



REMOTE LEARNING

Grade 7

Coursework for June 1-12

Set Goals | Schedule Your Time | Keep Learning!

Name _____

How to Use this Packet

We hope that each of you and your families are healthy and adapting as we all navigate these unprecedented times. We miss each one of our students and the energy they bring to each school day. We truly appreciate your continued enthusiasm for learning during these weeks of remote learning from home.

The focus of this packet is to maintain and deepen existing skills and content, while introducing key concepts and skills from the fourth quarter curriculum. There are activities and tasks for the next two weeks. For each week, there is a coursework menu that highlights what learning you should focus on in each subject area. We encourage you to plan out your week and make a schedule of the bottom of the weekly coursework page.

We know this packet cannot replicate the interactions between teachers and students in a classroom, yet we are hopeful that these activities will keep students engaged and allow them to have meaningful learning experiences while at home.

Please take care of yourself! Check out the SCSD webpage for Daily Social Emotional Learning Tips

What if my teacher gives me different work?

You should prioritize any work that your teacher provides. Your teacher knows you best and knows what you should be working on! If you are in regular contact with your teacher, they will guide you on how to best use this packet.

Where should I turn in my packet when I am done?

Each school has established a way to collect completed materials. Reach out to your school or teacher and they will give you instructions on the process.

How can I get help?

A copy of this packet has been shared with your teacher. They will be able to help you if you have questions or are unable to complete any of the work.

What online learning resources are available?

Syracuse City School District students have a variety of high-quality online resources available to them to continue their learning beyond the four walls of the classroom. You can log into these resources from any device with internet access. Go to www.bit.ly/scsdclever to log in and access the various digital content available for you!

ADDITIONAL RESOURCES

syracusecityschools.com/coronavirus

This web page was created to provide resources and keep the Syracuse City School District community informed. This is the official source of information on COVID-19 for the District. The page will be updated frequently, so please check back regularly for information on cancellations, learning at home, and meal pick-ups. Please also check out the Social Emotional Learning Tip of the Day!

[Cancellations](#)

[Learning at Home](#)

[Meal Pick-Up](#)



WCNY's TV Classroom

In order to provide students at home with opportunities for continual learning, WCNY has partnered with the Syracuse City School District to create the TV Classroom network. WCNY's TV Classrooms are targeted for students in grades K-12 and provide curriculum in the subjects of English language arts, math, science, health and physical education, and social studies. With schools closed, WCNY and SCS D are committed to providing educational opportunities to audiences of all ages. WCNY'S "TV Classroom" will allow children to continue to connect with staff and have the continuity of a classroom experience at home in Syracuse and across the 19 counties in Central New York.

The TV Classroom network will be aired from 8 a.m. to 5 p.m. weekdays on WCNY's GLOBAL CONNECT channel, and will be simulcast from wcnyc.org and WCNY's Facebook page via a live stream on YouTube. The classes will also be published on demand on <https://www.wcnyc.org/tvclassroom/>.

	MORNING	8 AM	8:30 AM	9 AM	9:30 AM	10 AM	10:30 AM	11 AM	11:30 AM	12 PM
Monday	Story Time	Kindergarten Math	Grade 2 Math	Text	PE and Health	Elementary Social Studies	PBS Shows – Social Studies	Grade 6 Science		
Tuesday	Story Time	Grade 3 Math	Grade 4 Math	Grade 5 Math	PE and Health	Elementary Social Studies	PBS Shows – Social Studies	Grades 3-5 Science		
Wednesday	Story Time	Kindergarten Math	Grade 1 Math	Grade 7 Math	PE and Health	Elementary Social Studies	PBS Shows – Social Studies	Grade 7 Science		
Thursday	Story Time	Grade 3 Math	Grade 4 Math	Grade 8 Math	PE and Health	Elementary Social Studies	PBS Shows – Social Studies	Grades 3-5 Science		
Friday	Story Time	Grade 5 Math	Grade 1 Math	Algebra	PE and Health	Secondary Social Studies	PBS Shows – Social Studies	Grade 8 Science		
AFTERNOON	12:30 PM	1 PM	1:30 PM	2 PM	2:30 PM	3 PM	3:30 PM	4 PM	4:30 PM	
Monday	PBS Shows -- Science	Regents Review	Early Literacy	Story Time	Grades 6-8 ELA	Grades K/1 Music	Virtual Field Trip			
Tuesday	PBS Shows -- Science	Regents Review	Early Literacy	Story Time	Grades 3-5 ELA	Grades 1/2 Music	Virtual Field Trip			
Wednesday	PBS Shows -- Science	Regents Review	Early Literacy	Story Time	Grades 6-8 ELA	Grades 2/3 Music	Virtual Field Trip			
Thursday	PBS Shows -- Science	Regents Review	Early Literacy	Story Time	Grades 3-5 ELA	Grades 3/4 Music	Virtual Field Trip			
Friday	PBS Shows -- Science	Regents Review	Early Literacy	Story Time	Grades 6-8 ELA	Grades 4/5 Music	Virtual Field Trip			

Dear Families,

We want to start by saying, “Thank you.” This has been a challenging time away from school. Each of us has had to cope with the stresses that have come with this school closure. It is likely your child has been feeling those stresses also. The last couple of weeks of the calendar school year, we would like students to think and talk and write about those feelings and practice some strategies to manage their emotions. Please support your students through the activities outlined in this learning packet to identify, manage, and release any strong emotions they may be feeling. We want to thank you for all that you have done to support your child through this difficult time. We can’t wait to get back to school with them as soon as we can!

Along with a series of activities we have outlined to support students’ social and emotional skills, we are asking each student to do some kind of writing project to culminate this remote learning experience and to help them process their own experience with the pandemic. See below for details about the writing project and then an outline of the activities we have outlined for the month of June.

SCSD Writing Project, Grades 6-8

What: A 2019-20 Culminating Writing Project. You choose the genre. Many pieces that are submitted will be shared via social media platforms and a few students may even be selected to read (or have someone read) their piece on WCNY TV Classroom!

Why: The end of this school year has been unlike anything any of us have experienced before. It’s important to capture this moment in a way that feels best to you. You already know so much about how to write well. Now you can use everything you know to create a piece that reflects this moment in history.

How:

1. Read through the options below to determine the type of piece you would like to write.
2. Use the guide to support your writing process.
3. Submit your final draft by:
 - a. Taking a photo and emailing it to your teacher or principal
 - b. Scanning and emailing it to your teacher or principal
 - c. Reading your piece to your teacher or principal on the phone
 - d. Videotaping yourself reading your piece and sharing it with your teacher or principal
 - e. Dropping your piece off at your school-refer to your school’s procedures for this

All entries must be submitted to your child’s teacher or administrator by 12:00 pm on **Wednesday, June 10th**.

Genre Choice	Supporting Details
Personal narrative	Write a personal narrative about a moment from the quarantine. You can: <ul style="list-style-type: none">● Think of a strong feeling you experienced (sadness, worry) and tell the story of what happened.<ul style="list-style-type: none">○ Example: <i>The moment you learned you wouldn’t be going back into the school building</i>● Think of a person you’ve spent time with during this time and write about a specific thing or moment with that person

ELA G6-8 June Home Learning Packet

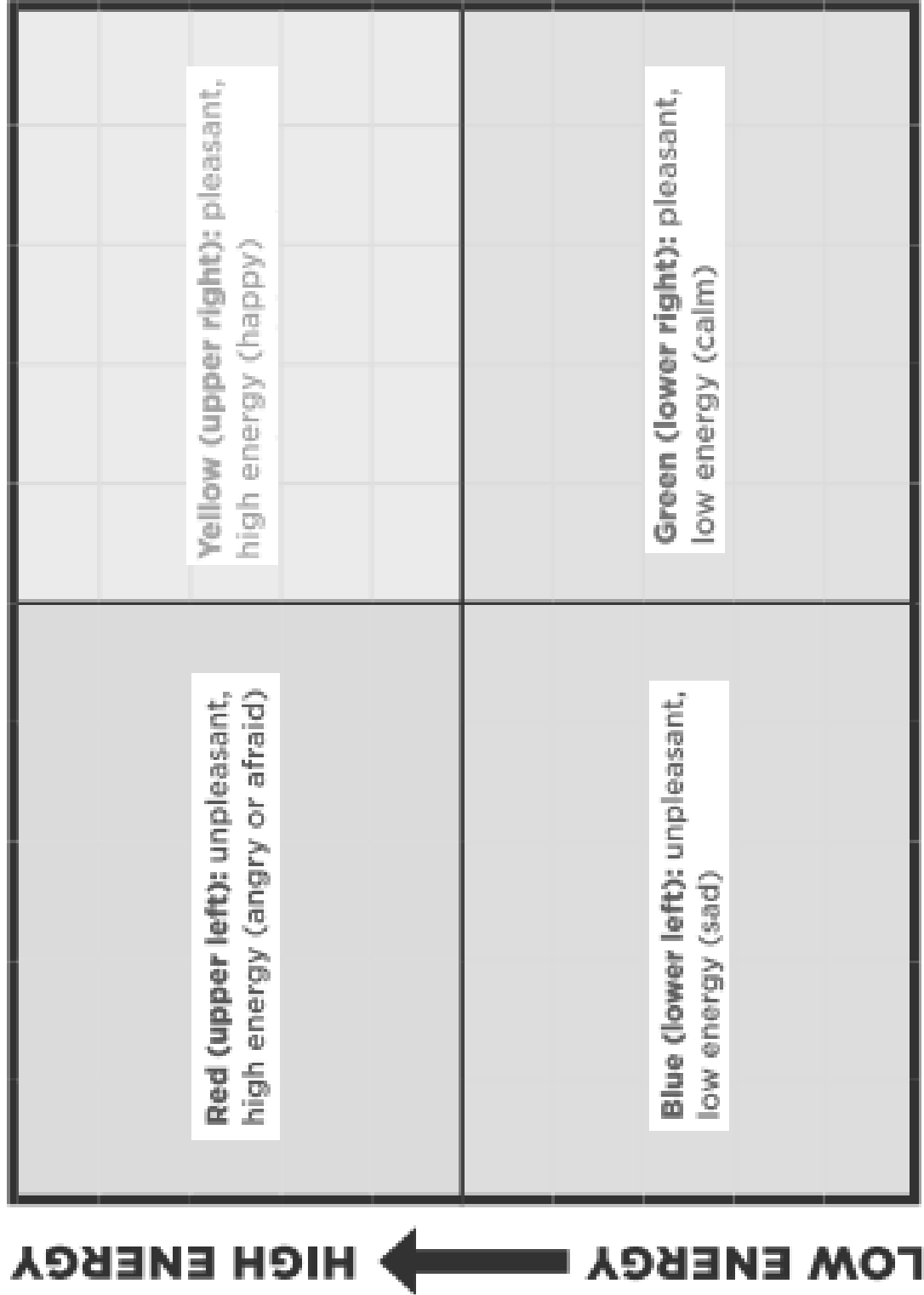
Comic strip	Choose a moment from your quarantine experience or imagine one. Draw and write it across comic boxes. (Remember, comic strips don't have to be funny.)
Poem	Write a poem that captures a feeling – or a combination of feelings – you have experienced during this time at home (connected to the work in this Home Learning Packet).
Article	<p>Write a news article describing some event from the past two months. Remember to include all of the important information:</p> <ul style="list-style-type: none"> ● <i>Who was involved?</i> ● <i>What happened?</i> ● <i>When did it happen?</i> ● <i>How did the events transpire?</i> ● <i>Why was it happening?</i>
How-to	<p>Write a step-by-step guide that could help someone through a pandemic. Possible ideas:</p> <ul style="list-style-type: none"> ● <i>How to learn from home</i> ● <i>How to avoid boredom</i>
Persuasive Letter	<p>Write a letter to your teacher or principal with a point of view related to schooling during a pandemic. Possible questions to help you make a claim:</p> <ul style="list-style-type: none"> ● <i>What/who is essential?</i> ● <i>Who should be in charge of determining what's closed?</i> ● <i>Should distance learning continue?</i>
Thank You Letter	<p>Think about a person in your life who has helped and supported you through this difficult time (connected to the activities in this Home Learning Packet). Write a letter to express your gratitude (thankfulness) to this person. Make sure to include details around the following:</p> <ul style="list-style-type: none"> ● <i>What did this person do?</i> ● <i>How did they make you feel?</i> ● <i>How have they changed your life for the better?</i>
Scenario/Skit	<p>Write a scenario about empathy for others (connected to the activities in this Home Learning Packet). Think about a situation that a friend or someone you know might find themselves in. For example:</p> <ul style="list-style-type: none"> ● <i>a classmate is sitting alone in the cafeteria or on the playground and looks lonely</i> ● <i>a friend just found out that his or her pet is sick</i> ● <i>a teammate is upset after losing a sports game</i> <p>What might you say to this person to help them to identify and manage their feelings/emotions? What strategies might you encourage them to try? Write out the situation and then the dialogue between you and the other person. If you have someone available to help you, you could even videotape yourselves acting it out!</p>

Becoming Our Best Selves-Identifying and Managing Difficult Emotions: A Series of Activities

<p>Activity 1: Reflecting on Emotions</p>	<p><i>Mood Meter</i></p> <p><i>Red</i> (upper left): unpleasant, high energy (angry or afraid) <i>Blue</i> (lower left): unpleasant, low energy (sad) <i>Yellow</i> (upper right): pleasant, high energy (happy) <i>Green</i> (lower right): pleasant, low energy (calm)</p>	<p>A Mood Meter is a tool you can use to think about different types of feelings. There are two axes:</p> <ul style="list-style-type: none"> • Level of pleasantness (horizontal) • Level of energy (vertical) <p>Each quadrant in the Mood Meter is represented with a different color: red, yellow, blue, and green.</p>
<p>Activity 2: Tuning Into Emotions</p>	<p><i>Mood Meter (cont)</i></p> <p>Complete the writing activity on the <i>Mood Meter Activity Sheet</i></p> <p><i>Be sure to add feeling words and images to the Mood Meter</i></p>	<p>On at least 4 different days, choose an emotion from the Mood Meter.</p> <p>Act out the emotion:</p> <ul style="list-style-type: none"> ▪ What does your face look like? ▪ How does your body move? ▪ How does your voice sound? <p>Whenever you feel a strong emotion, tune in to the emotion:</p> <ul style="list-style-type: none"> ▪ How are you feeling right now? Where does it fall on the Mood Meter? ▪ Why do you think you are feeling that way? ▪ Do you want to stay in this feeling or change your feeling? How can you do that?
<p>Activity 3: Identify Feelings</p>	<p><i>Vocabulary Cards</i></p> <p>Complete the <i>Feelings Activity Sheet</i></p>	<p>In this activity, you will be introduced to some vocabulary words that you may or may not have heard before. These are good words to practice and use to describe your feelings.</p> <p>*Once you have looked at each of the pictures and the words that go with each, think about which quadrant each of these pictures and words would go in the Mood Meter. Think of times when you have had each of these feelings.</p>
<p>Activity 4: Building Empathy Through Perspective Taking</p>	<p><i>Empathizing</i></p> <p>Complete the <i>Empathy Interview</i></p> <p>Complete the <i>Character Activity Sheet</i></p>	<p>In Activity 4, you are going to be thinking about empathy and how to build empathy by listening to people you know and also by thinking about the characters that you read about (or even watch on TV!).</p>

<p>Activity 4: Building Empathy Through Perspective Taking</p>	<p>Empathizing Complete the <i>Empathy Interview</i></p> <p>Complete the <i>Character Activity Sheet</i></p>	<p>In Activity 4, you are going to be thinking about empathy and how to build empathy by listening to people you know and also by thinking about the characters that you read about (or even watch on TV!).</p>
<p>Activity 5: Strategies for Managing Emotions</p>	<p>Strategies for Managing Emotions</p> <ul style="list-style-type: none"> ▪ <i>Belly Breathing</i> ▪ <i>Guided Relaxation</i> ▪ <i>Shake It Off!</i> 	<p>When you are feeling strong, not so positive emotions, you can try any of these three strategies to shift your mood.</p>
<p>Activity 6: Strategies for Managing Emotions (cont.)</p>	<p>Managing Emotions (cont.) Complete the <i>Strategy Activity Sheet</i></p>	<p>Read the scenario about Makayla and answer the questions in the boxes about the strategies that she could use to manage her feelings. Journal: What are some strategies you use to control or manage your emotions?</p>
<p>Activity 7: Creating a Community of Support</p>	<p>Support Systems</p> <ul style="list-style-type: none"> • Complete the <i>Community Activity Sheet</i> • Write a thank-you letter to someone who has supported you • Review the <i>Family Take Home Sheet</i> with those closest to you 	<p>Think about a time when you faced a difficult situation and someone showed you support. Brainstorm a list of strategies for supporting others. Think about the people in your lives that you trust that provide support to you. These are the people that help form your <i>support system</i>.</p>
<p>Activity 8: Keeping Track of Your Emotions</p>	<p>Tracking Emotions Complete the <i>Data Collection Sheet</i></p>	<p>Think: Why is it important for us to look at patterns in math? What types of patterns can we notice in daily life? Spend three days tracking your emotions at different times of day.</p> <ul style="list-style-type: none"> • On day one, stop at five points throughout the day and record how you are feeling on your Data Collection Sheet • Repeat the same process for two more days <p>What patterns do you notice? Are there things you would like to be different? If so, what strategies could you try to manage your emotions/moods?</p>
<p>Activity 9: Positive Self-Talk and Personal Affirmations</p>	<p>Using Positive Self-Talk and Affirmations Complete the <i>Affirmation Activity Sheet</i></p>	<p>People often “talk” with themselves in their minds throughout the day-and how we do that can greatly influence how we feel. What are some examples of positive and negative self-talk? If you have a task to complete and you tell yourself, “I’ll never this this done!” or “Ugh, this is the worst!” then you will feel different than if you say, “I can do this! I’ll find time and work through it, one step at a time.” Positive self-talk (or affirmations) can really help to get ourselves through difficult experiences. It can help us to feel more powerful and capable of handling challenges. Make a list of possible affirmations that you could say to yourself if you were faced with a difficult task or situation. Try to be super creative (sometimes inspiration can be found in songs).</p>

MOOD METER



LOW ENERGY ← **HIGH ENERGY**

UNPLEASANT → **PLEASANT**

MY NAME

MY MOOD TODAY (CIRCLE)

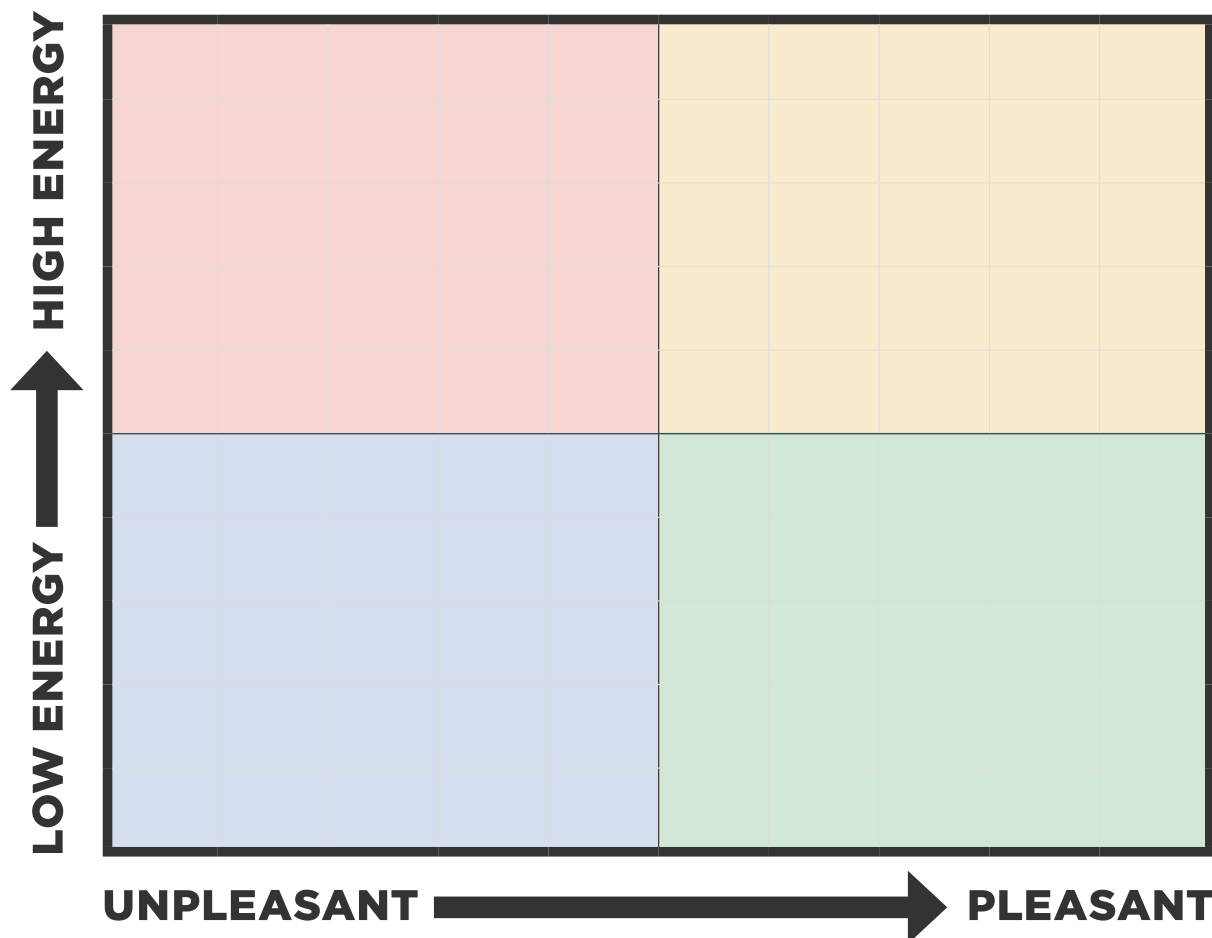


HOW ARE YOU FEELING TODAY?

DAILY WRITING PROMPT: Writing about your feelings is a great way to check in with yourself and to help manage your emotions. Write a paragraph about how you are feeling today on a separate sheet of paper. Use the following prompts to get started:

- How are you feeling today? Where does that fall on the Mood Meter?
- What is causing you to feel that way?
- What is your emotion goal for the day? (Do you want to shift your feelings to a different part of the Mood Meter, or do you want to stay in the same part?)
- What strategy can you use today to achieve that goal?

DIRECTIONS: The Mood Meter is a helpful way to think about different types of feelings and emotions. Add feelings words that you know to the correct part of the Mood Meter. Use a picture or emoji to show what the feelings word means.



Look at each of the pictures below and the words used to label/describe the feelings that the person might be having in the picture. What other words might you use to describe the feelings of each person?



Anxious, worried



Irritated, annoyed



Ecstatic, excited



Discouraged, disappointed



Content, satisfied



Terrified, afraid

MY NAME

MY MOOD TODAY (CIRCLE)



WHAT'S THE FEELING?

DIRECTIONS: Choose a word from the word bank that describes the feeling the character is experiencing. There may be more than one possible answer, so explain your thinking!

anxious content discouraged ecstatic irritated terrified

1. Maria just moved to a new town. It is her first day at a new school. She feels “butterflies” in her stomach.

2. Nathan is playing video games with his friends but his little brother keeps interrupting.



3. Kayla’s soccer team just won the championship game. She has a huge smile on her face and is running around the field with her arms in the air.

4. Ricky’s friends convinced him to ride a roller coaster with them at the carnival. Ricky is afraid of heights and feels his heart beating faster as he gets onto the ride.



5. Zoe is having a relaxing Saturday at home. She gets to do some of her favorite activities, like painting a picture and helping her dad cook dinner.

6. Noah is trying to do his math homework, but he cannot figure out the solution to the last problem. He puts his head down on his desk.

BUILDING EMPATHY THROUGH PERSPECTIVE-TAKING

Learning Tasks: Empathy Interview


- In Lesson 3, you are going to be thinking about empathy—understanding someone else’s feelings and experiences.
- Talk with a relative or friend in your home or over the phone; ask them about a time when they experienced a certain emotion (e.g., frustration, worry, pride, excitement)
 - Be sure to use active listening, use kind words and ask open-ended questions
 - Provide specific questions to help guide the conversation
 - When did you feel this emotion?
 - What was the situation?
 - Who was involved?
 - How did you deal with this feeling?
 - Be sure to thank your relative or friend for sharing their stories with you.
 - What did you learn about your friend or relative? How did listening to them make you feel? Listening to others can help build empathy.
 - Even when we read, we try to understand what a character is going through and that helps to build empathy too.
- On the next page, you are going to try empathy out with a character from a book you have read. If you can’t think of any, watch an episode of Story Time on WCNY TV Classroom channel every weekday at 8:00 am or 3:00 pm. You can find episodes on-demand at wcnv.org/tvclassroom/.



MY NAME _____

MY MOOD TODAY (CIRCLE)




CHARACTER
ACTIVITY
SHEET

READ WITH EMPATHY



EMPATHY is understanding and sharing other people's feelings. Understanding other people's feelings starts with looking at situations from their perspective. When you read, you can grow your empathy skills by paying close attention to what a character is feeling.

DIRECTIONS: Choose a character in a book you are reading. Write your answers to the following questions as you empathize with the character. Use evidence from the text in your responses.

Title of Book: _____ **Name of Character:** _____

1. What is an event in the book that causes the character to have a strong emotion?

2. How does the character feel? Use specific emotion words to describe the feeling.

3. How do you know that the character is feeling that way? Identify clues in his or her expressions, thoughts, words, actions, or appearance.

4. Do other characters understand how the character is feeling? How do you know?

5. How do you think you would feel in that situation? Would your response be the same as the character's response?

6. What could the character do to be more comfortable with this feeling? What would you do to support the character?

REFLECT: Write your responses on a separate sheet of paper.

1. How did empathy help you understand the story better?
2. How can empathy help you understand yourself and others better?



Refresh and Review: June 1st

Solving Equations

Vocabulary

A **coefficient** is a number that is multiplied by a variable.

For example, in the expression $3x + 5$, the coefficient of x is 3. In the expression $y + 5$, the coefficient of y is 1, because $y = 1 \cdot y$.

A **solution to an equation** is a number that can be used in place of the variable to make the equation true.

For example, 7 is the solution to the equation $m + 1 = 8$, because it is true that $7 + 1 = 8$. The solution to $m + 1 = 8$ is not 9, because $9 + 1 \neq 8$.

A **variable** is a letter that represents a number. You can choose different numbers for the value of the variable.

For example, in the expression $10 - x$, the variable is x . If the value of x is 3, then $10 - x = 7$, because $10 - 3 = 7$. If the value of x is 6, then $10 - x = 4$, because $10 - 6 = 4$.

Equivalent expressions are always equal to each other. If the expressions have variables, they are equal whenever the same value is used for the variable in each expression.

For example, $3x + 4x$ is equivalent to $5x + 2x$. No matter what value we use for x , these expressions are always equal. When x is 3, both expressions equal 21. When x is 10, both expressions equal 70.

A **term** is a part of an expression. It can be a single number, a variable, or a number and a variable that are multiplied together.

For example, the expression $5x + 18$ has two terms. The first term is $5x$ and the second term is 18.

Solving Equations: When Solving Equations, we are finding the value of the variable that makes the equation true.

Each move made must keep the equation balanced.

An important method for solving equations is *doing the same thing to each side*. For example, let's show how we might solve $-4(x - 1) = 20$ by doing the same thing to each side.

$$\begin{aligned} -4(x - 1) &= 24 \\ -\frac{1}{4} \cdot -4(x - 1) &= -\frac{1}{4} \cdot 24 && \text{multiply each side by } -\frac{1}{4} \\ x - 1 &= -6 \\ x - 1 + 1 &= -6 + 1 && \text{add 1 to each side} \\ x &= -5 \end{aligned}$$

Multiplication Property of Equality

Addition Property of Equality

$$-4(x - 1) = 24$$

$$\frac{-4(x - 1)}{-4} = \frac{24}{-4}$$

Division Property of Equality

$$x - 1 = -6$$

$$x - 1 + 1 = -6 + 1$$

Addition Property of Equality

$$x = -5$$

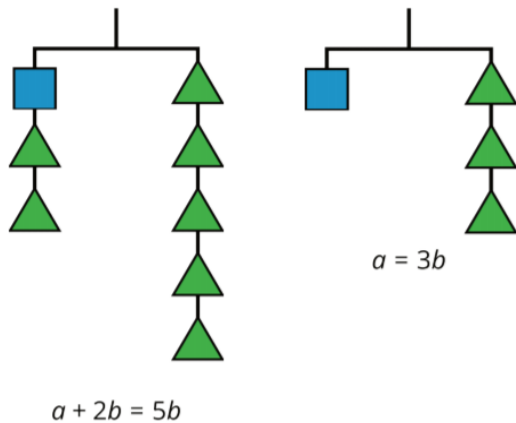
Equations can be solved in different ways. Use the properties of equality to keep the equations balanced.

Another helpful tool for solving equations is to apply the distributive property. In the example above, instead of multiplying each side by $-\frac{1}{4}$, you could apply the distributive property to $-4(x - 1)$ and replace it with $-4x + 4$. Your solution would look like this:

$$\begin{aligned} -4(x - 1) &= 24 \\ -4x + 4 &= 24 && \text{apply the distributive property} \\ -4x + 4 - 4 &= 24 - 4 && \text{subtract 4 from each side} \\ -4x &= 20 \\ -4x \div -4 &= 20 \div -4 && \text{divide each side by } -4 \\ x &= -5 \end{aligned}$$

We can think of a balanced hanger as a metaphor for an equation. An equation says that the expressions on either side have equal value, just like a balanced hanger has equal weights on either side.

If we have a balanced hanger and add or remove the same amount of weight from each side, the result will still be in balance.

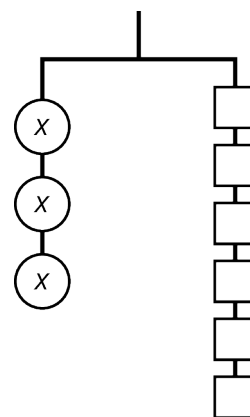


We can do this with equations as well: adding or subtracting the same amount from both sides of an equation keeps the sides equal to each other. For example, if $4x + 20$ and $-6x + 10$ have equal value, we can write an equation $4x + 20 = -6x + 10$. We could add -10 to both sides of the equation or divide both sides of the equation by 2 and keep the sides equal to each other. Using these moves in systematic ways, we can find that $x = -1$ is a solution to this equation.

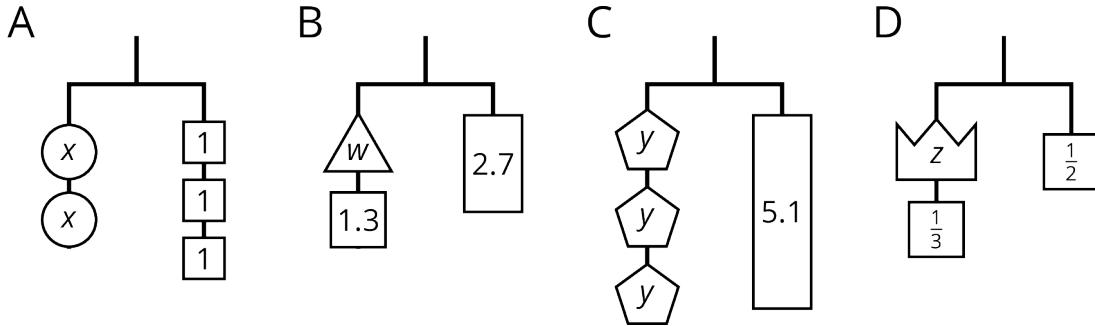
Practice:

1. Select **all** the equations that represent the hanger.

- a. $x + x + x = 1 + 1 + 1 + 1 + 1 + 1$
- b. $x \cdot x \cdot x = 6$
- c. $3x = 6$
- d. $x + 3 = 6$
- e. $x \cdot x \cdot x = 1 \cdot 1 \cdot 1 \cdot 1 \cdot 1 \cdot 1$

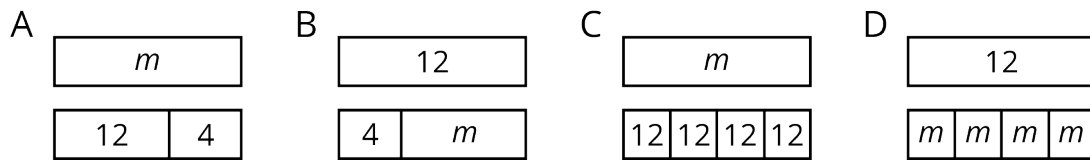


2. Write an equation to represent each hanger.



3. Match each equation to one of the diagrams.

- a. $12 - m = 4$
- b. $12 = 4 \cdot m$
- c. $m - 4 = 12$
- d. $\frac{m}{4} = 12$



4. Solve each equation.

- a. $2x = 5$
- b. $y + 1.8 = 14.7$
- c. $6 = \frac{1}{2}z$
- d. $3\frac{1}{4} = \frac{1}{2} + w$
- e. $2.5t = 10$

5. For each expression, use the distributive property to write an equivalent expression.

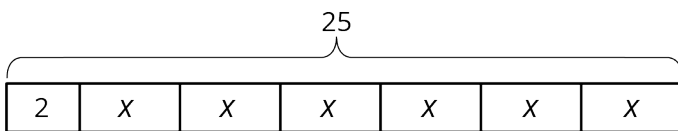
a. $4(x + 2)$

b. $(6 + 8) \cdot x$

c. $4(2x + 3)$

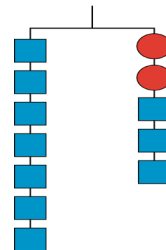
d. $6(x + y + z)$

6. The diagram can be represented by the equation $25 = 2 + 6x$. Explain where you can see the 6 in the diagram.



7. Explain how the parts of the balanced hanger compare to the parts of the equation.

$7 = 2x + 3$

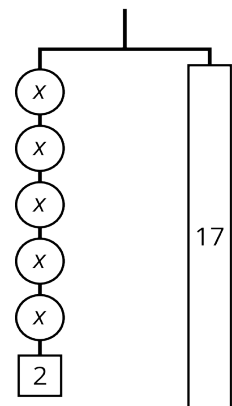


8. For the hanger below:

Write an equation to represent the hanger.

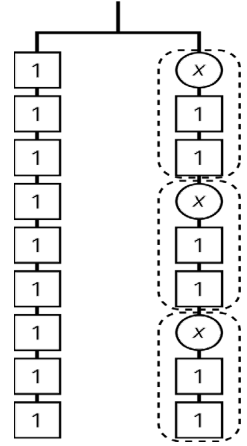
Draw more hangers to show each step you would take to find x .

Explain your reasoning.



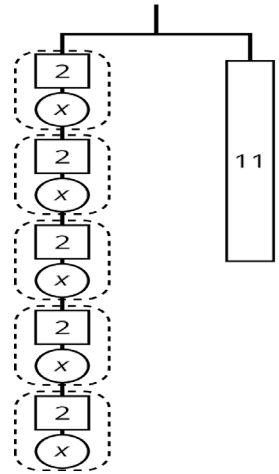
9. Explain how each part of the equation $9 = 3(x + 2)$ is represented in the hanger.

- x
- 9
- 3
- $x + 2$
- $3(x + 2)$
- the equal sign



10. Here is a hanger:

- a. Write an equation to represent the hanger.
- b. Solve the equation by reasoning about the equation or the hanger. Explain your reasoning.



11. Solve each equation.

$4x = -28$	$x - 6 = -2$	$-x + 4 = -9$
$-3x + 7 = 1$	$25x + -11 = -86$	$2(x - 3) = 14$




$-5(x - 1) = 40$	$\frac{1}{6}(x + 6) = 11$	$\frac{5}{7}(x - 9) = 25$
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12. Lin and Noah are solving the equation $7(x + 2) = 91$.

Lin starts by using the distributive property. Noah starts by dividing each side by 7.

- a. Show what Lin's and Noah's full solution methods might look like.

- b. What is the same and what is different about their methods?

Learning Targets			
I can explain how a balanced hanger and an equation represent the same situation.	I am not there yet. I need some help.	I am getting there. I need to practice more.	I've got it! I can teach someone.
I can solve equations that have whole numbers, fractions, and decimals.	I am not there yet. I need some help.	I am getting there. I need to practice more.	I've got it! I can teach someone.
I can use the distributive property to write equivalent expressions with variables.	I am not there yet. I need some help.	I am getting there. I need to practice more.	I've got it! I can teach someone.
I can use the idea of doing the same to each side to solve equations that have negative numbers or solutions.	I am not there yet. I need some help.	I am getting there. I need to practice more.	I've got it! I can teach someone.
I can add, subtract, multiply, or divide each side of an equation by the same expression to get a new equation with the same solution.	I am not there yet. I need some help.	I am getting there. I need to practice more.	I've got it! I can teach someone.



Topic:

Name:

Class:

Date:

Essential Question:

Questions:

Notes:

Summary:

Wonder of the Day #1239

How Do Roller Coasters Work?

150 Comments



SCIENCE – Physical Science

Have You Ever Wondered...

- How do roller coasters work?
- What is inertia?
- Where is the world's fastest roller coaster?

Are you ready for some excitement? Today in Wonderopolis we're headed to the amusement park to take a spin on that hair-raising, scream-inducing ride we know as the roller coaster!

Have you ever looked closely at a roller coaster, though? Did you realize it doesn't have an engine? Have you ever stopped to WONDER how a roller coaster operates at such high speeds without one? Let's take a look at the scientific principles and forces behind the thrills of the roller coaster.

Since roller coasters don't have engines, they must be pulled by a motorized chain to the top of the first big hill. As the roller coaster rises higher and higher into the air, its potential energy keeps growing until it reaches its maximum potential energy at the crest of the hill.

Potential energy is sometimes known as positional energy. Potential energy represents the amount of work the roller coaster will be able to do with the energy it builds up from falling down the other side of the hill.

And why does it fall down that hill? It's the same reason you fall down when you trip. Or why a ball hits the ground when you drop it. What are we talking about? Gravity, of course!

When a roller coaster crests the first big hill, gravity takes over, causing the roller coaster to fall down at a constant rate of 9.8 meters per second squared. All that stored potential energy changes to kinetic energy, which can also be thought of as moving energy.

As the roller coaster falls, it accelerates and builds up enough kinetic energy to propel it through the remainder of the ride. No engine is required because of inertia. Inertia is one of the laws of physics described long ago by Sir Isaac Newton. The law of inertia holds that an object in motion will stay in motion until acted upon by an equal but opposite force.

In the case of a roller coaster, this means that the kinetic energy built up from the fall down the first hill could keep it going forever. We all know, though, that roller coaster rides don't last forever. That's because the roller coaster loses energy to other forces as it does loop-the-loops, curves, and other hills along the way.

These other forces eventually bring the roller coaster to a stop, albeit with some help from air brakes at the very end of the ride. So what are these other forces? Two of the most significant are friction and air resistance. As you ride a roller coaster, its wheels rub along the rails, creating heat as a result of friction. This friction slows the roller coaster gradually, as does the air that you fly through as you ride the ride.

Roller coaster rides are so exciting (or terrifying!) for some people because of the other forces at work on your body during the ride. The forces of gravity and acceleration that move the roller coaster along the track also affect your body in the same ways.

For example, when you go around a sharp curve or a loop-the-loop, special forces of acceleration push you in different directions. Not only do these forces keep you in your seat, but they also are responsible for the exhilarating feelings you get that some people call a "rush."

Some people also love the weightless feeling you get briefly at the top of a loop-the-loop. That feeling you get is caused by two forces countering one another: gravity is pulling you toward the ground at the same time as inertia is pulling you toward the top of the loop.

If you want to ride the world's fastest roller coaster, you'll need to catch a flight to Ferrari World in Abu Dhabi, which is part of the United Arab Emirates. There you can ride the Formula Rossa, which reaches an amazing top speed of 149.1 miles per hour. The ride is so intense that passengers must wear goggles to protect their eyes!

Wonder Words (15)

CREST, PARK, HILL, METER, LOOP, PROPEL, AMUSEMENT, GRAVITY, FRICTION, RESISTANCE, PHYSICS, INERTIA, KINETIC, MOTORIZED, EXHILARATING

Wonder What's Next?

Tomorrow's Wonder of the Day is swinging for the bleachers!

Try It Out

Ready for a few more ups and downs? Find a few adventurous friends or family members to help you explore one or more of the following activities:

Want to see centripetal force in action for yourself? Try the simple Spinning Penny (<https://www.stevespanglerscience.com/lab/experiments/spinning-penny>) experiment! You'll need a balloon and a penny. Just follow the directions online and you'll soon see centripetal force in action as it works on the penny inside the balloon. For fun, try repeating the experiment with a variety of different types of coins.

If you could design any type of roller coaster, what would it look like? Would there be big hills? Steep drops? Several loops? Grab some drawing supplies and take a shot at designing your very own roller coaster. How fast would it go? Can you think outside the box and come up with a new design or feature that's never been seen before?

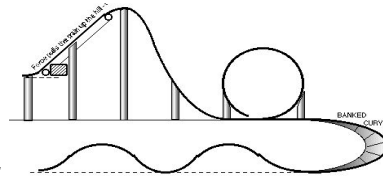
Ready to learn more about what makes roller coaster rides so thrilling? Check out these these Schooltube videos about the physics behind roller coasters: Time warp: roller coaster (<http://bit.ly/1fqhQBW>) (Schooltube): Watch an explanation of the gravitational forces at work during a roller coaster ride. Brought to you by the letter "G." + Riding the Roller Coaster (<http://vimeo.com/6834640>) : Buckle up for a front-seat view of an exciting roller coaster ride! + The Craft of Making the Coaster (<http://vimeo.com/52576007>) : Take a look at the different kinds of jobs involved in building a roller coaster.

<http://wonderopolis.org/wonder/how-do-roller-coasters-work>

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Build a Roller Coaster

I. Student Collaboration

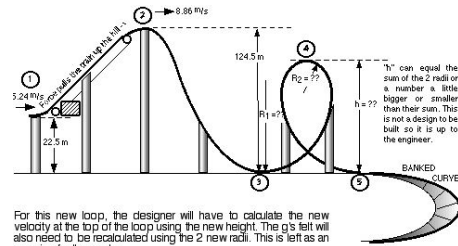


Example Coaster Design:

1. Draw an original design for your group's roller coaster. Be sure to label the points where your cart will have the most Kinetic Energy and Potential Energy.

2. Why did you decide to use this design? _____

3. Building a successful roller coaster will require more than one attempt to get it just right. How many attempts do you think it will take to build a roller coaster that meets our criteria?
4. Construct your roller coaster! You will need to revise and improve your design as your group goes along. Remember to meet these criteria:
 - a. The Marble (representing the cart) must be released from where you have the most Potential Energy
 - b. The Marble must continue down your foam (track) without flying off
 - c. The Marble must come to a stop on its own without crashing



Example of a Revised Coaster Design:

5. Draw a picture of what your roller coaster looked like now that you made it work properly. Be sure to label points of Kinetic Energy and Potential Energy.

6. Why did your original design not work? (Too much PE? Too much KE?) Explain what went wrong and how you fixed it.

7. Rate yourself 1-4 on your effort at this station. Write a summary of what you have learned. (SCORE: 1 2 3 4)



GRADE 7 SOCIAL STUDIES

June 1-5 2020

SYRACUSE CITY SCHOOL DISTRICT
SOCIAL STUDIES LEARN AT HOME LESSON

Name: _____

- By the end of the next two weeks I will be able to understand how the change in the United States with industrialization affected different parts of the country in different ways.
- I will also be able to explain how regional economic differences and values, as well as different opinions of the Constitution, laid the basis for tensions between states' rights advocates and supporters of a strong federal government which eventually led to a war between the north and the south in the United States.



Reviewing Knowledge

Setting the stage to help you understand the time period:

Instructions: *The following text below is a document that you read last week. You may refer to last week's assignment and notes you took to help you answer the questions that follow this reading.*

DOCUMENT 1

By Chandra Manning, The Gilder Lehrman Institute of American History

Published:05/17/2017

As the U.S. Grew, the North-South Dispute over Slavery Led to Civil War

In 1857, future president Abraham Lincoln was making notes for an important speech. At the time, conflict was growing between the North and South over slavery. "A house divided against itself can not stand," Lincoln wrote. "I believe this government can not endure permanently, half slave, and half free."

Long road to the Civil War

Lincoln's words turned out to be true. Only a few years later the North and South entered the Civil War, which lasted from 1861 to 1865. The bloody contest ultimately brought an end to slavery.

The years leading up to the war are known as antebellum. For most of this period, the North and South were able to avoid direct conflicts. Slavery was only legal in the South, but whites in both parts of the country shared a belief in the superiority of white people. They also shared a reluctance to talk about whether slavery was morally acceptable.

Slavery grows, some whites get rich

The country certainly had religious, ethnic and social differences within itself. These differences could be found in both the North and the South. Yet, when war came in 1861, it drew a hard line between Northern states and Southern states. The biggest difference between these two parts of the country was slavery. How did slavery become the problem that would split the nation in two?

Conflict began with the growth of slavery itself. In a very short time, the number of slaves exploded from 800,000 to 4,000,000. The Southern states were very wealthy because of slave labor. In the North, many people benefited from crops and goods produced by slaves. White Americans across the country relied on slavery for their wealth and comfort. Rather than face the problem, they preferred not to talk about it.

Should new U.S. territories have slaves?

The attitude changed when the United States began to expand to the west. Settlers moved into new land west of the Appalachian Mountains, which eventually became part of the United States. The land was divided into different regions known as territories. People were forced to debate whether slavery should be allowed there. During the 1850s, white Northerners and Southerners came to great disagreement over the issue. Pro-slavery forces seemed to be gaining the upper hand. The spread of slavery looked as though it would be almost impossible to stop.

The growing power of the Southern states worried people in the North. This gave rise to a new political group called the Republican Party. Republicans worried that Southerners were trying to take over the federal government and spread slavery. One person who shared these ideas was Abraham Lincoln, a leading member of the Republican Party.

Slavery foe Abraham Lincoln becomes president

Meanwhile, white Southerners wanted the government to do more to protect slavery. Their demands split the Democratic Party in two right during the presidential election of 1860. Southern Democrats wanted the government to allow slavery in all new U.S.

territories. Northern Democrats wanted to let the people in each territory decide whether or not to allow slavery.

It became clear that the Republican candidate for president, Abraham Lincoln, would win. White Southerners became worried. They said that if Lincoln won, the Southern states would break away from the United States.

Slave states break away

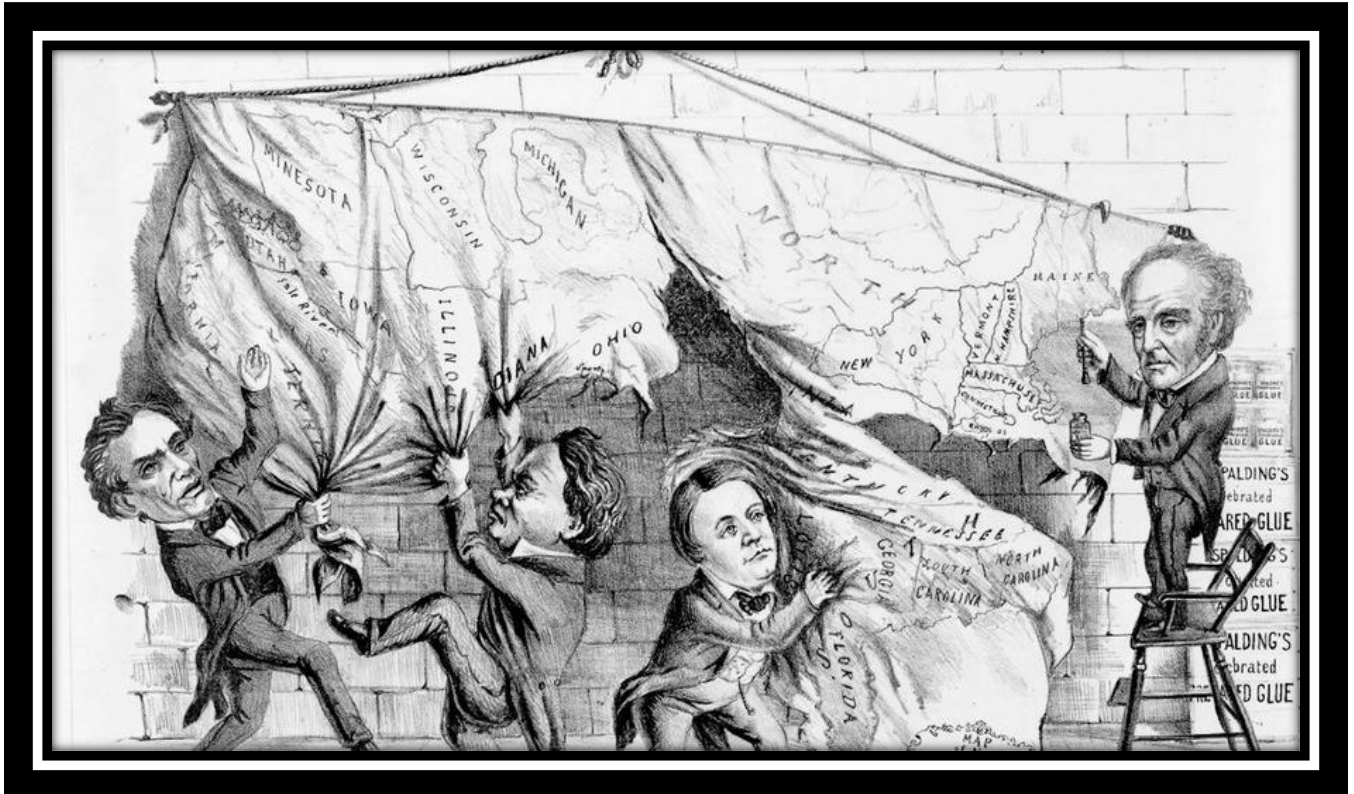
As expected, Lincoln won the presidential election of 1860. Shortly after, seven states from the Deep South broke away from the United States. They formed their own country called the Confederate States of America, or the Confederacy. Soon other Southern states threatened to join them. As Abraham Lincoln took office, the country was preparing to go to war.

Chandra Manning teaches history at Georgetown University and is the author of "What This Cruel War Was Over: Soldiers, Slavery, and the Civil War" (2007).

CHECK FOR UNDERSTANDING QUESTIONS:



- 1. How did the Northern states and Republican Party view the role of slavery in the United States?**
- 2. How did the Southern states and Democratic Party view the role of slavery?**
- 3. What was the turning point that forced the United States to debate slavery?**

Instructions: Examine the political cartoons and answer the following questions based on your knowledge of social studies.



In this political cartoon, the presidential and vice presidential candidates in the 1860 election are shown tearing apart a map of the United States. From Library of Congress

1. What are the presidents and vice presidents depicted in the image doing?
2. What does the map say?
3. Where are those depicted making tears in the map? Why do you think this is important to consider?

Audience 	Who is the intended audience?	
	Who did he or she write or create it for?	
Point of View 	What is the point of view? How is the author using language or images to show a viewpoint on something specific?	

Analyze for Context	
What is the time period? What are the approximate or exact dates? How many years ago was it? How were things different back then? How were things the same?	



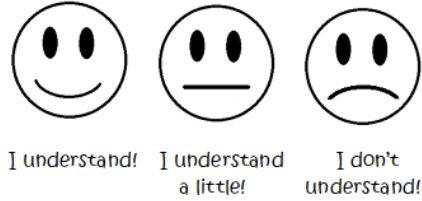
EVIDENCE OF LEARNING

Instructions: Write a complete response to the prompt. Use the space below to write your response or on a separate sheet of paper that you attach to the packet. Use information from the text and your knowledge of social studies to answer the prompt.



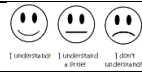
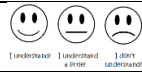
Writing Prompt: The Northern states and the Southern states disagreed about slavery. Why did the Northern states oppose slavery? Why did the Southern states want slavery to grow?

Self- Reflection

Self -Reflect by using the following key for each part of the lesson you completed this week.



Then list one thing you think you need help with next time and a goal for yourself for next week on completing your work.

 Sourcing		 Evidence of Learning	
Parts of Lesson		Parts of Lesson	
Completing Graphic Organizers		Use of Complete Sentences in Writing	
Understanding Purpose of Document		Use of Evidence from text	
Understanding Point of View of Document		Answering the question fully in prompt	

What do I need help with next week?

What goal do I have for myself for next week?

Re-Imagining Project

June 1-5, 2020

Recall, read, or watch one of your favorite books, TV shows or movies. Who were the main characters? What was the plot? Why do you like the story? Now reimagine the ending. Change the ending of the story however you want. Draw, paint, or collage your new re-imagined ending. You may use any paper, including the space below, or drawing materials you have available. Write a few sentences describing what you changed and why. If you can, send a picture of it to your art teacher or return this with you completed packet to school.

Film Music Project

June 1-5, 2020

In a movie, music can ramp up the tension or make a happy moment explode with joy. Music in a movie or film can be the deciding factor of success or failure. Think about a movie you have seen that you remember music from (maybe the foreboding music of the shark theme in *Jaws* or the themes in *Star Wars*). If you can, watch some scenes from the movie you are thinking of with the volume on and with the volume off. Think about how the music contributes to the scene. What is the mood of the scene with the music and how does that change without the music? Below write about your thoughts. First, give some information about the movie scene and music (title of movie, describe the scene, describe the music in the scene). Second, write how you think the music influences, positively or negatively, the movie (this is your claim). Next, find two or three details or evidence from the movie and music to support your opinion. Finally, write why that evidence supports your opinion of liking or not liking the song.

Physical Education

Fitness Journal



Name: _____

This wellness journal is your instructional guide through a 2-week wellness home study. It has been designed with a focus on the following core competencies for social and emotional learning:

– **Self-Awareness and Self-Management.**

In addition, you will be working toward physical education grade-level outcomes in the areas of fitness knowledge and personal and social responsibility.

-Follow the instructions on each page, complete the exercises and writing prompts, and then if you are able to please return your finished journal to your teacher.

This is a 2-week home study focused on:

1. Understanding self-awareness and self-management as it relates to physical activity, goal setting, and stress management
2. Exploring personal thoughts and emotions as they relate to physical activity and examine how these thoughts affect our behaviors and routines
3. Achieving personal activity goals aimed at reducing stress and boosting our body's ability to fight disease

There are 3 components to this journal:

1. First, you will **complete daily physical activity and social emotional learning challenges** designed to prepare our minds and body for optimal performance and creativity.
2. Second, you will use **Tabata-style activity intervals** to help you progress toward a daily physical activity goal of 60 minutes of moderate to vigorous physical activity.
3. Third, you will **tune into WCNY for wellness and health activities:** <http://www.wcny.org/tvclassroom/>

Your 2-week SMART goal is:

Remember: A SMART goal is Specific, Measurable, Achievable, Realistic, and Time-bound.

- **During the next two weeks, I will be physically active for at least 60 minutes per day for a minimum of 12 of 14 days. I will track my activity using the activity log provided in this journal.**
- **REMEMBER TO HAVE FUN!**

Week 1:

Day	Activity 1	Activity 2	Activity 3	Total
Sample Day	Daily Health/Fitness/SEL Challenge	Tabata	Get Active By Watching The Daily WCNY Wellness Lesson	How Many Minutes Did You Do?
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				

Week 2:

Day	Activity 1	Activity 2	Activity 3	Total
Sample Day	Daily Health/Fitness/SEL Challenge	Tabata	Get Active By Watching The Daily WCNY Wellness Lesson	How Many Minutes Did You Do?
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				

Daily Activity Challenges

Complete each challenge. When finished, mark an **X** next to that day's challenge.

Day	Challenge	Complete
Day 1	-Stick 5 post-it notes or paper notes on mirrors at your home that share a positive message unrelated to body-talk/appearances. -Step Jumps: Find a step or a bench and jump up and down 50 times. Be careful. Take a break if you need to.	
Day 2	-Pick 5 different muscles to stretch. Hold each stretch for 20 seconds. -You're going to practice breathing into your belly: Find a comfortable place to lay flat on your back. Place a light object (like a small book) on your belly. Close your eyes and focus on breathing. As you inhale and exhale, stay mindful of the position of the object. Is it moving? Focus on making the object move up when you inhale and down when you exhale. If the object falls off your belly, simply pick it up and place it back in position	
Day 3	-Write/talk about 5 things you can do to help your mind and body relax. -Mindful Senses What do you notice around you? Find: 5 things you see 4 things you feel 3 things you hear 2 things smell 1 thing you taste	
Day 4	-Take a walk, jog or bike ride with a family member -List 3 words or phrases that describe how you feel each time you finish being physically active	
Day 5	-Go outside and play. Get active! -Card Fitness Take a deck of cards, flip the top card. Complete exercises based on the suit & number on the card. Face cards are worth 15. Spades- jumping jacks, Clubs- squats, Hearts mountain climbers, Diamonds- Your choice	
Day 6	-Abs!: 10 knee to elbow planks, 10 crunches, 10 superman poses -Flutter Kicks: Lie on your stomach. Keeping your legs straight kick them up and down while holding your glutes tight.	
Day 7	<u>Create Your Own Workout</u> - Choose any 8 exercises. - Do 10 repetitions of each exercise. - How many times can you complete the routine in 15 minutes? * Ideas: Jumping Jacks, Arm Circles, Ski- Jumps, Butterfly Stretch, Mountain Climbers, Crab Kicks, Burpees, Push-Ups, Curl-Ups, Jog in Place.*	
Day 8	-4 Walls Face each wall in a room and do a different exercise for 30 seconds -side shuffle -grapevine to left then right -wide stance punches -vertical jumps -Crane Pose Here's a challenge! Put your hands on the ground, lean forward & balance your knees on your elbows	
Day 9	-Core Challenge Plank 10 seconds 10 crunches 10 sit ups Repeat 5 times with no rest! Shuffle Squat Take 4 shuffle steps to your right and squat, then take 4 shuffle steps to your left and squat. -Set the Menu Talk with who takes care of you about choosing the dinner menu. Pick items that are healthy and yummy.	
Day 10	-Perform squats while someone calls out math problems for you to answer. -Identify strategies for staying active and describe to a family member why you enjoy being active.	
Day 11	-Why is it important for you to fuel your body with nutritious foods? -Design a healthy snack or meal to share with your family. How many different vegetables, fruits, whole grains and proteins are in the meal?	
Day 12	-Positive Talk: Be sure to talk to yourself today like you would talk to someone you love. -Power Knees: Bring hands over your head and have your hands and left knee meet in the middle as fast as you can. Repeat 10 times on each leg.	
Day 13	-Find a song you like that is about being proud of who you are and doesn't mention body talk or appearance at all. Write it down and share with a family member. -Jump rope to music!:Can you jump to an entire song without stopping?	
Day 14	Create Your Own Workout: - Choose any 10 exercises. - Do 15 repetitions of each exercise. - How many times can you complete the routine in 15 minutes? * Ideas: Jumping Jacks, Arm Circles, Ski- Jumps, Butterfly Stretch, Mountain Climbers, Crab Kicks, Burpees, Push-Ups, Curl-Ups, Jog in Place.* Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back	

TABATA Time!

- ✓ Tabata workouts combine 20 seconds of vigorous activity with 10 seconds of rest in between each set.
- ✓ We may adjust our timing and intensity throughout the module,
- ✓ 4-minute workouts using his timing formula can have positive results on a person’s overall fitness.

We’ll focus on 2 types of Tabata activity routines – “**One and Done**”, and “**Double or Nothing.**” Then, you can use the blank routine chart to create your own workout.

One and Done

This format is called “one & done” because each exercise is only done 1 time during the routine.

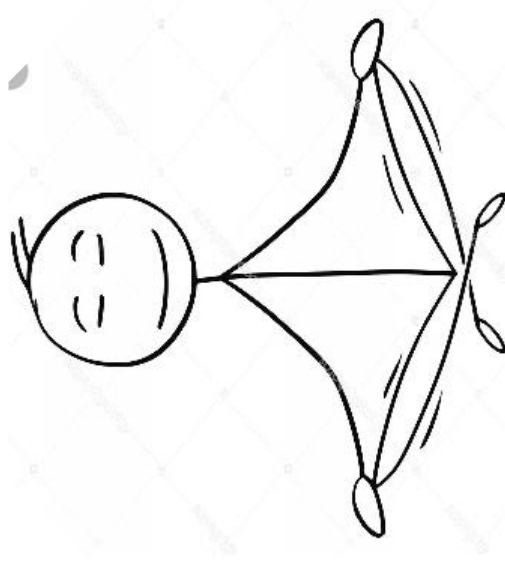
Set #	Exercise Name	Interval Start
1	Jumping Jacks (20 seconds) Rest 10 seconds	0:00
2	Lunges (20 seconds) Rest 10 seconds	0:30
3	Hold Plank Position (20 seconds) Rest 10 seconds	1:00
4	Invisible Jump Rope (20 seconds) Rest 10 seconds	1:30
5	Squats (20 seconds) Rest 10 seconds	2:00
6	Plank Leg Raises (20 seconds) Rest 10 seconds	2:30
7	Jog in Place with High Knees (20 seconds) Rest 10 seconds	3:00
8	Plank Arm Raises (20 seconds) Rest 10 seconds	3:30

Double or Nothing

This format is “Double or Nothing” because each exercise is done twice in a row.

Set #	Exercise Name	Interval Start
1	Lunges (20 seconds) Rest 10 seconds	0:00
2	Lunges (20 seconds) Rest 10 seconds	0:30
3	Hold Plank Position (20 seconds) Rest 10 seconds	1:00
4	Hold Plank Position (20 seconds) Rest 10 seconds	1:30
5	Squats (20 seconds) Rest 10 seconds	2:00
6	Squats (20 seconds) Rest 10 seconds	2:30
7	Jumping Jacks (20 seconds) Rest 10 seconds	3:00
8	Jumping Jacks (20 seconds) Rest 10 seconds	3:30

Guided Relaxation



- Sit quietly and comfortably, closing your eyes.
- Focus on your breath. Breathe in... and out...
- Focus on your feet
- Focus on your legs
- Focus on your hips
- Focus on your back
- Focus on your shoulders
- Focus on your arms
- Focus on your hands
- Focus on your face
- Continue to breathe in... and out... in... and out...
- Enjoy the relaxation of your body!

Belly Breathing

- Stand quietly and comfortably, or lie down on the ground
- Place both hands on your belly
- When you slowly breathe in, feel your belly expanding like a balloon
- When you breathe back out, feel your belly deflate like a balloon letting go of all its air
- Continue breathing this way for three minutes
- Try to make your breath slow and steady
- Each time you breathe out, imagine letting go of stress and tension
- Do this every time you're stressed or anxious
- Enjoy the relaxation of your body!



Shake It Off!



- Make sure you have space
- Pick your favorite fun, upbeat song
- When you hear the music... SHAKE! SHAKE! SHAKE!
- When the music stops... CLAP! CLAP! CLAP!
- Keep your hands together on the third clap and bring them to your heart.
- Breath in... and out... in... and out... in... and out.

MY NAME

MY MOOD TODAY (CIRCLE)



STRATEGY
ACTIVITY
SHEET

MANAGING EMOTIONS



We all feel many different emotions each day. Some of these feelings can be very strong. It helps to have **strategies**—things we can think about or do—so we can use our emotions wisely. This will help us to stay healthy and be kind to ourselves and others.

DIRECTIONS: Read the situation below. Then, answer the questions in the boxes about the strategies that Makayla can use.



Makayla decides to try out for the basketball team at her school. She loves to play basketball, but she has never played on a team before. She doesn't sleep well the night before tryouts because she is so nervous. At tryouts, she has trouble keeping up with the instructions that the coach is giving to the players. At one point, when she misses a pass, two of the other players roll their eyes at her. After the tryouts are over, Makayla finds out that she did not make the team. She feels like she is going to cry, and she sits alone to wait for her dad to pick her up from the school.

<p>What feelings do you think Makayla is having?</p> <hr/> <hr/> <hr/> <hr/>	<p>What could Makayla say to herself to manage these feelings?</p> <hr/> <hr/> <hr/> <hr/>
<p>What could Makayla do to help her with her feelings?</p> <hr/> <hr/> <hr/> <hr/>	<p>If you knew Makayla was feeling this way, what could you do to support her?</p> <hr/> <hr/> <hr/> <hr/>

MY NAME

MY MOOD TODAY (CIRCLE)



COMMUNITY
ACTIVITY
SHEET

CREATING A COMMUNITY OF SUPPORT



We all need support. You can help build a community of support wherever you are by recognizing the feelings of others and practicing empathy.

DIRECTIONS: Read the following scenes, and try to see the situation through each character's eyes. Answer the questions that follow on a separate sheet of paper.

Support Scene 1:

Gavin is a student in your class. You invite him to play basketball with you at recess, but he says no. At lunch, you see him sitting on his own, just picking at his food. You know that his younger sister has been in the hospital recently and wonder if that is the reason he is so quiet today.



1. What might Gavin be feeling?
2. How could you help Gavin deal with his feelings?
3. What could you do or say to show support?

Support Scene 2: Bettina is a student in your class. When she got to school today, she seemed quieter than usual. She forgot her homework and had to miss morning recess to make it up. Later, during science time, she accidentally knocked over the tray of sand her group was using. Her group members complained loudly, and she had to clean up the mess. When you asked her a question on your way to lunch, she responded angrily and stomped away.

4. What might Bettina be feeling?
5. How could you help Bettina deal with her feelings?
6. What could you do or say to show support?

Thanks for the Support!

Now, think about a person in your life who has helped and supported you. On a separate sheet of paper, write a letter to express your gratitude (thankfulness) to this person. Make sure to include the following:

- What did this person do?
- How did they make you feel?
- How have they changed your life for the better?



After you write your letter, you can deliver it to the person who supported you.


**FAMILY
TAKE-HOME**

OUR BEST SELVES

Lessons on Social-Emotional Learning With ELA

SOCIAL-EMOTIONAL LEARNING AT HOME

In school, we've been learning about social-emotional skills and how to be our best selves. Use the activities on this sheet as an opportunity to sit down as a family and speak openly about how we can support ourselves and others.



Photo: © iStockphoto

Mix-and-Match Emotions

Do your family members “read” situations the same way? As a family, take a look at the following situations on the following cards. Discuss which emotion each family member thinks would best match. Does everyone agree? Why do you think people might see the same situation differently?

BONUS:
Draw an
emoji for each
emotion

SITUATIONS

Your family is running late for a doctor's appointment. Once you arrive at the doctor's office, you spend 45 minutes sitting in the waiting room.

Your family has decided to go on a vacation to another state for two whole weeks. You will get to do lots of outdoor activities like camping and hiking while you are there.

You usually spend a lot of time with your close friend, but recently he or she has not been returning your calls. Your birthday is coming up, but you're not sure if he or she remembers.

EMOTIONS

disappointed
bored
content
worried
irritated
thrilled

Keep the Conversation Going!

Conversations at home can be a great way to help children build their social-emotional understanding. Try these conversation starters with your child and other family members:

Managing Emotions

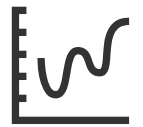
- It looks like you are feeling _____ right now.
- I understand why that would be _____
(frustrating, exciting, disappointing)
- Have you tried...
 - Taking some deep breaths?
 - Writing down how you feel?
 - Exercising?

Providing Support and Empathy

- How do you think he or she is feeling right now?
- Can you remember a time when you felt that way?
- What helps you when you are feeling that way?
- What do you think we should do to help?

MY NAME

MY MOOD TODAY (CIRCLE)



DATA COLLECTION SHEET

KEEPING TRACK OF YOUR EMOTIONS

DIRECTIONS: Use the following data table to track your emotions at different times in the day.

RED: angry, nervous	YELLOW: happy, excited
BLUE: sad, lonely	GREEN: calm, relaxed



	DAY 1		DAY 2		DAY 3	
Time	Mood (COLOR)	What Was Happening?	Mood (COLOR)	What Was Happening?	Mood (COLOR)	What Was Happening?
Early Morning						
Late Morning						
Noon						
Afternoon						
After School						

1. When did you **most** enjoy your mood, and what was happening at that time?

2. When did you **least** enjoy your mood, and what was happening at that time?

3. Look at the data you collected. What **patterns** do you notice? (To start, look at the data for the same time slot on Day 1, 2, and 3, and see if there are similarities.)

4. If you want to change your mood or keep it the same, what **strategies** could you use?



MY NAME

MY MOOD TODAY (CIRCLE)



MY PERSONAL AFFIRMATION



Self-talk is a powerful way to help manage your emotions. An **affirmation** is a **positive personal statement that you can say to yourself** each day, whenever you need it.

DIRECTIONS: Use the prompts below to create your own affirmation.

1. What is a message that you can repeat each day to feel more confident or calm? Brainstorm a few ideas below. Say each one to yourself and see how it makes you feel. Circle your favorite. _____

2. Is there a more powerful word you could swap into your affirmation? Check a resource like a thesaurus. Example: Replace “do” with “achieve.” _____

3. Why is this message important to you? When (or in what situations) might this affirmation be helpful for you to use? _____

4. Use the space below to create a bookmark with your affirmation statement. Then, cut it out. You can use it every day when you read!



BONUS: If you'd like, decorate your bookmark with stickers or color. Or punch a hole on top of your bookmark and knot a ribbon through it.



SYRACUSE CITY SCHOOL DISTRICT
SOCIAL STUDIES LEARN AT HOME LESSON

GRADE 7 SOCIAL STUDIES

June 8-12 2020

Name: _____

- By the end of this week I will be able to understand the importance of the leadership of President Abraham Lincoln during the Civil War and explain why the goals and content of Lincoln's Emancipation Proclamation was historically significant



Build Background Knowledge through Reading and Note Taking

Instructions: *The following text is here to assist you in reviewing and gaining knowledge before you source the documents. Read the information make your own notes and annotate the text by marking up the text using the following annotation symbols:*

?? I don't understand

!! This is important

X Thought differently

+ new information

The Civil War and Slavery THE NORTHERN ELITE, THE BANKERS AND businessmen who directed the economy of the North, wanted their kind of economy to expand. They wanted free land, free labor, and taxes that favored manufacturers. Lincoln shared their ideas. Southern planters, on the other hand, felt that Lincoln and the Republicans would make their own pleasant, prosperous way of life impossible. So when Lincoln was elected president in the fall of 1860, seven Southern states seceded, or left the Union. When Lincoln tried to take back the federal base at Fort Sumter, North Carolina, by force, four more states seceded.

The South formed the Confederacy, and the Civil War was on. Abolitionists urged Lincoln to emancipate, or free, the slaves in the South. But Lincoln made it clear that he had not gone to war to free the slaves—his goal was to bring the South back into the Union. In a letter to abolitionist and newspaperman Horace Greeley, Lincoln wrote:

"My paramount object in this struggle is to save the Union, and it is not either to save or destroy Slavery. If I could save the Union without freeing any slave, I would do it; and if I could save it by freeing all the slaves, I would do it."

But as the war grew more bitter and the North grew more desperate to win, Lincoln began to act against slavery. In September 1862 he gave the southern states four months to stop fighting, warning that he would free their slaves if they did not come over to the Union side. The fighting continued. On January 1, 1863, Lincoln issued the Emancipation Proclamation, freeing slaves in areas that were fighting against the Union. Two years later, before the war ended, Congress passed the Thirteenth Amendment to the Constitution, which ended all slavery in the United States.

These changes affected African Americans in many ways—not all of them good. Once blacks were free to enter the Union army, the war started to look more like a war for black liberation. The more whites suffered, the more they resented blacks. Angriest of all were poor whites who were drafted into the army. Rich people could buy their way out of the draft for \$300. That was a huge amount of money. At that time the average skilled worker (such as a carpenter) earned about two dollars a day. Unskilled workers earned less. Draft riots in 1863 in northern cities turned whites against their black neighbors in a wave of violence and death. And the treatment of black soldiers in the army and the northern cities showed that freedom might not bring acceptance or true equality. Black soldiers were given the dirtiest and hardest work, and when they were off duty whites sometimes attacked them on the street.

The Civil War was one of the bloodiest conflicts in history up to that time. It killed 600,000 people, out of a population of 30 million. By late 1864, the South was losing. Soldiers were in short supply—but there were 4 million slaves. When some Confederate leaders spoke of enlisting slaves, one shocked general wrote, “If slaves will make good soldiers, our whole theory of slavery is wrong.” In March 1865 Jefferson Davis, president of the Confederacy, signed a law that let blacks serve in the army of the South. But before the law had any effect, the war ended. The South had lost, and its slaves learned that they were now free.

Zinn, Howard. *A Young People's History of the United States*



Instructions: *Examine each document carefully and answer the questions to each document based on your knowledge of social studies and the evidence you gather by taking your own notes in the margin areas of this packet.*





Document 1

The Emancipation Proclamation (Modified)

On the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State in rebellion against the United States, shall be forever free. . . Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States. . .do order and designate [appoint] the following States as being in rebellion: Arkansas, Texas, Louisiana, Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia. And I hereby call upon the people so declared to be free to abstain from all violence, unless in necessary self-defense; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages. And I further declare and make known, that such persons will be received into the armed service of the United States. And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity (the need to fight and go to war), I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

By the President: ABRAHAM LINCOLN

Note Catcher

	SUPPORTING SCAFFOLDED QUESTIONS	Information and evidence from the document
<p>Author</p> 	<p>Who are they?</p> <p>What groups of people is the author/creator associated with?</p>	
 <p>Purpose</p>	<p>What is the purpose of the document?</p> <p>Why did the author state it?</p>	
<p>Audience</p> 	<p>Who is the intended audience?</p> <p>Who did he or she write or create it for?</p>	
<p>Point of View</p> 	<p>The Civil War ended in 1865. Why did Lincoln decide to free the slaves before the war even ended?</p> <p>Why do you think he calls the act a “military necessity” in the last section?</p>	



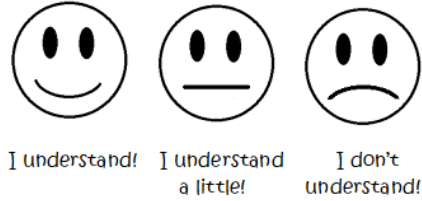
EVIDENCE OF LEARNING

Instructions: *Write a complete response to the prompt. Use the space below to write your response or on a separate sheet of paper that you attach to the packet. Use information and evidence from the readings and the documents in this packet to answer the prompt.*







Writing Prompt: Why was the **Emancipation Proclamation** a historically significant document in the history of the United States?

Self- Reflection

Self -Reflect by using the following key for each part of the lesson you completed this week.



Then list one thing you think you need help with next time and a goal for yourself for next week on completing your work.

 Building Knowledge		 Sourcing		 Evidence of Learning	
Parts of Lesson	 <small>I understand I understand a little I don't understand</small>	Parts of Lesson	 <small>I understand I understand a little I don't understand</small>	Parts of Lesson	 <small>I understand I understand a little I don't understand</small>
Annotating		Completing all the questions in Note Catcher		Use of Complete Sentences in Writing	
Taking my own notes in the margins		Understanding Purpose of the Document		Use of Evidence from text	
Circling central or main ideas		Understanding Point of View of the Document		Answering the question fully in prompt	

Superpower Project

June 8-12, 2020

All of us are good at a few things. We have strengths such as bravery, patience, or a gift for music. Please write down three of your personal strengths. How could one of these become a personal superpower? Create a superhero based in this strength. Draw a cartoon superhero in any style you would like (for example manga) with whatever art supplies you have available. Think of symbols and actions your hero could wear or do that illustrates this power. Please give your hero a name and write a few sentences about the superpower they possess. Share your work with your art teacher or return this with your completed packet to school.

Music Therapy Project

June 8-12, 2020

Music touches all aspects of our lives – physical, emotional, psychological, and behavioral. As a form of therapy, music is a proven way to reduce stress and get into a mindful state of consciousness. Psychologists believe that music therapy also improves the quality of life and can help people deal with pain, loss, paying attention, relationships, and more. Below, write about what kind of music you like to listen to help you through a situation. You can include specific songs and artists if you would like. Describe details about the music that you find helpful – is it the volume, speed, instruments, or other parts of the music? Share how the music helps you – is it to relax, get pumped up, take your mind of things, or other ways? Then go listen to some music that makes you happy!