanted Posters”, a set of memes, and/or a set of social media posts on one of the following groups.

Steps

___ Step 1- Pick your group

___ Step 2- Write down what you know about the people in the group(sheet of paper)

___ Step 3- Read the following information about the groups.

___ Step 4- Watch the video on the KCS Website.

___ Step 5- Choose “Wanted Posters”, meme, And/or social media posts on your group (Directions in video on KCS Website)

___ Step 6- Create your chosen product.

Step 1- Pick your group

Group 1- Martin Luther, John Calvin, and a Catholic Church.

Group 2- William Tyndall, John Wycliffe, and Gutenberg’s Printing Press

Group 3- Henry VIII, Elizabeth I, Mary I

What issues did the Catholic Church have?

The Catholic Church officials had grown wealthy by collecting taxes. Bishops acted like kings by building palaces and providing jobs for their relatives. Additionally, many villages, priests could barely read, yet they were telling people how to interpret the Bible. However there were two main issues the church had.

One issue was corruption. The Church raised money through practices like simony (selling church offices) and selling indulgences. A certificate granted a pardon (forgiveness) for a person’s sins. The purpose was to get more money. Therefore, by performing “good works” and buying an indulgence, a person was giving money to upkeep or build new churches. An indulgence would guarantee a person they would not go to Hell, but rather straight to Heaven.

The second issue was a political conflict between the monarchy (Kings and Queens) and papacy (Office of the Pope). In 1301, the king tried to tax the French clergy. The pope threatened to excommunicate the king and so was arrested. He was later released. The next pope, Clement V, moved the headquarters of the Church from Rome to Avignon in southern France. (moved the capital of the Catholic Church). Many people felt that the French kings controlled the Church.

These events led to the Papal Schism. A schism is a division between people in an organization (such as a religious denomination). The next six popes lived in Avignon. Pope Gregory then moved the papacy back to Rome in 1377. When Gregory died, the French cardinals did not like the new pope in Rome, so they elected a different pope in Avignon. Later, a Church council elected a third pope. All claimed to be the true Pope

Who called for reform?

People were angry about the Church's focus on money and began to question the authority of the Church. Also, disputes within the Catholic Church had led to more than one leader claiming to be the rightful pope. This fight over the rightful pope caused respect for the pope to decline.

John Wycliffe was an English priest. In the 1370s, he preached that Christians only needed to recognize Jesus, not the pope, as the head of the Church. He claimed that all religious truth came from the Christian Bible. He wanted everyone to read the Bible, so he translated many passages from Latin into English for his followers to read. After his death, his followers finished the translation. William Tyndall followed Wycliffe's example and created the first Christian Bible in English. Soon, with the invention of Gutenberg's Printing Press, the Bible would be printed in mass production. This not only allowed more people to have access to the Bible, but to interpret it themselves.

MARTIN LUTHER:

Despite early calls for change in the church, the papacy *hierarchy* (or structure of people within a system) continued their political influence and wealthy lifestyles. Pope Leo X encouraged bishops all over Europe to sell *indulgences*, or pardons for sins, in order to collect funds to build a Roman cathedral. A German priest by the name of Martin Luther saw this first hand and became angry. He became determined to give the uneducated people the truth within the Bible. He'd studied it for years and felt that many of the sacraments and traditions of the Roman Catholic Church weren't biblical. He especially felt that people should read the Bible and live by its messages for themselves, rather than do as the Pope and Catholic Church clergy told them to. Such arguments and more were a part of the *95 theses* he nailed to the door of a church in Wittenberg, in Saxony of Germany. He also used the recently developed printing press to make copies of his arguments and send them to church leaders. The Pope was outraged, and insisted that Luther appear before a *diet*, or council of leaders, in the city of Worms. The diet demanded that he denounce his arguments, but he wouldn't. So the emperor *excommunicated*, or kicked Luther out of the church, and made reading his teachings and pamphlets illegal. Luther went into hiding but continued to teach and develop his own denomination (type of Christianity), *Lutheranism*. Luther's influence completely divided the church, with some church leaders that agreed with Luther becoming known as *Protestants*. Not all the protestants followed Lutheranism, but they disagreed with the way the Catholic Church was running things.

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JOHN CALVIN:

As Protestants broke away from the church, certain leaders began to create *denominations*, or branches of a Christian church, of Protestant beliefs based on how they interpreted the Bible's teachings. One such leader was *John Calvin*. Calvin was a French Humanist living in Switzerland who especially believed in *predestination*, or the belief that God already knew which people would be saved before they were born. This meant that nothing people did, not good works or buying of the Catholic indulgences, could change God's plan for their lives.

John Calvin wrote a book entitled *Institutes of the Christian Religion*, and in it he emphasized the need for people to live upright lives according to God's laws. This included successful and honest business, hard work, and sacrificing worldly things to focus on religion. He was one of the few people that insisted that successful business and its affiliated wealth was a blessing from God. In fact, many scholars believe it was Calvinism that jump started *capitalism*, or a country's economic system that's controlled by private owners rather than by the state! Eventually, Calvinism became a major sect of the Christian church, and followers flocked to Geneva, Switzerland. Calvin and his followers created a community that took religion seriously. **They banned various forms of entertainment such as playing cards and gambling, dancing, singing, and even owning fancy clothing or fancy**

possessions! They reasoned that all of these things distracted them from living holy lives. Modern depictions of the first Europeans that arrived in the U.S. on the Mayflower are called Puritans, but in truth, the *Pilgrims* were *Calvinists*. They came to the new world in the hopes of being free to focus on God rather than on worldly things. Many scholars believe that Protestants (Puritans/Calvinists) belief in hard work in business laid the foundation for American success!

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KING HENRY VIII

While most of the other reformists called for change for spiritual reasons, one did not. *King Henry VIII* is perhaps one of England's most famous Kings due to the scandal he caused when he created the *Church of England*, or the Anglican Church, in 1534. Before that time, he was a devoted Catholic. His first wife *Katherine of Aragon* only gave him a daughter, Mary I, so he asked the Pope to grant him a divorce in the hopes of marrying *Anne Boleyn* and producing a male heir. When the Pope refused, King Henry VIII declared himself the leader of the church of England. By this time, Protestant teachings were trickling through England via Tyndale's English Bible translations. The Anglican church combined Catholic and Protestant beliefs. Anglicans believed that people should be free to worship and study the bible according to their own conscience. Heresy became non-existent in England, but it was unlawful to be disloyal to the King and Queen, the heads of the church respectively.

Unfortunately, King Henry's control of the church meant that he could divorce and remarry as he liked. This bit of power led to a total of six wives for the king. *Anne Boleyn* was beheaded for treason after giving him a daughter, Elizabeth I. He then married *Jane Seymour*, who died giving birth to his only son Edward VI. Next, Henry married a German Princess *Anne of Cleves*, but her betrothal to Francis I, the Duke of Lorraine was reason for Henry to *annul*, or cancel, the marriage after only four months of marriage. *Catherine Howard* became his fifth bride, but she was executed for having a secret relationship with one of King Henry's friends Thomas Culpepper. Lastly, King Henry married his final wife *Catherine Parr*, who managed to return Henry's family back together and *re-legitimize*, or make lawful again, his daughters to the royal line. She outlived King Henry and married again after his death.



Seventh Grade

ELA

What influences my choices?

Learning Strategies

Paraphrasing
Marking the Text
Brainstorming
Quick write

Learning Targets

- Preview the big ideas and vocabulary for the unit.
- Begin to plan a piece of writing.

Preview

In this activity, you will consider the issue of marketing to young people and unpack the skills and knowledge needed to write an informational essay.

Making Connections

You see some form of advertising around you every day. What catches your attention? Is it television? Internet ads? Print ads? Radio? Advertising influences the choices that you make. You might also be influenced by other things, such as what people are saying on social media or what people are wearing or doing on television. In this unit, you will examine various types of media and the techniques advertisers use to convince you to buy their products.

Essential Questions

Based on your current knowledge, how would you answer these questions?

1. What role does advertising play in the lives of youth?

2. What makes an effective argument?



INDEPENDENT READING LINK

Reading Plan

In the first part of this unit, you will be reading informational texts about marketing to young people. For outside reading, find articles about advertising or choose one of your favorite brands and read about how that company markets its products. Use an independent reading plan and respond to any questions, comments, or reactions you have to your reading.

As you read the texts in this unit, think about these two questions. How does each text help you to answer them?

Previewing the upcoming assignment



Your assignment is to write an informational essay that explains the role of advertising in the lives of youth and then to exchange ideas in a collaborative discussion. For your essay, you may use as sources the articles in this unit and at least one additional informational text that you have researched.

Identify what you will need to do for the essay. Create a graphic organizer to list the skills and knowledge you will need to accomplish these tasks.

Tuesday: Read and annotate the article.

What Is the Issue?

Learning Targets

- Read an informational text closely and generate questions before, during, and after reading to deepen understanding.
- Engage in a meaningful discussion with others about a text.
- Integrate ideas from multiple texts to build knowledge and vocabulary about the role advertising plays in the choices young consumers make.

Learning Strategies

Marking the Text
Skimming/Scanning
Paraphrasing
Brainstorming

Preview

Read the article and annotate according to the instructions below.

WORD CONNECTIONS

Multiple-Meaning Words
Market (noun) refers not only to a place to buy goods but also generally to the world of business and commerce.
Market (verb) means “to offer for sale.” *Marketers* plan how products will be sold and advertised to customers.

Setting a Purpose for Reading

- As you read, underline the reasons the author gives for being concerned about advertising to young people.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

Informational Text

How Kids Can Resist Advertising and Be Smart Consumers

by **Caroline Knorr**

The best defense against sneaky advertiser tricks? Teaching kids to decode the real messages.

1 Commercials are nothing new. We all grew up with them and can probably sing a dozen or more jingles. What is new is how advertisers have adapted to digital media—especially apps, websites, and social media. Many of today’s ads—from product placements in movies and on TV to online contests, viral videos, and chatbots (robots that send instant messages)—don’t look like ads. And that’s by design. Adapting to ever more **jaded** and **fickle** viewers, marketers have developed ways to integrate ads into entertainment, so it’s hard to tell where the real content ends and the ads begin. These techniques also encourage us to interact (click, swipe, play, chat), which gives marketers data about our habits, likes, and preferences.

2 A few important advertising tricks of the trade have not changed, though. Companies still practice these successful marketing techniques:

- Expanding a product’s target age to get younger and older kids to buy it (think Dora the Explorer becoming a miniskirted tween).



KNOWLEDGE QUEST

Knowledge Question:

What role does advertising play in the choices young consumers make?

jaded: bored, unimpressed
fickle: frequently changing

My Notes

- Using a multi-platform approach (web, TV, toys, movies) because the more a kid sees a product, the more likely she will be to buy it later.
- Building brand loyalty—again, the younger the better—to get kids hooked on certain brands as early as possible.

3 Obviously, commercials aren't going anywhere. In fact, they're becoming ever **stealthier** and more sophisticated to take advantage of new technologies. But kids—especially young kids—are vulnerable to marketing messages. Children are so impressionable that a number of organizations, including the American Psychological Association, the American Academy of Pediatrics, and the Campaign for a Commercial-Free Childhood, have called for heavy restrictions on advertising to children. Wanting more and more material things can cause anxiety, depression, and anger. It can make kids judge their self-worth by what they own. Helping kids understand how advertising works can help protect them from being exploited.

Tips for Middle and High School Kids

- **Demystify brands.** Brands sell images to kids as much as they sell products. Companies are smart about making brands seem so cool that every kid will want the products. Know that you are much more than what you own.
- **Discuss smartphone and app ads.** Some advertisers get kids to trade personal information for freebies—soda, candy, and the like. Marketers also are able to get information on kids through messaging apps such as Kik and Snapchat and send them text ads.
- **Understand how location-based ads work.** Using your phone's GPS (and other data), companies send targeted texts advertising nearby products and services. You can turn off your phone's GPS and turn off notifications like this in your apps.
- **Resist peer pressure.** Many ads will count on the fact that kids are especially sensitive to peer pressure. Remember that advertisers are counting on this vulnerability to sell things.
- **Strengthen media-literacy skills.** Question everything you see online and in apps, as those platforms are not subjected to the same advertising rules as TV. Why was this ad created? What features does it have, and what messages does it send? What information does it include, and what does it leave out?



stealthier: sneakier

Knowledge Quest

- What details from the article stand out to you about advertising and kids?
- What is your initial reaction to the information in the article?

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Thursday: Answer questions 1 -4 on separate paper.

Returning to the Text

- Return to the text as you respond to the following questions. Use text evidence to support your responses.
1. In the first paragraph, the author states that many of today’s ads don’t look like ads. Why does the author think this is a problem? Use text evidence in your response.
 2. In the first paragraph, the author focuses on advertising in digital media. How does that focus change in paragraph 2? According to the author, why is this information important?
 3. The author uses a list to organize information in two places in the article. What information is presented in the bulleted lists? How are the lists different?
 4. In paragraph 3, the author says that when kids understand advertising techniques, they are less likely to be exploited. What does *exploited* mean in this context? What context clues help you to identify the meaning?

Friday: Answer questions 5-8 rereading the article as necessary. Write your responses on separate paper or digitally as directed by your teacher.

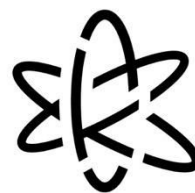
5. Paraphrase the main idea of the article and explain it to a family member or friend.
6. How does understanding how mobile marketing works help people use smartphones safely and responsibly? What evidence from the text supports your answer?
7. What advertising technique mentioned in the article did you find most surprising or interesting? Explain why and cite specific information.
8. What techniques has the writer used to organize information in this article? Why do you think the author used this technique?



Seventh Grade Science

7th Grade Science: Week 3, April 20

Law of Conservation of Mass



Part 1: Review

The law of conservation of mass states that mass can neither be created nor destroyed in a chemical reaction. Thus, the amount of matter cannot change. The following large-scale examples demonstrate the same concept that happens at the chemical level.

3 Interactive Demos:

Demo 1 Popcorn: Materials - 2 bags of microwave popcorn, tape, coat hanger or scale
(1) Weigh a bag of unpopped popcorn and (2) make a note. (3) After popping the bag in the microwave, (4) weigh the bag again. Why would the popped bag be slightly lighter? Could mass in the bag have escaped? As the popcorn pops and when you open the bag, do you see something leaving the bag? Could this *steam* (water molecules from the corn) be the reason for the weight difference?



If you don't have a scale, you could use a coat hanger balance! Attach your popcorn bags to opposite ends of your coat hanger with tape.

Demo 2 Vinegar + Baking Soda: Materials: plastic bottle, balloon, baking soda, vinegar, scale

(1) Pour some vinegar into the plastic bottle and weigh, (2) make a note of the weight. (3) Then put some baking soda into the balloon and (4) weigh. (5) Put the opening of the balloon around the mouth of the bottle and (6) hold it with one hand as you lift the balloon to dump the baking soda into the bottle. Watch to see what happens!!! After the reaction has slowed, (7) put the entire *contraption* on the scale. Were the weights of the *reactants* similar to the weight of the *products*?

Demo 3 Photosynthesis: Materials: 2 leaves, 2 glasses, water

(1) Place a leaf in each glass and (2) add water until the leaf is submerged. (4) Put one glass in a sunny place (outside or windowsill) and (5) place the other in a dark place (inside a cabinet or under a box). (6) Check each leaf at the 30-minute mark and 1-hour mark. What differences do you observe?

Why is *conservation* of mass important to chemical reactions like photosynthesis?

*Scales usually round, so weights may not be exactly the same.