Welcome 6-2 to Remote Learning Part 3!

Here you will find your work for Language Arts, Math, Science, and Social Studies. Each section will have a cover page with instructions and contact information!

Technology Help!

Laptop issues: please email the help desk- helpdesk@rhmail.org or phone at (803)981-3531 and include the following information:

1) Student ID number (ex: RS12345)
2) Parent/Guardian name, Parent/Guardian email and phone number contact information.
3) School Name / Teacher name
4) A description of the problem with the computer
5) The Rock Hill Schools Technology Department Staff will be on call between the hours of 8AM - 8PM

Launchpad: https://launchpad.classlink.com/rockhill

Canvas: https://rockhill.instructure.com/login/canvas

** For more information on remote learning, please visit: RRMS website at https://www.rock-hill.k12.sc.us/domain/2596 or RHS District website at: https://www.rock-hill.k12.sc.us/elearning

Student Name:_____Date: _____

Course: **Language Arts**

Teacher: **Colvin**

Teacher Office Hours: **11-1**

Teacher Email: **mcolvin@rhmail.org or in canvas**

Other form of contact if help is needed: Cell Phone: **(803) 526-5798**

POETRY UNIT

4/22: Zoom Lesson on poetry. Study Vocabulary Words.

   *Please study the vocabulary list below and make flashcards to help you study. You will have a quiz on Friday 4/24. Read poem

Vocabulary Words for 4/22:

1) **Rhyme:** Two words having the same ending sound
    a) Cat, Hat, Bat
2) **Repetition:** The use of sounds, words, phrases, or whole lines more than once.
3) **Simile:** Comparison of two things that have something in common using the words 'like' or 'as'
    a) She is mean as a snake
4) **Metaphor:** A comparison of things not using 'like' or 'as'
    a) She is a snake
5) **Idiom:** Phrase or expression whose meaning cannot be understood from words alone
    a) Raining cats and dogs= it is raining hard
6) **Personification:** GIving human qualities to animals, objects, or ideas
    a) The sun was smiling down on me)
7) **Onomatopoeia:** The use of words whose sounds suggest their meaning
    a) Boom, Pow, Meow
8) **Stanza:** How lines are arranged in groups
    a) Like a paragraph in a story
9) **Hyperbole:** An extreme exaggeration
    a) I've told you a thousand times to clean your room
10)   **Rhyme Scheme:** The pattern of rhymes at the end of lines at the end of a stanza

4/23: Study your flashcards. Practice your vocabulary words. Give an example for each word. You should have 10 examples.

4/24: Quiz on Canvas. (I will make it)

4/27: Zoom Lesson on Haiku. Use the attached worksheet title "Eloquent Haiku" to practice Haiku.

4/28: Write and illustrate a Haiku poem. Submit it to Canvas by 4/28 11:59 PM

4/29: Zoom Lesson on Couplets. Use the attached worksheet to "Couplets and Quatrains" to practice writing a couplet. We will be learning quatrain later.

4/30: Write a couplet that has 8 stanzas. (8 groups of 2 lines) It must be about the same topic. Example Sports School Friends Dogs

Eloquent Haiku

The haiku originated in Japan. It is an unrhymed poem made up of three lines and 17 syllables. The first and third lines have five syllables each, and the second line has seven. Traditional Japanese haiku describes something in nature, with reference to one of the seasons. Although the poems are brief, they convey much feeling.

The autumn wind blows,
Calling the leaves on the ground
To join him in dance.

Complete this haiku:

In the evening sky,
Proud, wild geese sail with arched wings,

_____
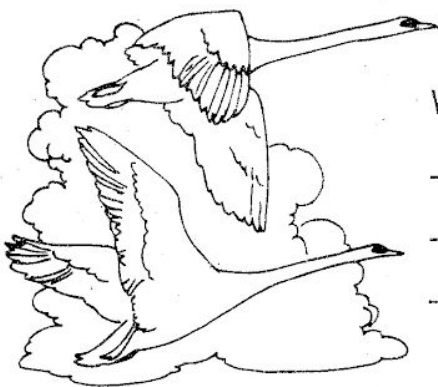
Write a haiku about your favorite season.

_____

_____

_____

Write a haiku about something you think is beautiful.

_____

_____

_____

Poetry Challenge! Get a sheet of drawing paper and fold it in half. On one half, write a haiku. (You may choose one of the poems you wrote on this page or write a new one.) On the other half of the sheet, paint a picture that illustrates your poem.

Couplets and Quatrains

A couplet is a pair of lines that rhyme.

> The artist stirred some blue and green
> To paint an underwater scene.

A quatrain is a four-line poem. Its rhyme scheme may be
aabb, abab, abcb, or *abba*. Here is an example of a quatrain
that has a rhyme scheme of *abcb:*

> There is nothing quite so peaceful
> As the sound of gentle rain,
> Pitter-pitter-patting
> Against my window pane.
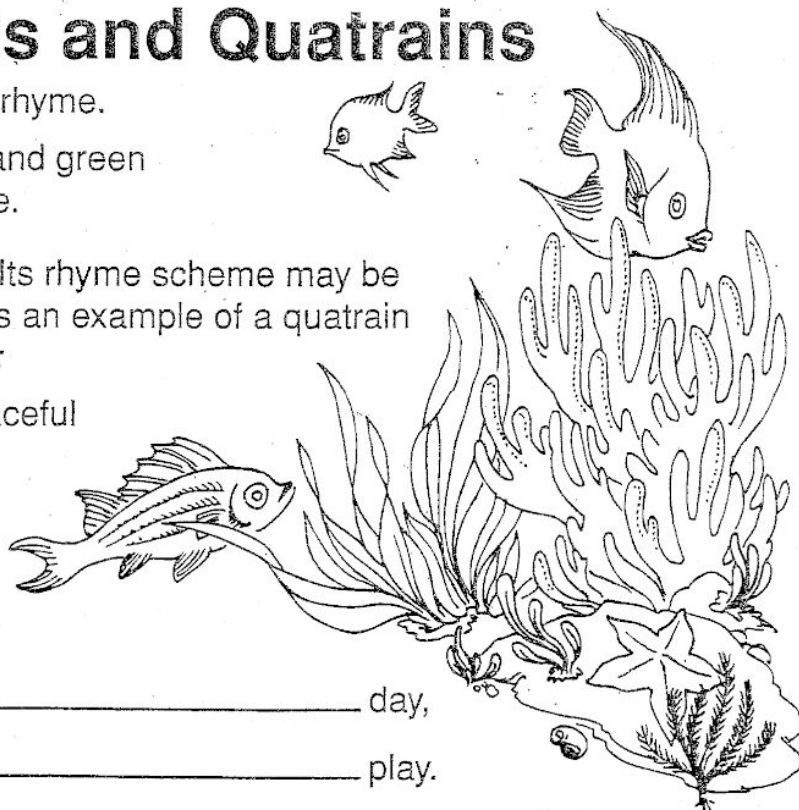
Complete the following couplet:

_____ day,

_____ play.

Complete the following quatrain:

Last night I had the strangest dream,

_____ ;

I ate two tons of vanilla ice cream,

_____ .

Write your own couplet.

_____

_____

Write your own quatrain.

_____

_____

_____

_____

Directions: Use the word bank to match the vocabulary terms to the correct definitions.

Word Bank:

A) Rhyme	B) Repetition	C) Simile	D) Metaphor	E) Personification
E) Idiom	F) Stanza	G) Onomatopoeia	H) Rhyme Scheme	J) Hyperbole

1. _ Two words having the same ending sound

2. _ Phrase or expression whose meaning cannot be understood from words alone

3. _ The use of sounds, words, phrases, or whole lines more than once.

4. _ Giving human qualities to animals, objects, or ideas

5. _ The use of words whose sounds suggest their meaning

6. _ Comparison of two things that have something in common using the words 'like' or 'as'

7. _ How lines are arranged in groups

8. _ An extreme exaggeration

9. _ A comparison of things not using 'like' or 'as'

10. _ The pattern of rhymes at the end of lines at the end of a stanza

Student Name: _____Date: _____

Course: **Math**
Teacher: **Mackie**
Teacher Office Hours: **11-2**
Teacher Email: **mmackie@rhmail.org**
Other form of contact if help is needed:
Cell Phone: **(803) 415-1675**

Instructions:
1) For this round, there will be no Problem of the day questions.
2) I will be introducing new content: writing and graphing inequalities. Make sure if you read through the notes and you aren't understanding, give me a quick text or call or schedule a zoom conference with me and I can help you.
3) You do not have to do both internet and no internet activities.
4) April 22nd-23rd
    a) <u>If you have the internet,</u> do *Inequalities edpuzzle* in canvas.
       <u>If you do not have internet,</u> Review the notes on writing inequalities and graphing inequalities
    b) <u>If you do not have internet,</u> Do the practice problem sheet 1 (scan/take a picture and send to me over text or email)
5) April 24th-
    a) <u>If you have internet,</u> do IXL 6th grade AA.1 and AA.2 (graded)
    b) <u>If you do not have internet,</u> Practice writing and graphing inequalities sheet 2(scan/take a picture and send to me over text or email)
6) April 27th-28th
    a) <u>If you have internet,</u> do *Solving inequalities ed puzzle* in canvas.
       <u>If you do not have internet,</u> Review "Solving one step inequality notes"
    b) <u>If you have internet,</u> do IXL 6th grade AA.3 and AA. 4 (graded)
       <u>If you do not have internet,</u> do Practice "Solving one step inequality" sheet 1
7) April 29th
    a) <u>If you have internet,</u>Do IXL 6th grade AA. 5b (New! One step inequalities word problems)
       <u>If you do not have internet,</u> do Practice "Solving one step inequality" sheet 2
8) April 30th-May 1
    a) Make up days

Problem of the Day Questions

No POD in Round 3

Inequality Notes

Vocabulary

Write the term that best completes each statement.

1. A(n) __graph of an inequality__ in one variable is the set of all points on a number line that makes the inequality true.

2. A(n) _____ ray _____ begins at a starting point and goes on forever in one direction.

3. Any mathematical sentence that has an inequality symbol is a(n) _____ inequality _____.

4. The __solution set of an inequality__ is the set of all numbers that make the inequality true.

In the past, you probably used symbols that let you order numbers from least to greatest, or from greatest to least. These symbols are called *inequality* symbols. An **inequality** is any mathematical sentence that has an inequality symbol.

Symbol	Meaning	Example	
<	less than	3 < 5	3 is less than 5
>	greater than	10 > 7	10 is greater than 7
≤	less than or equal to	3 ≤ 9	3 is less than or equal to 9
≥	greater than or equal to	4 ≥ 1	4 is greater than or equal to 1
≠	not equal to	6 ≠ 7	6 is not equal to 7

Inequalities

Symbols	<	>	≤	≥
Words	• is less than • is fewer than	• is greater than • is more than	• is less than or equal to • is at most	• is greater than or equal to • is at least
Examples	$3 < 5$	$8 > 4$	$7 \le 10$	$12 \ge 9$

Inequalities can be solved by finding values of the variables that make the inequality true.

Example

1. Of the numbers 6, 7, or 8, which is a solution of the inequality $f + 2 < 9$?

   Replace f with each of the numbers.

$f + 2 < 9$	Write the inequality.
$6 + 2 \overset{?}{<} 9$	Replace f with 6.
$8 < 9$ ✓	This is a true statement.

$f + 2 < 9$	Write the inequality.
$7 + 2 \overset{?}{<} 9$	Replace f with 7.
$9 < 9$ ✗	This is not a true statement.

$f + 2 < 9$	Write the inequality.
$8 + 2 \overset{?}{<} 9$	Replace f with 8.
$10 < 9$ ✗	This is not a true statement.

   Since the number 6 is the only value that makes a true statement, 6 is a solution of the inequality.

Write Inequalities

You can write an inequality to represent a situation.

Examples

Write an inequality for each sentence.

1. You must be over 12 years old to ride the go-karts.

Words	Your age	is over	12.
Variable		Let a = your age.	
Inequality	a	>	12

   The inequality is $a > 12$.

2. A pony is less than 14.2 hands tall.

Words	A pony	is less than	14.2.
Variable		Let p = the height of the pony	
Inequality	p	<	14.2

   The inequality is $p < 14.2$.

3. You must be at least 16 years old to have a driver's license.

 | | | | |
   |---|---|---|---|
   | Words | Your age | is at least | 16 years. |
   | Variable | | Let a = your age. | |
   | Inequality | a | ≥ | 16 |

   The inequality is $a \ge 16$.

When Graphing Inequalities:

You must include <u>all</u> numbers that make the inequality true. For example if x > 2 then any number bigger than 2 could make this statement true. So you would start with two and include everything bigger.

- When graphing does NOT include a number like **<u>< or ></u>** then you use an **<u>open circle</u>**

X < 3

-7 -6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6 7

- When graphing does includes a number like **<u>≥ or ≤</u>** then you use a **<u>closed circle</u>** like

X ≥ 3

-7 -6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6 7
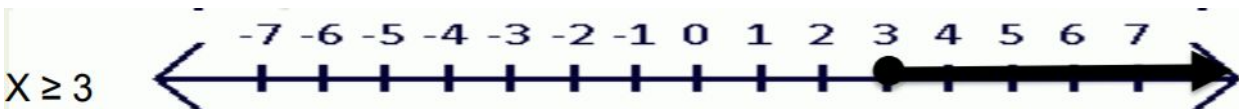
Symbol	Meaning	Direction on Number Line	Circle on Graph
<	Less than	Left $(\square)$	◯ (open)
>	Greater than	Right $(\square)$	◯ (open)
≤	Less than or equal to	Left $(\square)$	⬤ (closed)
≥	Greater than or equal to	Right $(\square)$	⬤ (closed)

Inequalities sheet 1

Extra Practice

Determine which number is a solution of the inequality.

14. $5 - h \geq 2$; 3, 4, 5 **3** _____

Try 3.   Try 4.   Try 5.
$5 - 3 \geq 2$ $5 - 4 \geq 2$ $5 - 5 \geq 2$
$2 \geq 2$ ✓ $1 \geq 2$ ✗ $0 \geq 2$ ✗

15. $j + 8 \leq 8$; 0, 1, 2 _____

Is the given value a solution of the inequality?

16. $25 \geq 5u$, $u = 5$ _____

17. $13 \leq 4v$, $v = 3$ _____

18. Mrs. Crane recorded the number of sandwiches sold in her deli on one day. If she sells more than 25 of a type of sandwich, she orders more meat from the butcher. Use the inequality $s > 25$, where s is the number of sandwiches sold, to determine which meats she needs to order. _____

Sandwich	Number Sold
Club	25
Ham	30
Roast beef	22
Turkey	28

19. The height of each member of a family is listed in the table. In order to ride a certain roller coaster at an amusement park, you must be at least 54 inches tall. Use the inequality $h \geq 54$, where h is a family member's height, to determine who can ride the roller coaster.

Name	Height (in.)
Carmen	66
Eliot	54
Isabella	49
Jackson	52
Ryan	71

20. **Be Precise** Pedro subscribes to a service where he can download up to five free ringtones each month. Each ringtone after that costs $3.50 each. During which months did Pedro exceed the plan? How much is Pedro's additional cost in 6 months? _____

Month	Ringtones
January	5
February	6
March	4
April	8
May	5
June	4

Inequalities sheet 2

Write an inequality for each sentence.

13. You cannot spend more than 50 dollars. $s \le 50$

Let's represent what you can spend. Cannot spend more means you can spend less than or equal to 50 dollars.

14. More than 800 fans attended the opening soccer game. _____

15. The heavyweight division is greater than 200 pounds. _____

Graph each inequality on a number line.
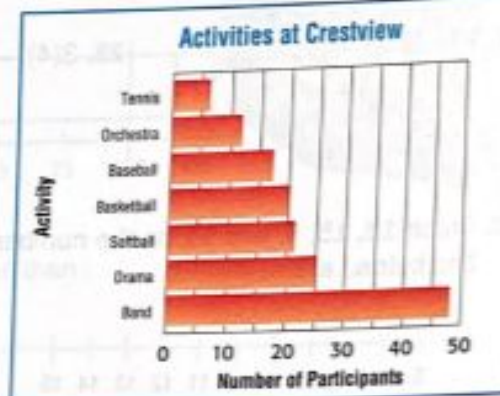
16. $g < 6$

17. $z > 18$

18. $h \ge 3$

19. On a certain day, the temperature in Bismarck, North Dakota, was below 4 °F. Write and graph an inequality to describe the possible temperatures.

20. **CCSS Use Math Tools** The graph shows the number of students who participate in some of the activities offered at Crestview Middle School.

 a. Which activities have more than 20 participants? at least 20? fewer than 19?

 b. Write an inequality comparing the number of orchestra participants and the number of tennis participants.

Activities at Crestview

Activity: Tennis, Orchestra, Baseball, Basketball, Softball, Drama, Band

Number of Participants: 0 10 20 30 40 50

Solving one step inequality notes (just like solving equations, just with an inequality symbol instead of an equal sign)

Use Addition and Subtraction Properties to Solve Inequalities

Words When you add or subtract the same number from each side of an inequality, the inequality remains true.

Example

$$5 < 9 \qquad 11 > 6$$
$$\underline{+4 \quad +4} \qquad \underline{-3 \quad -3}$$
$$9 < 13 \qquad 8 > 3$$

These properties are also true for $\leq$ and $\geq$.

Examples

1. Solve $x + 7 \geq 10$. Graph the solution on a number line.

$$x + 7 \geq 10 \qquad \text{Write the inequality}$$
$$\underline{-7 \quad -7} \qquad \text{Subtract 7 from each side.}$$
$$x \qquad \geq 3 \qquad \text{Simplify.}$$

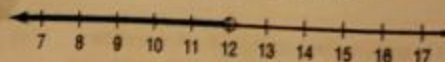The solution is $x \geq 3$. To graph it, draw a closed dot at 3 and draw an arrow to the right on the number line.

0 1 2 3 4 5 6 7 8 9 10 11
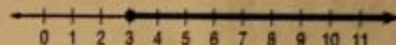
2. Solve $x - 3 < 9$. Graph the solution on a number line.

$$x - 3 < 9 \qquad \text{Write the inequality}$$
$$\underline{+3 \quad +3} \qquad \text{Add 3 to each side.}$$
$$x \qquad < 12 \qquad \text{Simplify.}$$
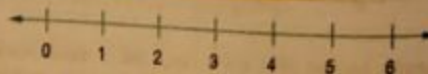
The solution is $x < 12$. To graph it, draw an open dot on 12 and draw an arrow to the left on the number line.

7 8 9 10 11 12 13 14 15 16 17
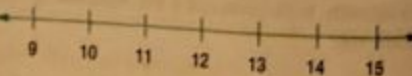
Got It? Do these problems to find out.

a. $n + 2 \leq 5$

0 1 2 3 4 5 6

b. $y - 3 > 9$

9 10 11 12 13 14 15

a. _____

b. _____

Use Multiplication and Division Properties to Solve Inequalities

Words When you multiply or divide each side of an inequality by the same *positive* number, the inequality remains true.

Example

$5 < 10$

$5 \times 2 < 10 \times 2$

$10 < 20$

$16 > 12$

$\frac{16}{2} > \frac{12}{2}$

$8 > 6$

These properties are also true for $\le$ and $\ge$.

Examples

Tutor

3. Solve $5x \le 45$. Graph the solution on a number line.

$5x \le 45$ Write the inequality.

$\frac{5x}{5} \le \frac{45}{5}$ Divide each side by 5.

$x \le 9$ Simplify.

The solution is $x \le 9$.

6   7   8   9   10   11   12

Checking Solutions
You can check your solutions by substituting numbers into the inequality and testing to verify that it holds true.

4. Solve $\frac{x}{8} > 3$. Graph the solution on a number line.

$\frac{x}{8} > 3$ Write the inequality.

$\frac{x}{8}(8) > 3(8)$ Multiply each side by 8.

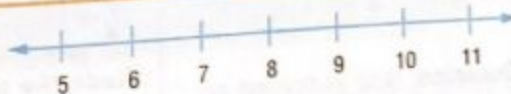$x > 24$ Simplify.

The solution is $x > 24$.

21   22   23   24   25   26   27
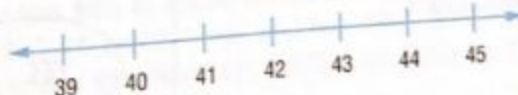
Got It? Do these problems to find out.

Show your work.

c. $10x < 80$

5   6   7   8   9   10   11

c. _____

d. $\frac{x}{6} \ge 7$

39   40   41   42   43   44   45

d. _____

Solving one step inequality practice sheet 1

Solve each inequality. Graph the solution on a number line.

13. $a + 4 < 9$ $a \leq 5$

$$a + 4 < 9$$
$$\underline{-4 \quad -4}$$
$$a < 5$$

14. $x - 8 \geq 13$ _____

15. $d + 13 \geq 22$ _____

16. $25t \leq 100$ _____

17. $\frac{g}{2} < 6$ _____

18. $\frac{f}{9} > 8$ _____

19. A community needs to raise at least $5,000 to build a new skateboarding park. They are selling backpacks for $25 each to raise the money. Write and solve an inequality to determine the minimum number of backpacks they need to sell in order to reach this goal.

_____

20. A sales associate at a computer store receives a bonus of $100 for every computer he sells. He wants to make $2,500 in bonuses next month. Write and solve an inequality to find the minimum number of computers he must sell. _____

Model with Mathematics Solve each inequality. Graph the solution on a number line.

21. $n + \frac{2}{7} \geq \frac{1}{2}$ _____

22. $0.2g > 1.8$ _____

Solving one step inequalities practice sheet 2

Complete all the problems.

1. Julia has $80. She wants to purchase a nail paint set for $16 and earrings. She spends the rest of the money on earrings. Each pair of earrings costs $8. Write an inequality for the number of pairs of earrings she can purchase.

2. Solve $0.7x - 2 < 5.5$ and graph the solution on a number line.

3. Christina goes to the market with $50. She buys one papaya for $20 and spends the rest of the money on bananas. Each banana costs $6. Write an inequality for the number of bananas she can purchase.

4. Solve $1.2x + 8 < 9.6$ and graph the solution on a number line.

5. Billy goes to the store. He has $90. He wants to purchase a leather jacket for $45, a hat for $10, and the rest on jeans. Each pair of jeans costs $35. Write an inequality for the number of jeans he can purchase.

6. Solve $2.6x + 2 > -12.5$ and graph the solution on a number line.

7. Rebecca bought one gold fish ($32) and one star fish ($12). She spends the rest of her money on guppy fish. She starts with $80. Each guppy costs $6. Write an inequality for the number of guppies she can purchase.

8. Erin has $50. She wants to purchase a cell phone ($20) and spend the rest on music CDs. Each music CD costs $8. Write an inequality for the number of music CDs she can purchase.

9. Solve $2.2x - 5 < -13$ and graph the solution on a number line.

10. Solve $0.4x - 4 < 2.4$ and graph the solution on a number line.

Science Section

Student Name: _____

 Date: _____

Course: **Science**
Teacher: **Mrs. Conner**
Teacher Office Hours: **12-2**
Teacher Email: **kconner@rhmail.org**
Other form of contact if help is needed: Message me through Canvas

Instructions to complete the student packet: April 22-May 1
-All Work must be submitted by Friday, May 1

-Wednesday, April 22--Study The Parts of Flower Diagram and Vocab words. Test will be Friday

-Thursday, April 23--Make Flashcards of Flower Vocab Words and Study the Labeling of the Flower for a Test on Friday

-Friday, April 24 --Test on Parts of the Flower (Label Parts)

-Monday, April 27--Watch Discovery Education Video--Real World Science: Seeds and Plants

-Tuesday, April 28--Answer Questions from the Discovery Education Video--Real World Science: Seeds and Plants

-Wednesday, April 29--Write a poem about your favorite flower it must have at least 7 lines
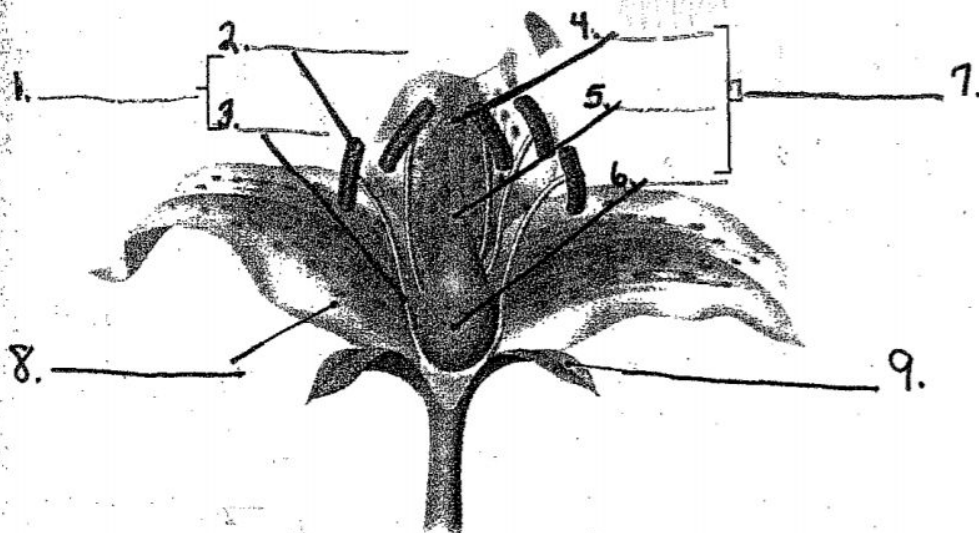
-Thursday, April 30 and Friday, May 1---Make Up Days...Complete Any Missing Work

Common Flower Parts

stamen
- anther
- filament

petal

sepal

stigma

style

ovary

pistil
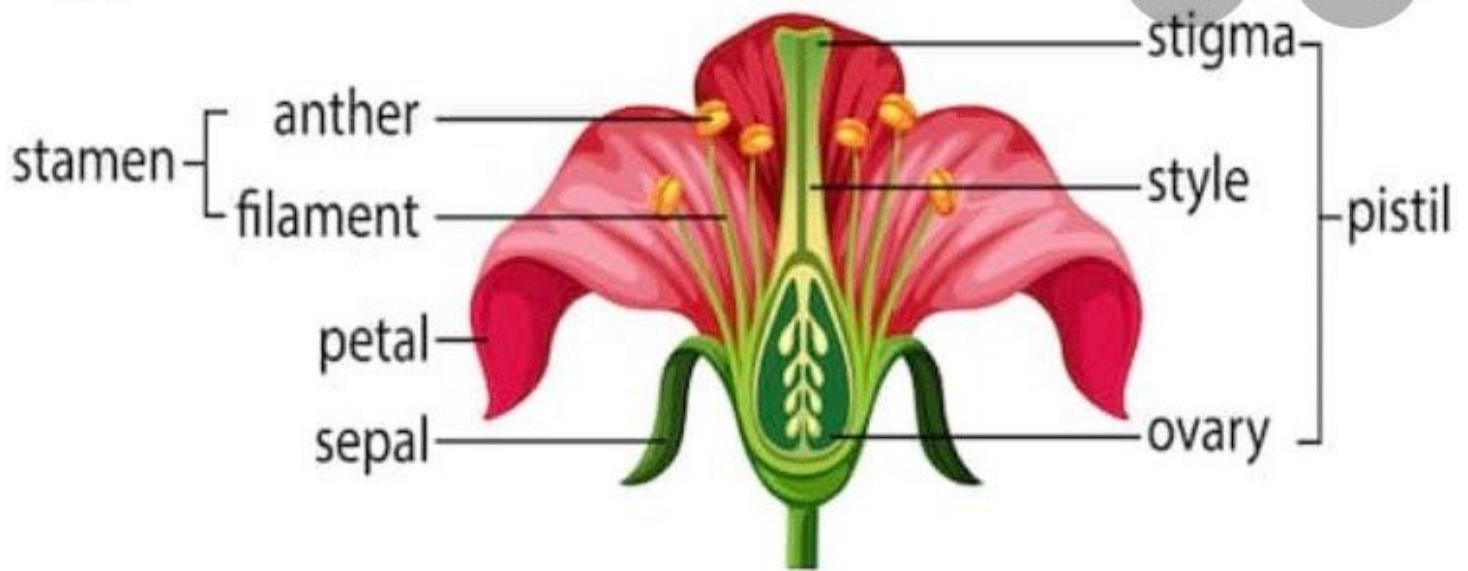
Name the parts of the flower.

1.

2.

3.

4.

5.

6.

7.

8.

9.

Parts of Flower Vocab Words

1-**Sepals**-are the small leaf-like parts of the flower that protects the developing flower.

2-**Petals**-the part of the flower that is colorful and has the scent. It also attracts pollinators (bees, bugs, birds, etc.)

3-**Stamen**- are the male reproductive part of the flower (Anther, Filament).

4-**Anther**-where the pollen is produced and located at the top of the filament.

5-**Filament**-is the long stalk-like tube.

6-**Pistil**-the female parts of the flower (Stigma, Style, Ovary).

7-**Stigma**-is the sticky top of the Style

8-**Style**-the long slender tube in the center of the flower.

9-**Ovary**-located at the base of the Style where the seeds develop.

01:13 What are plants?

01:15 Plants grow just about everywhere.

01:22 You find them in gardens, in parks they

01:27 grow on mountain sides and around lakes.

01:33 Plants grow in water and underwater too.

01:36 [MUSIC]

01:38 Plants are everywhere.

01:40 And that's good because people use plants every day for all kinds of things.

01:44 Can you think of ways people use plants?

01:47 Well, we use plants for food.

01:50 All fruits and vegetables are food for people and animals.

01:54 Trees are plants.

01:56 We use trees to get wood and make paper.

01:57 People use plants to make medicines too.

02:05 As you can see, plants are a very important part of our life.

02:09 Botanists are scientists who study plants.

02:12 They have named and described over 300,000 different kinds of plants.

02:17 And they estimate that there are still many more kinds of plants but

02:20 haven't discovered yet.

02:22 That's a lot of plants.

02:24 [MUSIC]

02:25 Plants do come in all shapes and sizes, but they have some common features.

02:30 First is that most plants are green.

02:33 Most plants are attached to the ground.

02:37 And all plants make their own food.

02:40 [MUSIC]

02:43 Parts of the plant.

02:50 Even though all plants look different, they have similar parts.

02:54 The first part of the plant we're going to look at is called the root.

02:58 The root of the plant, perform some very important functions.

03:01 Brits anchor the plant in the soil.

03:04 They draw water and minerals from the soil needed to

03:09 make food in service places to store food.

03:12 If you take a look at these plant roots to see little hair like things,

03:17 they're actually called root hairs.

03:19 Root hairs are important,

03:21 because they allow the plant to make more contact with the soil.

03:24 They give the plant the ability to increase the amount of water and

03:29 nutrients it can take in.

03:31 Osmosis is the passage of the nutrients from the soil to the root.

03:38 Once the water and nutrients are taken in by the roots,

03:41 they are transported to the rest of the plant through the stem.

03:44 [MUSIC]

03:46 The stem holds the buds, branches, leaves,

03:51 flowers, and fruit of the plants In other words,

03:56 stems give the plant support and

03:59 stems come in a variety of different forms.

04:04 For example, a tree trunk and shrubs have a woody stem.

04:10 Most of the kinds of flowers you know have upright stems.

04:13 Like the stem of a sunflower.

04:15 [MUSIC]

04:16 Some stems are called climbing stems like you would find on vines.

04:20 [MUSIC]

04:22 Some stems extend underneath the ground tubers or underground stem.

04:27 A good example of tubers is the potato plant.

04:30 [MUSIC]

04:31 Some stems run along the ground.

04:33 They're called runners.

04:35 These stems help to form new plants.

04:37 [MUSIC]

04:40 Probably the most notable part of a plant is its flower.

04:45 Flowers are typically bright and colorful and grow from a bud on the stem.

04:49 [MUSIC]

04:52 The next part of plants we're going to discuss are the leaves.

04:55 There are two kinds of leaves.

04:57 Some leaves are narrow and look like needles, like those found on pine trees.

05:03 Other leaves are flat and much wider.

05:07 All leaves have tubes running through them, they're called xylem.

05:11 Xylem are tubes that help carry water to the stem.

05:14 [MUSIC]

05:15 But the most important function of leaves is to make food for the plant.

05:19 [MUSIC]

05:19 Leaves need water, carbon dioxide and

05:24 sunlight to make food.

05:27 The process of making food is called photosynthesis.

05:31 [MUSIC]

05:32 Photosynthesis takes place inside the leaves.

05:35 A key ingredient in photosynthesis is chlorophyll.

05:39 Chlorophyll captures energy from sunlight.

05:42 It also gives leaves its green color.

05:45 [MUSIC]

05:46 Using the energy from the sunlight and mixing it with water and

05:50 the carbon dioxide absorbed by the plant, each leaf manufactures

05:55 food the plant needs to live including sugars, starches, and fats.

06:00 Another byproduct of photosynthesis is oxygen.

06:04 Animals and people need oxygen to breathe.

06:07 That's why without plants, life on Earth would be impossible.

06:13 [MUSIC]

06:16 How plants reproduce.

06:19 [MUSIC]

06:20 Plants have different parts that work together to make new plants.

06:26 [MUSIC]

06:28 The part that surrounds the flower as it grows is called the sepal.

06:32 The sepal has two jobs.

06:34 The first job is to protect the flower bud before it opens.

06:39 After the flower blooms, the sepal supports the flower.

06:44 The colorful part of the flower that is most visible is the petal.

06:47 All the petals together are called the corolla.

06:52 Little stalks that stick up are called the stamen.

06:54 The stamen produces and holds little grains of golden dust called pollen.

07:01 Pollen contains cells that are very important in the reproduction of flowering

07:05 plants.

07:06 [MUSIC]

07:08 Another important part that is needed for

07:10 the plant's reproduction is called the pistil.

07:13 In order for flowering plants to reproduce or

07:16 make new plants, the pollen from the stamens must travel to the pistil.

07:21 When the pollen arrives and sticks to the pistil,

07:26 we call that process pollination.

07:29 Sometimes plants need help in the pollination process,

07:33 getting the pollen from the stamen to the pistil.

07:36 One way is by insects.

07:38 The beautiful color, pretty smell, and

07:40 sweet nectar from the flowers attracts insects to the flower.

07:45 Pollen from the flower's stamen is picked up by hairs on the insect's body.

07:50 When the insect flies to another flower,

07:52 some of the pollen rubs off from the insect.

07:54 [MUSIC]

07:56 Another way pollination occurs is by wind.

07:59 Lots of times the pollen grains are tiny and light, and

08:03 the wind can easily carry them from the stamens to the pistils.

08:07 Some birds also help in the pollination process.

08:10 [MUSIC]

08:11 Once the pollen grains stick to the pistil, a pollen tube begins to form.

08:18 The pollen tube extends down to the ovary, the lower part of the pistil.

08:22 In the ovary we find the ovules.

08:25 The ovules develop into seeds.

08:31 After fertilization, the petals of the flower try out and fall off.

08:35 [MUSIC]

08:36 They're not needed anymore, and then the ovary transforms into fruit.

08:41 Fruit surrounds and protects the seeds.

08:43 The next time you eat certain fruit or vegetables,

08:48 you can check out the seeds inside.

08:51 The seed contains the young plant that allows the plant to reproduce.

08:57 Did you know that some plants don't have flowers at all?

09:00 They form seeds inside cones.

09:03 Pine trees and fir trees are two kinds of plants that have cones instead of flowers.

09:08 At first, cones are shut tight until the seeds are developed.

09:12 Then the cones open, allowing the seeds to fall to the ground so

09:18 they can begin to grow.

09:23 [MUSIC]

09:25 Seeds.

09:27 [MUSIC]

09:28 Seeds come in all shapes, colors, and sizes.

09:33 The size of a seed really has nothing to do with how big the plant will grow to.

09:37 For example, giant redwoods, the tallest plants on Earth,

09:42 come from a tiny seed only 1/16th of an inch long.

09:46 [MUSIC]

09:48 No matter the size or shape of a seed, every seed has three parts.

09:53 The first part of the seed is called the seed coat.

09:56 Seed coat protects the other parts of a seed from injury, insects,

10:01 and loss of water.

10:03 The seed coat gives the parts inside the seed a chance to survive,

10:06 until the conditions are just right to start a new plant.

10:12 Inside the seed coat, is the second part of the seed, called the embryo.

10:16 The embryo contains all the parts that are needed to become a new plant.

10:21 The third part of the seed is stored food.

10:24 Stored food is used by the embryo when it begins to grow.

10:27 When the plant embryo begins to grow, we say that the plant is germinating.

10:33 germination is the beginning of the growth of a plant embryo.

10:39 Gemination depends upon the right amount of water,

10:43 the right temperature, and enough oxygen.

10:47 Many seeds germinate in the spring because the temperature of the ground and

10:53 air are warmer.

10:54 Plants, just like other living things, have a life cycle.

10:57 [MUSIC]

10:58 Some plant life cycles can be completed in one year.

11:02 Some plants take longer.

11:04 But no matter how long a plant's life cycle, all seed plants go through

11:09 the following cycle of germination, plant growth, seed formation, and scattering.

11:15 [MUSIC]

11:21 Well, there you have it, plants.

11:23 They're very important part of our life.

11:27 They provide us food, raw materials to make things and

11:32 are used to make medicines to add one more thing.

11:37 Many plants make the real world a more beautiful place to live.

11:42 [MUSIC]

1. What tube-like structures transport water within the plant?

   - **A.** root hairs

   - **B.** xylem

   - **C.** seeds

   - **D.** tubers

2. Which statement describes what happens during pollination?

   - **A.** Ovules from the pistil are transported to stamens.

   - **B.** Ovules from stamens are transported to the pistil.

   - **C.** Pollen from the pistil is transported to the stamens.

   - **D.** Pollen from stamens is transported to the pistil.

3. A scientist who studies, names, and describes plants is called a _____.

   - **A.** botanist

   - **B.** biochemist

   - **C.** naturalist

   - **D.** biologist

4. Which of the following is considered a step in the life cycle of every seed plant?

   A. perfume release

   B. fruit production

   C. plant decay

   D. seed formation

5. Which of the following is a substance needed for photosynthesis?

   A. oxygen

   B. cool air

   C. fructose

   D. carbon dioxide

6. The beginning of the growth of a plant's embryo is called _____.

   A. photosynthesis

   B. germination

   C. fertilization

   D. pollination

7. What type of stem is found on a daisy plant?

   A. climbing stem

   B. upright stem

   C. woody stem

   D. runner

8. Which part of the plant are you eating when you eat an apple?

   ○ **A.** ovary

   ○ **B.** pistil

   ○ **C.** stamen

   ○ **D.** sepal

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9. Most plants have a trunk.

   ○ **A.** false

   ○ **B.** true

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10. Nutrients and water pass from the soil into the roots of a plant in a process called osmosis.

    ○ **A.** false

    ○ **B.** true

<u>Social Studies Section</u>

Student Name:_____Date: _____

Course: **Social Studies**

Teacher: **Mr. Cherry**

Teacher Office Hours: **11-1**

Teacher Email: **kcherry@rhmail.org or in canvas**

Other form of contact if help is needed: Zoom (11 AM – 11:30 AM – See schedule below)

Greetings Students and Parents,

As we begin **Round 3** of e-Learning instruction, ==there will be two sets of notes, one assignment, and two quizzes== that students will be required to complete. Assignments and notes will be available beginning Wednesday, April 22nd in Canvas. Students can type or write notes and answers; you may also upload your work as a document, type in Canvas, or take a picture.

Please adhere to the schedule below for more details:

DAY of Week	DATE	INFORMATION	TOPIC
Wednesday	April 22nd	Day 1 (Notes/Teaching) - **Zoom 11 AM-11:30 AM**	**Part 1 - Native American Tribes (North America)**
Thursday	April 23rd	Day 2 (REVIEW for Quiz)	Review - Aztecs, Mayas, Incas (Central America)
Friday	April 24th	Day 3 (QUIZ)	QUIZ (Aztecs, Mayas, Incas)
Monday	April 27th	Day 4 (Notes/Teaching) - **Zoom 11 AM-11:30 AM**	**Part 2 - Native American Tribes (North America)**
Tuesday	April 28th	Day 5 (Assignment 1)	POWER WORDS - Native American Tribes
Wednesday	April 29th	Day 6 (Notes/Teaching) - **Zoom 11 AM-11:30 AM**	Review: Native American Tribes (North America)
Thursday	April 30th	Day 7 (QUIZ)	QUIZ (Native American Tribes - North America)

NOTES:

(Part One)

Notes: Ancestors of Native American Tribes Part 1

N.A. TRIBE	INFORMATION
Overview (NORTH AMERICA)	-Unique cultural traits of these tribes were influenced by **geography** and the ability to adapt to the geography. -**Farming** spread from Mesoamerica north to American Southwest then eventually to Gulf Coast and valleys of **Mississippi** River.
Anasazi	-Lived in the **desert** areas of Arizona, New Mexico, Utah, and Colorado -Started **agricultural-based** civilization near cliffs of Chaco Canyon between 500 and 1200 AD. -Ancestors of today's **Pueblo** Indians. -Despite the lack of abundant **rainfall**, the Anasazi were able to cultivate (farm) the land through the use of **dams, ditches, and canals.** -For housing, they used **abode,** and **stone** to build apartment-like structures (Spanish later called them pueblos). -Built large road networks for trade. -Expert craftsmen known for: **turquoise jewelry, intricately woven baskets, black-on-white pottery illustrated with elaborate designs.** -Abandoned **Pueblo Bonito** (a massive complex that housed more than 1000 people) but their **art** and **architecture** influenced later peoples.
Eastern Woodlands	-Ancient people of the Southeastern US were influenced by the **Mississippian** culture. -These tribes are known as the Eastern Woodlands people. -The Adena and Hopewell are referred to as the **"Mound Builders."**

(Part Two)

Notes: Ancestors of Native American Tribes Part 2

N.A. TRIBE	INFORMATION
Adena	-**Agriculture** spread to the Adena who lived mostly in the **Ohio** River Valley region. They grew squash, gourds, sunflowers, and barley. -Known for producing **exquisite** jewelry and fine **pottery**. -Remembered for building elaborate **burial mounds** made of log structures covered with massive piles of **earth.**
Hopewell	-Arrived in the Ohio Valley region in **300 BC** and began building elaborate mounds. -**Artifacts** from the mounds show the Hopewell were part of a large trade network that stretched west to **Wyoming**, south to the **Gulf Coast**, east to the **Atlantic**, and north to the **Great Lakes.**
Mississippian	-Mississippian culture created the largest and most extensive mound networks of all. -Started along the valleys of the Mississippi River in **800 AD.** -Grew crops such as **maize (corn)** and **beans,** which allowed populations to **increase and cities** began. -Cities were centered around large, pyramid shaped mounds that were often topped by temples or houses of the elite. -**Cahokia** was the largest city. At its center was a massive mound, larger than the Great Pyramid in **Egypt.** -At one point Cahokia's population was greater than both Paris and London. -Mississippian civilization collapsed for unknown reasons by 1300 AD. -Greatly influenced the Eastern Woodlands peoples by: 1. Spreading large-scale **farming** practices. 2. Cultural practice of mound building

(Instructions - Copy and Study the Power Words)

6-4.4: North American Natives: Adena/ Hopewell/ Mississippian Cultures
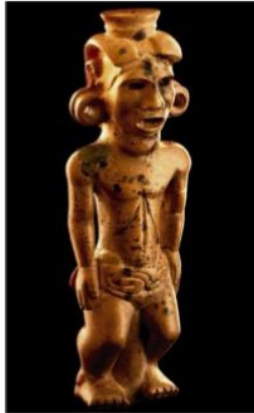
Quizlet

Study online at quizlet.com/_39sdzg

1. **Adena**

Mostly lived in the Ohio Valley region around 700 BC; were most remembered for their elaborate burial mounds and agriculture.
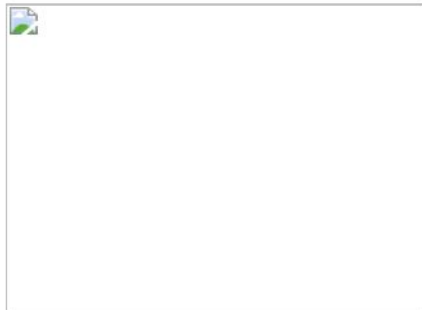
2. **Adena contributions**

copper, jewelry, fine pottery

3. **Algonquin**

lived near the Ottawa River in Canada-farmers but more of the hunting type-lived in lodges-relied on nature to help them survive

4. **Anasazi**

Important culture of what is now the southwest (700- 1100 C.E.). Centered on Chaco Canyon in New Mexico and Mesa Verde in Colorado, the Anasazi culture built multistory residences and worshiped in subterranean buildings called kivas. Also, known as Pueblos cliff dwellers.

5. **Cahokia**

an ancient settlement of southern Indians, located near present day St. Louis, it served as a trading center for 40,000 at its peak in A.D. 1200.

6. **Canals**

A human-made waterway.

7. **Chaco Canyon**

An urban center established by Anasazi located in southern New Mexico. There, they built a walled city with dozens of three-story adobe houses with timbered roofs. Community religious functions were carried out in two large circular chambers called kivas.

8. **Drought**

A long period of dry weather

9. **Eastern Woodlands**

the region of North America that was home to many native american tribes

10. **Eastern Woodlands contributions and crops**

Squash, sunflowers, gourds and barley

11. **Great Lakes**

5 large lakes north of the Ohio Valley

12. **Gulf Coast**

the area that borders the Gulf of Mexico in present day states of Texas, Louisiana, Mississippi, Alabama, and Florida

13. **Hopewell**

Arrived in the Ohio Valley region around 300 BC, and began building mounds as well. Had extensive trade routes to Wyoming, the Gulf of Mexico, the Atlantic Ocean, and the Great Lakes.

14. **Inuit**

hunters-lived in snow houses also sod houses-carried many traditions-relied on fishing and hunting for food-northern Canada-hunted seal for food

15. **Iroquois**

lived around the Great Lakes-farmed- lived in longhouses

16. **Mesas**

Steep hills with flat tops

17. **Mississippian crops**

Maize and beans

18. **Mississippians**

Lived in Eastern Woodlands near Mississippi River and built mounds for religious purposes; People who built Cahokia after 900 A.D.

19. **Mississippi River**

Longest river in North America and used as a trade route by Native Americans.

20. **Mound Builders**

The Adena and the Hopewell are both referred to this term because of their similar architectural practices and similarities in cultures.

21. **Ohio Valley**

region of settlement of the Adena Hopewell cultures

22. **Pueblo**

A cluster of Native American stone or adobe dwellings.

23. **Pueblo Bonito**

ANASAZI, 800 rooms, built of adobe, interconnected interior walkways join rooms, T-shape doorways, short and low

24. **Turquoise**

greenish-blue precious stone

QUIZ 1 (Friday, April 24th)

Aztecs, Mayas, Incas QUIZ 16 Questions

1. **Lived in small villages in southern Mexico. Developed the rst system of writing and studied the stars. They created an accurate calendar that is still usable today.**
   a) Aztecs **b)** Mayas **c)** Incas **d)** Powhatan

2. **Their capital city was Tenochtitlan, located in modern day Mexico.**
   a) Aztecs **b)** Incas **c)** Mayans **d)** Peruvians

3. **This group was known for using terrace farming to grow their crops. The mountains made farming difficult, but they made a step system to get some food!**
   a) Aztecs **b)** Mayas **c)** Cherokee **d)** Incas

4. **Why did the Maya destroy forests?**

a) To have more land for settlements **b)** To use wood for houses **c)** To sell lumber to the Incas **d)** To clear and fertilize land

5. **Which country would you visit if you wanted to see the Inca ruins?**
    a) Mexico **b)** Peru **c)** Costa Rica **d)** Brazil
6. **Which people had the best land to grow crops?**
    a) Mayas **b)** Incas **c)** Aztecs **d)** Mexicans
7. **Which country would you visit if you wanted to see the Aztec ruins?**
    a) Peru **b)** Chile **c)** Guatemala **d)** Mexico
8. **Which part of Mexico would you visit if you wanted to see the Mayan ruins?**
    a) Yucatan Peninsula **b)** Tenochtitlan **c)** Lake Texcoco **d)** Peru
9. **The Aztecs built their capital city on an island. a)** True **b)** False
10. **Why did the Aztecs sacrifice human beings?**
     a) To scare neighboring tribes **b)** To punish people who'd fought against the Aztecs **c)** To appease their gods **d)** To prevent explosive population growth
11. **Which civilization lived in the Valley of Mexico? a)** Mayas **b)** Incas **c)** Aztecs
12. **Which civilization lived in the Andes? a)** Mayas **b)** Incas **c)** Aztecs
13. **Which civilization created two calendars? a)** Mayas **b)** Incas **c)** Aztecs
14. **Which civilization farmed? a)** Mayas **b)** Incas **c)** Aztecs **d)** All the above
15. **Which civilization kept records through a system called quipu? a)** Mayas **b)** Incas **c)** Aztecs
16. **Which civilization was polytheistic? a)** Mayas **b)** Incas **c)** Aztecs **d)** All the above

QUIZ 2 (Thursday, April 30th)

QUIZ: Native American Tribes (North America)

1. Lived around the Great Lakes-farmed- lived in longhouses
 A. Algonquin Iroquois   **B.** Mississippians   **C.** Pueblo   **D.** Bonito
2. A cluster of Native American stone or adobe dwellings
     A. Great Lakes   **B.** Pueblo   **C.** Ohio Valley   **D.** Canals
3. Lived near the Ottawa River in Canada-farmers - but more of the hunting type-lived in lodges-relied on nature to help them survive
     A. Iroquois   **B.** Algonquin   **C.** Adena   **D.** Mississippians
4. Arrived in the Ohio Valley region around 300 BC, and began building mounds as well. Had extensive trade routes to Wyoming, the Gulf of Mexico, the Atlantic Ocean, and the Great Lakes
     A. Hopewell   **B.** Cahokia   **C.** Pueblo   **D.** Anasazi
5. Region of settlement of the Adena Hopewell cultures
     A. Mound Builders   **B.** Great Lakes   **C.** Eastern Woodlands   **D.** Ohio Valley
6. Maize and beans
     A. Mississippi River   **B.** Adena contributions   **C.** Mississippian crops   **D.** Eastern Woodlands
7. ANASAZI, 800 rooms, built of adobe, interconnected interior walkways join rooms, T-shape doorways, short and low
     A. Mississippians   **B.** Pueblo Bonito   **C.** Chaco Canyon   **D.** Adena
8. Longest river in North America and used as a trade route by Native Americans.
     A. Mississippi River   **B.** Eastern Woodlands   **C.** Mississippian crops   **D.** Mound Builders
9. Squash, sunflowers, gourds, and barley
     A. Adena contributions   **B.** Eastern Woodlands
     C. Eastern Woodlands contributions and crops   **D.** Great Lakes
10. Mostly lived in the Ohio Valley region around 700 BC; were most remembered for their elaborate burial mounds and agriculture.
     A. Pueblo Bonito   **B.** Chaco Canyon   **C.** Adena   **D.** Mississippians