



REMOTE LEARNING

Grade 8

Coursework for May 18-29

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](#)



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 SCSD 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			



The Scholarship Jacket

By Marta Salinas

1986

“The Scholarship Jacket” is one of the best-known stories by Mexican American author Marta Salinas. It describes a difficult situation that Marta, called “Martha” by her teacher, is faced with after she earns excellent grades in school.

As you read this story, take notes on the descriptive language and word choice that help reveal Marta’s point of view.

Text	Questions to answer to help you understand each section.	Glossary
<p>1 The <i>small Texas school</i> that I went to had a tradition carried out every year during the eighth grade graduation: a beautiful gold and green jacket (the school colors) was awarded to the class valedictorian, the student who had maintained the highest grades for eight years. The scholarship jacket had a big gold S on the left front side and your name written in gold letters on the pocket.</p>	<p><i>What is the setting?</i></p> <p><i>What happens every year during 8th grade graduation?</i></p>	
<p>2 My oldest sister, Rosie, had won the jacket a few years back, and I fully expected to also. I was fourteen and in the eighth grade. I had been a straight A student since the first grade and this last year had looked forward very much to owning that jacket. My father was a farm laborer who couldn’t earn enough money to feed eight children, so when I was six I was given to my grandparents to raise. We couldn’t participate in sports at school because there were registration fees, uniform costs, and trips out of town; so, even though our family was quite agile and athletic there would never be a school sports jacket for us. This one, the scholarship jacket, was our only chance.</p>	<p><i>What does the narrator want?</i></p> <p><i>What details do we learn about the narrator?</i></p>	<p>farm laborer- someone who works on a farm</p> <p>agile and athletic- able to move quickly and play sports</p>
<p>3 In May, close to graduation, spring fever had struck as usual with a vengeance. No one paid any attention in class; instead we stared out the windows and at each other, wanting to speed up the last few weeks of school. I despaired every time I looked in the mirror. Pencil thin, not a curve anywhere. I was called “beanpole” and “string bean,” and I knew that’s what I looked like. A flat chest, no hips, and a brain; that’s what I had. That</p>	<p><i>What other details do we learn about the narrator?</i></p>	<p>Vengeance- in a very strong way</p> <p>Despaired- felt very sad</p>

<p>really wasn't much for a fourteen-year-old to work with, I thought, as I absent-mindedly wandered from my history class to the gym.</p>		
<p>4 Another hour of sweating in basketball and displaying my toothpick legs was coming up. Then I remembered my P.E. shorts were still in a bag under my desk where I'd forgotten them. I had to walk all the way back and get them. Coach Thompson was a real bear if someone wasn't dressed for P.E.</p>		<p>P.E.- gym class</p> <p>was a real bear- someone angry</p>
<p>5 I was almost back at my classroom door when I heard voices raised in anger as if in some sort of argument. I stopped. I didn't mean to eavesdrop, I just hesitated, not knowing what to do. I needed those shorts and I was going to be late, but I didn't want to interrupt an argument between my teachers. I recognized the voices: Mr. Schmidt, my history teacher, and Mr. Boone, my math teacher. They seemed to be arguing about me. I couldn't believe it. I still remember the feeling of shock that rooted me flat against the wall as if I were trying to blend in with the graffiti written there.</p>	<p><i>Who is the narrator listening to?</i></p>	<p>Eavesdrop- listen to others and they don't know you are there</p> <p>rooted me flat- standing still against the wall, can't move</p>
<p>6 "I refuse to do it! I don't care who her father is, her grades don't even begin to compare to Martha's. I won't lie or falsify records. Martha has a straight A-plus average and you know it." That was Mr. Schmidt and he sounded very angry. Mr. Boone's voice sounded calm and quiet. "Look. Joann's father is not only on the Board, he owns the only store in town: we could say it was a close tie and—"</p>	<p><i>What is the narrator's name?</i></p> <p><i>What do you think the math teacher wants to do?</i></p>	<p>Falsify- make something untrue</p> <p>on the Board- a group of people that make decisions about schools</p>
<p>7 The pounding in my ears drowned out the rest of the words, only a word here and there filtered through. "... Martha is Mexican ... resign ... won't do it..." Mr. Schmidt came rushing out and luckily for me went down the opposite way toward the auditorium, so he didn't see me. Shaking, I waited a few minutes and then went in and grabbed my bag and fled from the room. Mr. Boone looked up when I came in but didn't say anything. I went home very sad and cried into my pillow that night so Grandmother wouldn't hear me.</p>	<p><i>Why do you think Martha is upset and crying?</i></p>	<p>only a word here and there filtered through- she's so upset she's not hearing everything they say</p>
<p>8 The next day when the principal called me into his office I knew what it would be about. He looked uncomfortable and unhappy. I decided I wasn't going to make it any easier for him, so I</p>	<p><i>How is the principal feeling?</i> <i>What words tell you how he is feeling?</i></p>	

<p>looked him straight in the eyes. He looked away and fidgeted with the papers on his desk.</p>		
<p>9 “Martha,” he said, “there’s been a change in policy this year regarding the scholarship jacket. As you know, it has always been free.” He cleared his throat and continued. “This year the Board has decided to charge fifteen dollars, which still won’t cover the complete cost of the jacket.”</p> <p>“So if you are unable to pay the fifteen dollars for the jacket it will be given to the next one in line.” I didn’t need to ask who that was.</p>	<p><i>What does the principal want to do?</i></p> <p><i>Why do you think he wants to do this?</i></p>	
<p>10 Standing with all the dignity I could muster, I said, “I’ll speak to my grandfather about it, sir, and let you know tomorrow.” I cried on the walk home from the bus stop. The dirt road was a quarter mile from the highway, so by the time I got home, my eyes were red and puffy.</p>		
<p>11 “Where’s Grandpa?” I asked Grandma, looking down at the floor so she wouldn’t ask me why I’d been crying. She was sewing on a quilt as usual and didn’t look up.</p> <p>“I think he’s out back working in the field.”</p>		
<p>12 I went outside and looked out at the fields. There he was. I could see him walking between the rows, his body bent over the little plants, hoe in hand. I walked slowly out to him, trying to think how I could best ask him for the money. I wanted that jacket so much. It was more than just being a valedictorian and giving a little thank you speech for the jacket on graduation night. It represented eight years of hard work and expectation. I knew I had to be honest with Grandpa; it was my only chance. He saw my shadow and looked up.</p>	<p><i>Why does Martha want the jacket?</i></p>	
<p>13 He waited for me to speak. I cleared my throat nervously and clasped my hands behind my back so he wouldn’t see them shaking. “Grandpa, I have a big favor to ask you,” I said in Spanish, the only language he knew. He still waited silently. I tried again. “Grandpa, this year the principal said the scholarship jacket is not going to be free. It’s going to cost fifteen dollars, and I have to take the money in tomorrow, otherwise it’ll be given to someone else.” He looked out over the field that was filled with the tiny green bean plants. I</p>		

<p>waited, desperately hoping he'd say I could have the money.</p>		
<p>14 He turned to me and asked quietly, "What does a scholarship jacket mean?"</p> <p>I answered quickly; maybe there was a chance. "It means you've earned it by having the highest grades for eight years and that's why they're giving it to you." Too late I realized the significance of my words.</p> <p>Grandpa knew that I understood it was not a matter of money. It wasn't that. He went back to hoeing the weeds. Finally he spoke again as I turned to leave, crying.</p>	<p><i>What does getting the jacket mean?</i></p> <p><i>Should someone have to pay for getting the jacket?</i></p>	<p>Significance- how important some thing is</p>
<p>15 "Then if you pay for it, Marta, it's not a scholarship jacket, is it? Tell your principal I will not pay the fifteen dollars."</p> <p>I walked back to the house and locked myself in the bathroom for a long time. I was angry with Grandfather even though I knew he was right, and I was angry with the Board, whoever they were. Why did they have to change the rules just when it was my turn to win the jacket? Those were the days of belief and innocence.</p>	<p><i>Why won't Grandpa pay \$15?</i></p>	
<p>16 It was a very sad girl who dragged into the principal's office the next day. This time he did look me in the eyes.</p> <p>"What did your grandfather say?"</p> <p>I sat very straight in my chair.</p> <p>"He said to tell you he won't pay the fifteen dollars."</p>	<p><i>What does Martha tell the principal?</i></p>	
<p>17 The principal muttered something I couldn't understand under his breath and walked over to the window. He stood looking out at something outside. He looked bigger than usual when he stood up; he was a tall, thin man with gray hair, and I watched the back of his head while I waited for him to speak.</p> <p>"Why?" he finally asked. "Your grandfather has the money. He owns a two-hundred acre ranch."</p>		

<p>I looked at him, forcing my eyes to stay dry. “I know, sir, but he said if I had to pay for it, then it wouldn’t be a scholarship jacket.”</p> <p>I stood up to leave. “I guess you’ll just have to give it to Joann.” I hadn’t meant to say that, it had just slipped out. I was almost to the door when he stopped me.</p> <p>“Martha—wait.”</p> <p>I turned and looked at him, waiting. What did he want now? I could feel my heart pounding loudly in my chest and I was afraid I was going to be sick. I didn’t need any sympathy speeches. He sighed loudly and went back to his big desk. He watched me, biting his lip.</p>		
<p>18 “Okay. We’ll make an exception in your case. I’ll tell the Board, you’ll get your jacket.” I could hardly believe my ears. I spoke in a trembling rush. “Oh, thank you, sir!” Suddenly I felt great. I wanted to yell, jump, run the mile, do something. I ran out so I could cry in the hall where there was no one to see me.</p> <p>At the end of the day, Mr. Schmidt winked at me and said, “I hear you’re getting the scholarship jacket this year.”</p> <p>His face looked as happy and innocent as a baby’s, but I knew better. Without answering I gave him a quick hug and ran to the bus.</p>	<p><i>What does the principal decide to do?</i></p>	
<p>19 I cried on the walk home again, but this time because I was so happy. I couldn’t wait to tell Grandpa and ran straight to the field.</p> <p>“The principal said he’s making an exception for me, Grandpa, and I’m getting the jacket after all. That’s after I told him what you said.” Grandpa didn’t say anything; he just gave me a pat on the shoulder and a smile</p> <p>“Better go see if your grandmother needs any help with supper.” I gave him a big grin. He didn’t fool me. I skipped and ran back to the house whistling some silly tune.</p>		

Text-Dependent Questions

1. PART A: Which of the following best identifies a major theme of this story?

- A. It is best to focus on one's education without worrying about recognition.
- B. Being an American means acting with respect for hard work and justice.
- C. One should respect the wisdom of elders when solving problems.
- D. It is difficult but important to stand up for what is fair and right.

2. PART B: Which quote from the text best supports the answer to Part A?

- A. "I had been a straight A student since the first grade and this last year had looked forward very much to owning that jacket." (Section 2)
- B. "My father was a farm laborer who couldn't earn enough money to feed eight children, so when I was six I was given to my grandparents to raise." (Section 2)
- C. "It was more than just being a valedictorian and giving a little thank you speech for the jacket on graduation night. It represented eight years of hard work and expectation." (Section 12)
- D. "Then if you pay for it, Marta, it's not a scholarship jacket, is it? Tell your principal I will not pay the fifteen dollars." (Section 15)

3. In section 8, why is it significant that the principal cannot look Marta in the eyes?

- A. It reveals that he knows what he is doing is wrong, and he is ashamed.
- B. It reveals that he is blind to justice and does not believe he is doing anything wrong.
- C. It reveals that he is actually distracted by more important things than who gets the jacket.
- D. It reveals that he doesn't care about what the scholarship jacket means to Marta.

4. How do Marta's feelings change over the course of the story? Cite evidence from at least 3 examples in the story.

First feeling _____

Text detail _____

Second feeling _____

Text detail _____

Third feeling _____

Text detail _____

5. How does the principal's point of view towards Marta change throughout the story? Cite evidence from the story in your response.

First the principal feels _____ about Marta.

Text detail

At the end he feels _____ about Marta.

Text detail

Discussion Questions

Directions: Choose 2 questions to answer. Brainstorm your answers to the following questions on a separate sheet of paper. Share your ideas with a parent or sibling.

1. Have you ever experienced injustice or discrimination based on how much money you – or someone else – had? How did it feel? What did you do?

2. According to the story, the principal wanted to make a special rule preventing Marta from getting the scholarship jacket. This is considered discrimination. In the context of this story, where does prejudice and discrimination come from? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

3. Would it have been fair if the school had given the jacket to Joann? Why or why not?

4. In your opinion, what makes a situation fair? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

5. In the context of this story, what can – and can't – money buy? Do you believe money can lead to happiness? Why or why not? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Refresh and Review: May 18th

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

$$x = -5$$

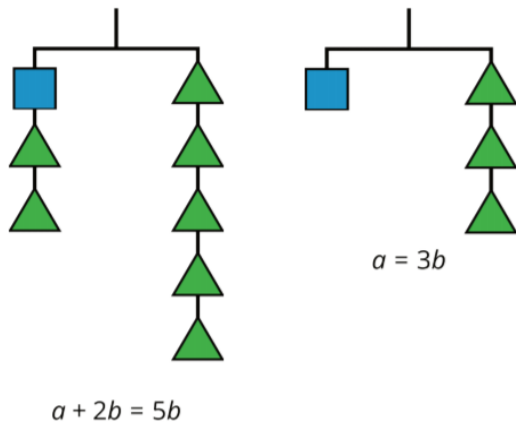
Equations can be solved in different ways. Use the properties of equality to keep the equations balanced.

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.

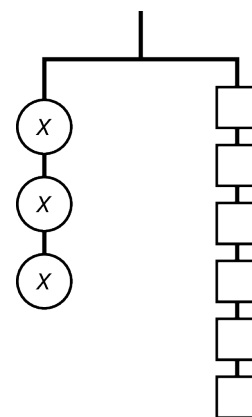


We can do this with equations as well: adding or subtracting the same amount from both sides of an equation keeps the sides equal to each other. For example, if $4x + 20$ and $-6x + 10$ have equal value, we can write an equation $4x + 20 = -6x + 10$. We could add -10 to both sides of the equation or 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.

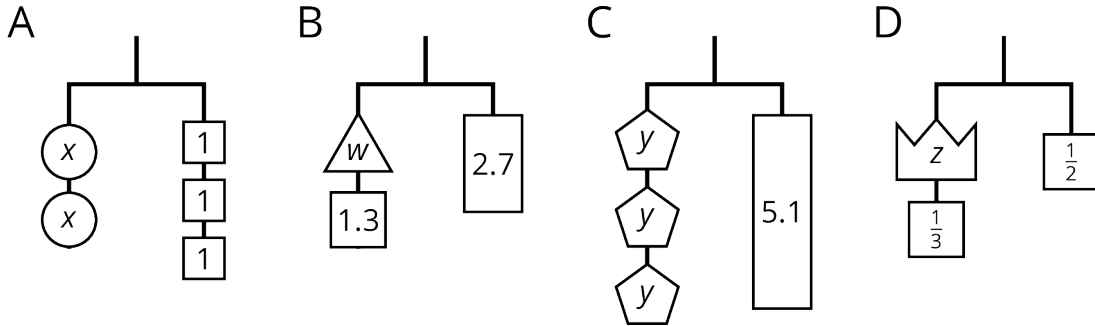
Practice:

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. $x \cdot x \cdot x = 1 \cdot 1 \cdot 1 \cdot 1 \cdot 1 \cdot 1$

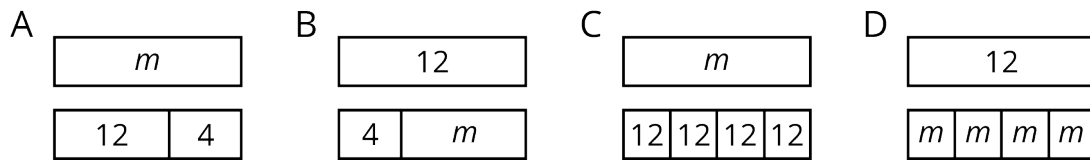


2. Write an equation to represent each hanger.



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.

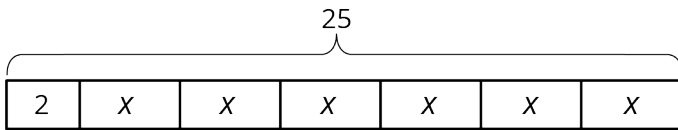
a. $4(x + 2)$

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

c. $4(2x + 3)$

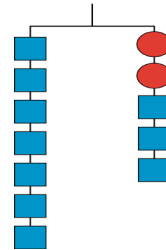
d. $6(x + y + z)$

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.

$7 = 2x + 3$

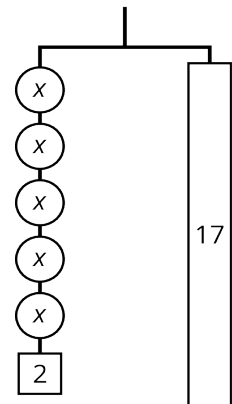


8. For the hanger below:

Write an equation to represent the hanger.

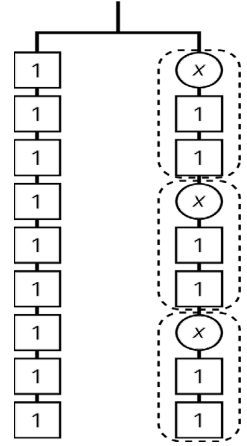
Draw more hangers to show each step you would take to find x .

Explain your reasoning.



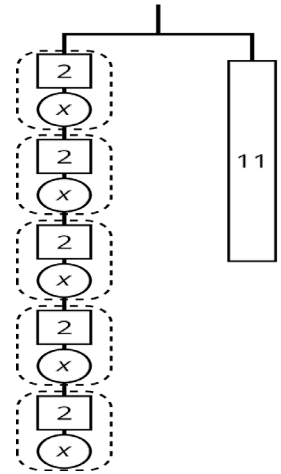
9. Explain how each part of the equation $9 = 3(x + 2)$ is represented in the hanger.

- 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.

- Show what Lin's and Noah's full solution methods might look like.
- What is the same and what is different about their methods?




13. Solve $3(x - 4) = 12x$

14. Describe what is being done in each step while solving the equation.

$2(-3x + 4) = 5x + 2$	$-6x + 8 = 5x + 2$
$2(x + 5) = 3x + 1$	$\frac{1}{9}(2m - 16) = \frac{1}{3}(2m + 4)$

15. Solve each of these equations. Explain or show your reasoning.

$2b + 8 - 5b + 3 = -13 + 8b - 5$	$2x + 7 - 5x + 8 = 3(5 + 6x) - 12x$
$-3w - 4 = w + 3$	$\frac{1}{3}(z + 4) - 6 = \frac{2}{3}(5 - z)$

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.
I can solve an equation where the variable appears on both sides.	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:

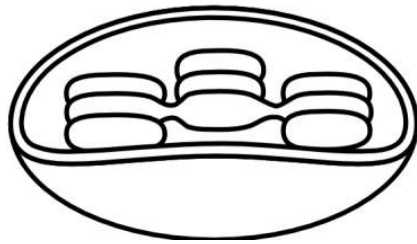
Summary:

WORD BANK

Chloroplast Mitochondria Water H₂O Sunlight Energy
Sugar C₆H₁₂O₆ Carbon Dioxide CO₂ ATP

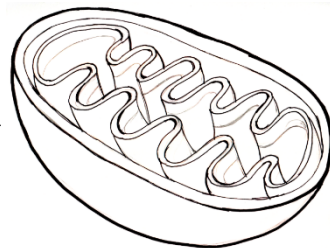
Photosynthesis

_____ + _____ → _____ + _____



+

+



_____ + _____ → _____ + _____ + _____

Cellular Respiration



GRADE 8 SOCIAL STUDIES

May 18-22 2020

SYRACUSE CITY SCHOOL DISTRICT
SOCIAL STUDIES LEARN AT HOME LESSON

Name: _____


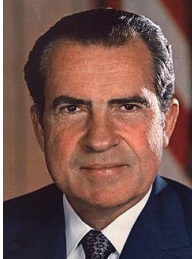

- By the end of this week I will be able to explain the historical significance of the Civil Rights Act of 1964.



Building Knowledge through Reading and Note -Taking

Setting the stage to help you understand the time period:

Instructions: Before embarking on the reading *study the information below to help you understand basic information about the time period you are about to study.*

Presidents of the United States from 1963-1977	Lyndon B Johnson	Richard Nixon	Gerald Ford
			
<i>Years in Office</i>			
<i>Political Party</i>	<i>Democrat</i>	<i>Republican</i>	<i>Republican</i>
<i>War or Conflict During that time</i>	<i>Vietnam</i>	<i>Vietnam</i>	<i>Vietnam</i>
<i>Important aspects of life during this era</i>	<ul style="list-style-type: none"> ✦ War on Poverty: Job Corps, Office of Econ Opportunity ✦ Medicare & Medicaid ✦ Improved funding for schools ✦ Environmental protection ✦ 24th Amendment ✦ Civil Rights Act 	<ul style="list-style-type: none"> ✦ Pink power, black power, brown power, rainbow power, yellow power movements (Asians, African Americans, Latino Americans, Farm Workers, Gay and Lesbian, Native American) ✦ Rise of the Sunbelt region of the USA ✦ Public distrust of the government after Watergate which was a case that involved President Nixon who sent spies on Democratic headquarters before an election. 	



Instructions: Read the document 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

Then; source the document and complete the graphic organizer.

Type of Source: _____ Author _____

Date Written: _____ Title (if available): _____

Editor's Note: The Civil Rights Act was signed into law by President Lyndon B. Johnson on July 2, 1964. It made discrimination in public places unlawful. It required schools and other public places to be integrated. It made job discrimination unlawful. Here are some of the most important parts of the legislation.

AN ACT

The Civil Rights Act of 1964 gives everyone the right to vote.

This act makes discrimination unlawful.

The act will give the Attorney General power to stop discrimination. The Attorney General's job is to enforce the law in the United States. Under this act, he has the power to protect the rights of everyone in public spaces.

The Civil Rights Act of 1964 will extend the Commission on Civil Rights. A commission is a committee. The group will work to make sure people are being treated equally.

The Civil Rights Act of 1964 prevents discrimination in government programs.

This act creates a Commission on Equal Employment Opportunity.

TITLE I — VOTING RIGHTS

Under the law, the same guidelines or practices are required for everyone.

A person who makes a mistake when registering, or signing up, to vote is still allowed to vote.

Reading and writing tests are not needed when signing up to vote.

TITLE II — NO DISCRIMINATION

Everyone is allowed to use the same goods, services, and equipment. Everyone has the same rights.

All people are allowed to stay in any inn, hotel, or motel. It does not matter what race, gender, religion or ethnicity they are.

Everyone is allowed to eat in any restaurant or cafeteria. They are also allowed to go to any movie theater, concert hall, or sports field.

TITLE III — NO SEGREGATION

All people deserve equal treatment no matter what race, color, church, or background. All people are allowed to use the same buildings. If the Attorney General gets a complaint about not being allowed use of public buildings, the Attorney General can take action. He can make sure that action is taken. He can desegregate the public places.

TITLE VI — NO DISCRIMINATION IN GOVERNMENT PROGRAMS

Nobody should be excluded because of race, color, or background. No person should be denied benefits because of race, color, or background. No person should be subjected to discrimination under any government program or activity.

TITLE VII — EQUAL EMPLOYMENT OPPORTUNITY

A boss, company or work group cannot do any of the following because of someone's race, whether they are male or female, what religion they follow or where they are from:

They cannot hire or fire someone.

Companies cannot pay people different amounts of money.

Bosses cannot deny their workers the chance at work or a better job.

Companies are not allowed to refuse to recommend someone for a job.

Unions, or groups that fight for the rights of workers, cannot prevent people from becoming members.

Bosses are not allowed to judge workers based on their appearance.

Equal Employment Opportunity Commission


The Equal Employment Opportunity Commission is made up of five members chosen by the President. This group will be created by this Act. The group will help to fight discrimination in business.

TITLE VIII — REGISTRATION AND VOTING

The Secretary of Commerce collects voting numbers and statistics. This is to see how people are voting by race, color, and background. These numbers will help to see whether there is discrimination in voting practices around the country.

When signing up to vote or voting, no one needs to tell anyone else about his race, religion, or background. People are also not required to tell anyone else how they voted or why. Everyone has the right to not answer these questions.

Author	Who are they?	
	What groups of people is the author/creator associated with?	

Purpose 	What is the purpose of the document?	
	Why did the author create it?	
	Are they giving you information?	
	Are they trying to convince you of something?	

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?



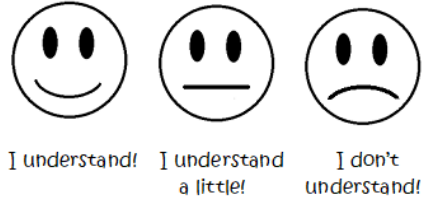
EVIDENCE OF LEARNING

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.*



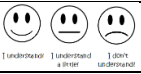
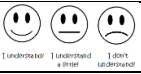
Writing Prompt: What was the historical significance (importance) of the Civil Rights Act of 1964? Use textual evidence from the document to support your answer in complete sentences in the space provided below.

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?

Make Your Own Museum Project

May 18-22, 2020

Museums show art work together in art exhibits. The items chosen for the exhibit are connected in some way (theme, medium, or time period). We want you to collect three to five things in your house that are special to you. Display them together. Take a picture, or draw or paint them below. Write why you think these items are special or beautiful and why you put them in your museum exhibit. How are these items connected to one another? Do they tell a story? If you can, send a picture of it to your art teacher or return this with you completed packet to school.

Be a Lyricist Project

May 18-22, 2020

A lyricist is someone that writes the words to songs. Take a song that you know and are familiar with the words. Rewrite new lyrics to the song below – it could be about similar topic or a completely new topic (**please keep the lyrics or words appropriate for school**). Be sure to include the name of the original song as well. Write about your experience creating new words or lyrics for a song. Was it easy or difficult? Why?

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 **complete tune into WCNY:** <http://www.wcny.org/tvclassroom/>

Your 2-week SMART goal is:

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.**

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	-Skip 3 Laps around your house outside OR Do as many shoulder touch push-ups as you can in 2 minutes -Dance for 10 Minutes OR Stretch for 10 Minutes	
Day 2	-Family Fun: Play your favorite physical education activity with your family. -Pick 5 different muscles to stretch. Hold each stretch for 20 seconds. -Family Fun: Build an obstacle course together.	
Day 3	<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 4	-Mindful Snack: When eating a snack or any meal today, really pay attention, to the taste, feel, sound, smell and look of the snack you're eating. What do you notice? - Write/talk about 5 things you can do to help your mind and body relax.	
Day 5	-Go outside and play. Get active! Be adventurous. -Sidewalk Chalk Balance: Draw different kinds of lines on the ground with chalk. Walk along them one foot in front of the other balancing.	
Day 6	-Create an indoor or outdoor obstacle course. What are different ways you can maneuver throughout the course? -List 3 words or phrases that describe how you feel each time you finish being physically active. Write 3 sentences that you could use to convince a friend or family member to be physically active with you.	
Day 7	-Positive Talk: Be sure to talk to yourself today like you would talk to someone you love. -Write a single statement of encouragement to yourself. This statement should encourage you to keep working toward daily activity goals.	
Day 8	-Read a book or a text. Jot down all the verbs that you read and physically act them out. -List 3 words or phrases that describe how you feel each time you finish being physically active. Ask your family what 3 words or phrases they feel about when being physically active.	
Day 9	-Balance: Stand on your right leg and lift your left knee at a 90 degree angle. Touch your toe without falling repeat 10 times then switch sides -Jump, Jump: Jump side-to-side over an object or line for 1 minute straight. Go again but jump front to back. Repeat each jump twice.	
Day 10	- Practice running backwards. Stay low, and stay on the balls of your feet. -Fitness Intervals: 10 squats 10 broad jumps 10 second sprints 10 pushups 10 sit-ups	
Day 11	- Put your favorite song on and make up a dance or fitness routine! - Wild Arms As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roof's Repeat 3x	
Day 12	-Dribble Challenge Dribble a ball 100 times with each hand. Can you successfully dribble 100 times with each hand while moving? -Chest Pass Practice your chest passes against a brick wall. Remember to step towards your target.	
Day 13	-Jump as high as you can for 30 seconds. Repeat. -Jab, Jab, Cross: Jab twice with your right fist then punch across your body with your left. Complete 10 times then switch sides.	
Day 14	-Take a walk, jog or bike ride with a family member - Try and sprint from one end of your street to the other. Have a family member time you. - Before Bed Breathing: While lying in bed, place your hands on your stomach and pay attention to the up and down of your belly as you breathe.	

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

Name _____ Class: _____

Hello My Name Is

Jason Kim
2017

Jason Kim is an Asian American screenwriter and playwright. In this personal account, Kim discusses his experiences emigrating from Korea at a young age and his struggle to fit into American culture while maintaining his identity. He is telling about what happened to him when he was younger. As you read, take notes on how Kim's experiences shaped his feelings about his identity.

1 I will never forget the day I picked a new name. I was standing in front of my class on my first day of school at Craig Elementary in St. Louis, Missouri. I had, only a day before, landed at Lambert airport after a 16-hour flight from Seoul, South Korea. I was 10 years old. I was nervous, terrified, and **jet-lagged**.

For my entire life, everyone, including me, had known me by my Korean name: Jun Hyuk. But here, in this new country, in a brand-new classroom full of foreign faces, I had to pick a new, easy-to-pronounce, American name.

Jason. Jason Kim.



4 How did I settle on Jason? Because I didn't speak any English. Because my teacher didn't speak any Korean. And because it was either going to be Aladdin, from my favorite childhood Disney tale, or Jason, from the Mighty Morphin Power Rangers.

Jet-lagged- tired from flying in an airplane and having time changes

Think about what you have read. Can you answer these questions? If not, go back and reread it again slowly.

Who is telling the story?

Where is he from?

Why does he need a new name?

5 I still vividly remember my first time at **recess**, a confusing experience for several reasons, in large part because hanging off monkey bars and making each other cry during dodgeball were not **educationally sanctioned** activities in Asia. What was so fun about waiting in line, running up the steps, and going down a tiny slide over and over again?



dodgeball

What was the value in **sprinting** after your classmate like a person with rabies, screaming, "TAG!"

Why didn't anyone look, sound, or act like me?

8 I spent most days at recess sitting alone on the sidelines, eating the special snack that my mother had packed. The snack, a rice cake or a piece of candy from Korea, was always accompanied by a note, usually a joke, and sometimes with a drawing, which was meant to be a sketch of our beloved **deceased poodle**.

A month had passed when a teacher finally tapped me on the shoulder.

10 "Are you OK, sweetie?"

Before I could answer, another teacher rang out, "Maybe he likes sitting alone. Maybe that's the Asian way."

But in truth, I wanted to participate. I wanted to run up to Timmy like a crazy person and yell, "YOU'RE IT!" I just didn't know how.

Outside on the playground, sitting alone at recess, I learned to hate being Asian. I wanted desperately, more than anything, to be white.

Recess- free or play time during school

educationally sanctioned- were not allowed during school

sprinting- running

deceased poodle- dead dog

Think about what you have read. Can you answer this question? If not, go back and reread it again slowly.

How is Jason feeling? How do you know?

I immediately forced my parents to stop calling me Jun Hyuk at home. I named myself after some guy in a live-action children's television series, and by God, they were going to call me by that name. I got rid of my fitted vests for loose-fitting basketball jerseys. I bought tickets to an Incubus concert and threw away my **K-pop** CDs. I stopped reading Korean children's books in order to figure out what the hell was going on with **James and his giant peaches**.

15 At the dinner table, I committed the two **worst sins** that a Korean son could possibly commit: I stopped speaking Korean and I stopped eating Korean food. My parents would try to talk to me over a bowl of kimchi stew, and I would pout and ask, in English, if we could order the **Meat Lover's pie** from Pizza Hut. For my 11th birthday, my mom made me my favorite Korean dish, oh jing uh bokkeum (spicy stir-fried squid), and I looked at her with **disdain** as I said, "This is disgusting." The next day for dinner, she made me a cheeseburger. I promptly told her it tasted inauthentic and made her drive me to McDonald's. Oh, and no more special snacks either. Unless they were artificially flavored and made by Kraft. (I was a **heinous** child. Sorry, Mom.)

16 I graduated from high school and moved to New York City for college, where my primary goal was to **blend in**. But more and more, my new friends wanted to know about all the things that made me uncomfortable in the Midwest. To them, being an immigrant made me interesting. At dinner parties, people would fawn over the Korean food and ask for my mom's recipes. They even wanted to know about my childhood in Seoul. And at karaoke, people were genuinely excited that I could sing American songs. All of a sudden, being different was an **asset**, not a risk. In New York, I didn't have to be ashamed about being an Asian immigrant. I could just be ashamed about everything else in my life.



basketball jersey

K-pop- Korean music

James and his giant peaches- an English children's book

worst sins- bad things to do

Meat Lover's pie- an American pizza

Disdain- disrespectfully

Heinous- terrible, mean

Blend in- be like others around him

Asset- something good

Think about what you have read. Can you answer these questions? If not, go back and reread it again slowly.

What did Jason do to be more like American children?

What did people think about him when he was older?

17 A year after I finished graduate school in playwriting, almost **two decades** after I'd landed at Lambert airport, Lena and Jenni cast me as an Asian American graduate student on the fourth season of **Girls**. Almost immediately after the episodes aired, I began receiving emails, tweets, and Facebook messages from young Asian American writers, actors, and performers, who were excited to see a fellow Asian face on TV.

I was shocked. How could this be? I appeared on the show for, like, a millisecond, and my Beyoncé sweatshirt was definitely doing more work than I did onscreen. It was genuinely **baffling** to think that anyone could look at my very Korean face and feel a sense of connection, much less react in a positive way to the very features I hated about myself for so long.

19 We are at the point in our culture where people are finally beginning to talk about Asian identities in the media. I have not been at the front talking about those issues. I have been in the back, hiding in the corner, watching people like Margaret Cho, Daniel Dae Kim, Ali Wong, George Takei, Constance Wu, and Aziz Ansari courageously speak up about the various **issues** that Asian Americans face in Hollywood.

20 The issues exist both in front of the camera and behind the scenes. There are barely any **roles** written for Asian actors. And in general, the roles that can be played by a person of any race do not tend to go to Asian actors. Worst of all, the few roles that should go to Asian actors — some very high-profile — are being portrayed by white actors. Behind the camera, there are equally few Asian American writers, producers, studio executives, authors, and editors, and while there are certainly a significant number of people struggling to make it, their efforts seem to go largely unrecognized.

I have always been terrified of speaking up on behalf of **diversity**. I have been terrified because I grew up in a country without many visible Asian Americans in the culture, and I learned to hate every part of myself that felt foreign and strange. Unfortunately, years later, this is a problem that many young Asian Americans continue to face.

At one point during my 20s, I took a long, dramatic look in the mirror and realized, you will be Korean for the rest of your life. As a teenager growing up in the Midwest, that thought made me **cringe**. Now, it makes me happy and deeply proud.

23 My dream now as a 30-year-old is for our country to become a place where a face like mine would go completely unnoticed. And to see every third-grade teacher tell his or her students, "Keep your name. You don't have to change a thing."

two decades- 20 years later

Girls- a show on TV

Baffling- surprising

Issues- problems

Roles- characters on tv shows

Diversity- **being different**

Cringe-hate myself

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best identifies the main claim Kim develops in the text?
 - A. Asian Americans should be encouraged to embrace and celebrate their identities in America.
 - B. The difficulty Kim experienced accepting his identity as a child was due to the lack of Asian American actors he saw on television.
 - C. Asian American actors continue to be denied opportunities in the media because of their Asian identity.
 - D. Kim pursued playwriting in college with the objective of increasing the presence of Asian American actors in entertainment.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "I spent most days at recess sitting alone on the sidelines, eating the special snack that my mother had packed." (Paragraph 8)
 - B. "At the dinner table, I committed the two worst sins that a Korean son could possibly commit: I stopped speaking Korean and I stopped eating Korean food." (Paragraph 15)
 - C. "We are at the point in our culture where people are finally beginning to talk about Asian identities in the media." (Paragraph 19)
 - D. "My dream... is for our country to become a place where a cameo like mine would go completely unnoticed. And to see every third-grade teacher tell his or her students, 'Keep your name. You don't have to change a thing.'" (Paragraph 23)

3. PART A: How does Kim's talking about his experiences as a child contribute to the text?
 - A. It shows how difficult it can be to adjust to a new school and make friends.
 - B. It encourages readers to celebrate the diversity of their peers.
 - C. It shows how Kim felt ashamed of and rejected his Asian identity.
 - D. It shows the difficult relationship that Kim had with his family while growing up.

4. PART B: Which quote from the text best supports the answer to Part A?
 - A. "I still vividly remember my first time at recess, a confusing experience for several reasons, in large part because hanging off monkey bars and making each other cry during dodgeball were not educationally sanctioned activities in Asia." (Paragraph 6)
 - B. "Before I could answer, another teacher rang out, 'Maybe he likes sitting alone. Maybe that's the Asian way.'" (Paragraph 11)
 - C. "My parents would try to talk to me over a bowl of kimchi stew, and I would pout and ask, in English, if we could order the Meat Lover's pie from Pizza Hut." (Paragraph 15)
 - D. "At dinner parties, people would fawn over the Korean food and ask for my mom's recipes. They even wanted to know about my childhood in Seoul." (Paragraph 16)

5. How did Jason Kim's ideas about being Asian changed from when he was a child to being an adult?

When Jason was a child he felt _____

Text detail _____

As an adult Jason feels _____

Text detail _____

Discussion Questions

Directions: Jot your ideas to the following questions in the space provided. Try to find a classmate or family member to talk to about your thoughts (and theirs!).

1. When have you ever felt like a part of your identity was not accepted or encouraged? What did you do?

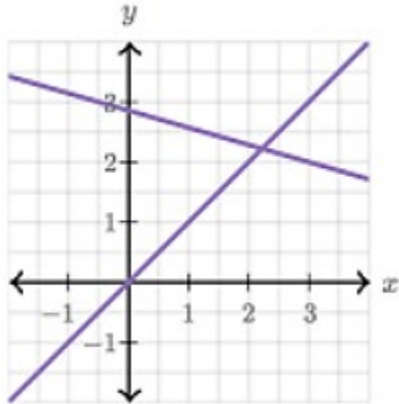
2. Can you change your identity? How did Kim attempt to change his Asian identity? Was he successful in this? Why or why not?

Review and Refresh: Solving systems algebraically - Notes

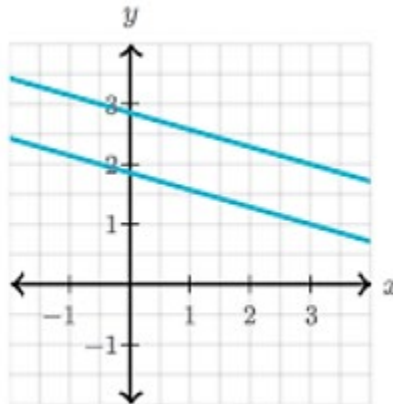
Week of May 25th

A **solution** to a system of linear equations are ordered pairs that make all equations in the system true.

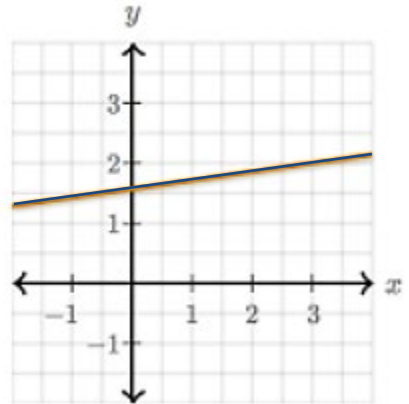
A system of two equations can have **one solution**, **no solution**, or an **infinite** number of solutions. This is most easily seen on a graph.



One solution - There is exactly one point that satisfies both equations and it is the point of intersection of the lines.



No solution - There are no points that satisfy both equations. The lines are parallel and will never intersect.



Infinite solutions - All points that satisfy one equation also satisfy the other. The lines coincide over their entire graphs.

Verifying a solution using substitution

If an ordered pair is a solution to a system of equations, it will satisfy both equations. You can check the validity of a solution by **substituting** values in for the variables.

The solution must make both relationships in the system true.

Example: Diego bought a combination of 12 roses and daisies for his mother. Roses are \$3, daisies are \$2, and Diego spent \$31 total. How many roses and daisies could he have purchased?

Maybe he bought 4 roses and 8 daisies. That would give him 12 total flowers as stated above. ✓
 But 4 roses would cost $\$3 \times 4 = \12 and 8 daisies would cost $\$2 \times 8 = \16 for a total of \$28, not \$31. ✗
 So 4 roses and 8 daisies is not a solution because it doesn't fit both relationships.

Could (6,6) be a solution?

$6 + 6 = 12$ ✓
 $3(6) + 2(6) = 18 + 12 = 30 \neq 31$ ✗
 Not a Solution...

Could (7,5) be a solution?

$7 + 5 = 12$ ✓
 $3(7) + 2(5) = 21 + 10 = 31$ ✓
 Solution!

Review and Refresh: Solving systems algebraically - Notes

Week of May 25th

Verifying a solution using tables and graphs

This situation could be modeled by a system of two equations.

Let r = # of roses
 Let d = # of daisies.

$$r + d = 12 \quad (\text{The total number of flowers is 12.})$$

$$3r + 2d = 31 \quad (\text{The total amount spent is \$31.})$$

The chart shows all possible combinations of 12 flowers and their total cost. There is one option that results in Diego paying \$31: (7,5)

r	d	$3r + 2d$
0	12	24
1	11	25
2	10	26
3	9	27
4	8	28
5	7	29
6	6	30
7	5	31
8	4	32
9	3	33
10	2	34
11	1	35
12	0	36

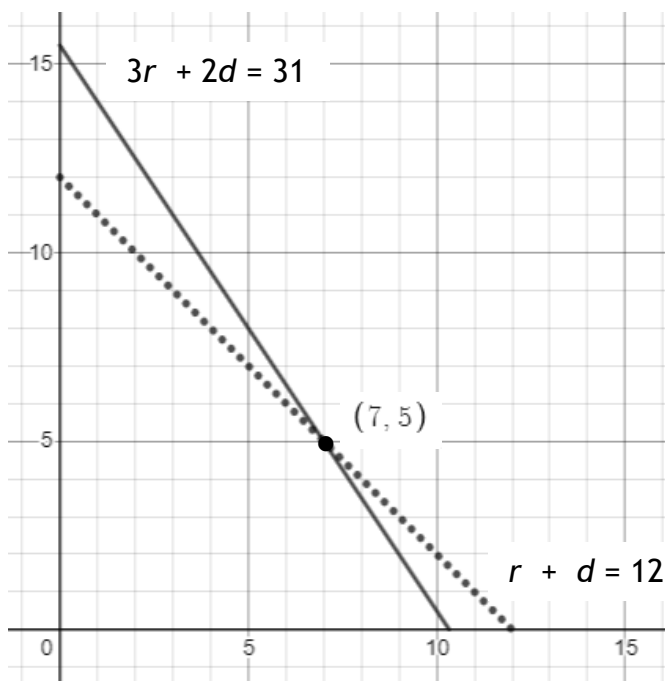
In the context of this problem, Diego bought 7 roses and 5 daisies. *Verify using substitution.

$$r + d = 12 \qquad 3r + 2d = 31$$

$$7 + 5 = 12 \qquad 3(7) + 2(5) = 31$$

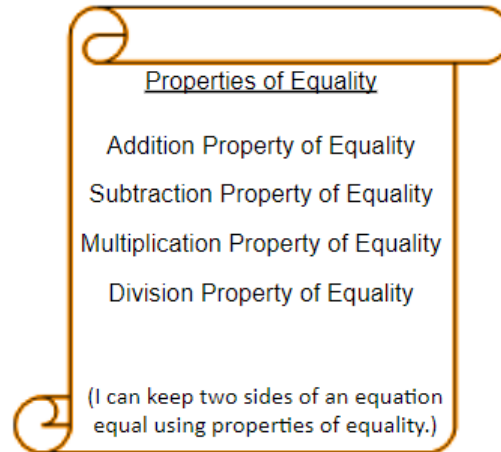
$$12 = 12 \checkmark \qquad 31 = 31 \checkmark$$

On a graph, the point where the equations meet is the solution to the system. It is the only point that lies on both graphs.



Review and Refresh: Solving systems algebraically - Notes Week of May 25th

Systems of equations can be solved *algebraically* using **Properties of Equality**. There are two methods used to solve linear systems algebraically: **Substitution** and **Elimination**.



Solving Systems Using Substitution

The goal of the **substitution** method is to replace one of the two variables in the linear system with an equivalent expression in terms of the other variable, resulting in a one variable equation. Just like we can **substitute a number** in for a variable, we can also **substitute an entire expression** in for a variable.

Example: Solve the linear system $y = x + 2$
 $2y + 3x = 19$

$$\begin{array}{l}
 y = \mathbf{x + 2} \\
 2y + 3x = 19 \\
 2(\mathbf{x + 2}) + 3x = 19 \quad \text{*Substitution} \\
 2x + 4 + 3x = 19 \quad \text{*Distributive Property} \\
 5x + 4 = 19 \quad \text{*Combine like terms} \\
 \quad -4 \quad -4 \quad \text{*Subtraction Property of Equality} \\
 \hline
 5x = 15 \\
 \frac{5x}{5} = \frac{15}{5} \quad \text{*Division Property of Equality} \\
 x = 3
 \end{array}$$

$$\begin{array}{l}
 y = x + 2 \\
 y = (3) + 2 \\
 y = 5
 \end{array}$$

Substitute x = 3 into the first equation to find the value of y.
*Substitution

$$\begin{array}{l}
 2y + 3x = 19 \\
 2(5) + 3(3) = 19? \\
 19 = 19 \quad \checkmark
 \end{array}$$

Verify the solution (3,5) in the second equation.
*Substitution

$$x = 3, y = 5 \quad \checkmark$$

$$(3, 5)$$

Review and Refresh: Solving systems algebraically - Notes
Week of May 25th

Practice:

- Diego has \$11 and begins saving \$5 each week toward buying a new phone. At the same time that Diego begins saving, Lin has \$60 and begins spending \$2 per week on supplies for her art class. Is there a week when they have the same amount of money? How much do they have at that time? Solve using any method.

- Priya babysits her neighbor's children. The table shows the amount of money m she earns in h hours. Priya and Mai have agreed to go to the movies the weekend after they have earned the *same* amount of money for the *same* number of work hours. Mai earns \$7 per hour mowing her neighbors' lawns. She also earned \$14 for hauling away bags of recyclables for some neighbors.

h	m
1	\$8.40
2	\$16.80
4	\$33.60

- How many hours do they each have to work before they go to the movies?

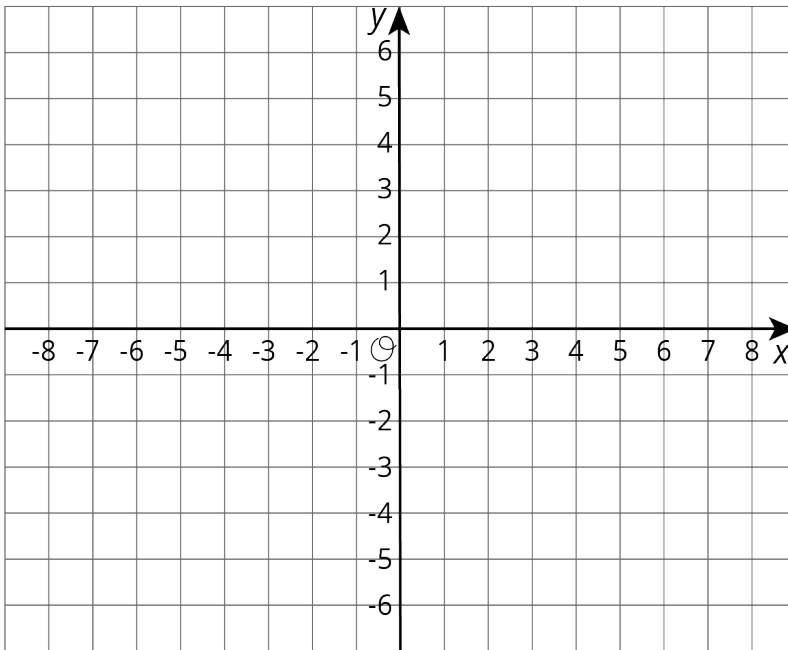
- How much will each of them have earned?

- Explain where the solution can be seen in tables of values, graphs, and equations that represent Priya's and Mai's hourly earnings.

Review and Refresh: Solving systems algebraically - Notes

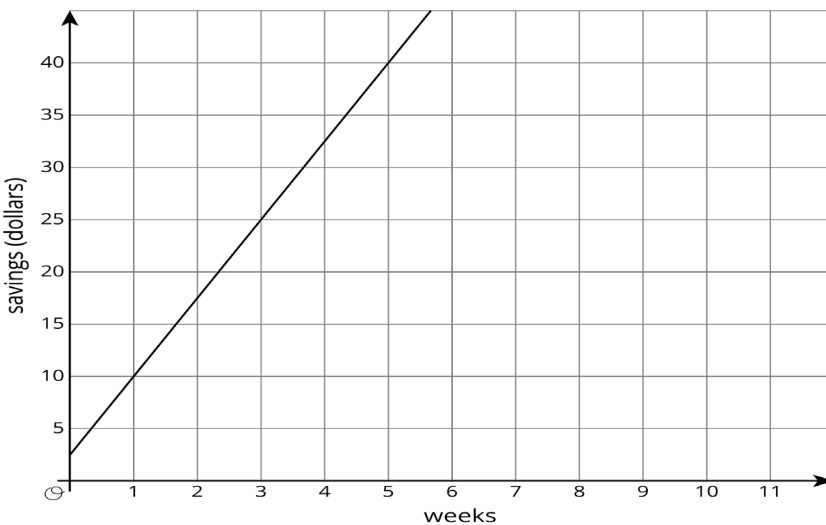
Week of May 25th

3. Use a graph to find x and y values that make both $y = \frac{-2}{3}x + 3$ and $y = 2x - 5$ true.



4. Andre and Noah started tracking their savings at the same time. Andre started with \$15 and deposits \$5 per week. Noah started with \$2.50 and deposits \$7.50 per week. The graph of Noah's savings is given and his equation is $y = 7.5x + 2.5$, where x represents the number of weeks and y represents his savings.

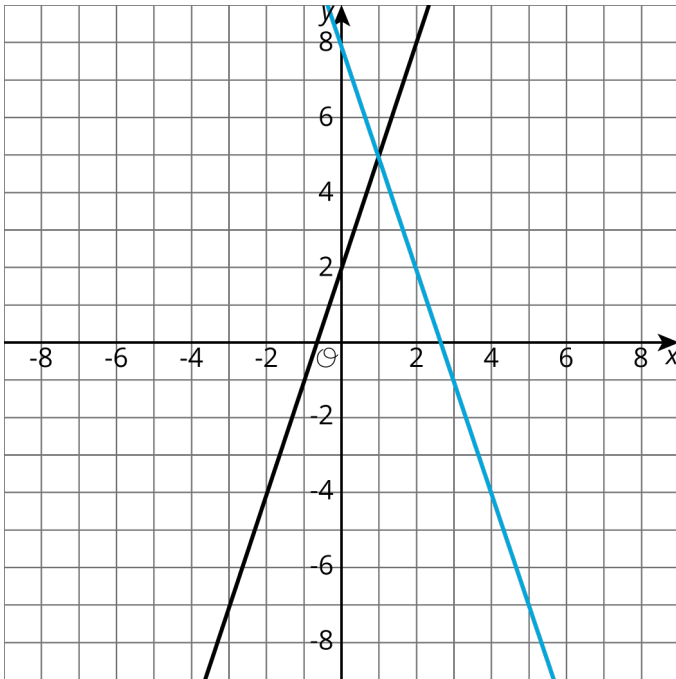
Write the equation for Andre's savings and graph it alongside Noah's. What does the intersection point mean in this situation?



Review and Refresh: Solving systems algebraically - Notes

Week of May 25th

5. a. Write equations for the lines shown.






- Describe how to find the solution to the corresponding system by looking at the graph.
- Describe how to find the solution to the corresponding system by using the equations.

6. Solve the system of equations:
$$\begin{cases} y = 4x - 3 \\ y = -2x + 9 \end{cases}$$

Review and Refresh: Solving systems algebraically - Notes

Week of May 25th

7. Solve the system of equations:
$$\begin{cases} y = \frac{5}{4}x - 2 \\ y = \frac{-1}{4}x + 19 \end{cases}$$

Learning Targets			
I can identify ordered pairs that are solutions to an equation. I can interpret ordered pairs that are solutions to an equation.	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 graphs to find an ordered pair that two real-world situations have in common.	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 explain the solution to a system of equations in a real-world context. I can explain what a system of equations is. I can make graphs to find an ordered pair that two real-world situations have in common.	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 graph a system of equations. I can solve systems of equations using algebra.	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.

Questions I have for my teacher:



Topic:

Name:

Class:

Date:

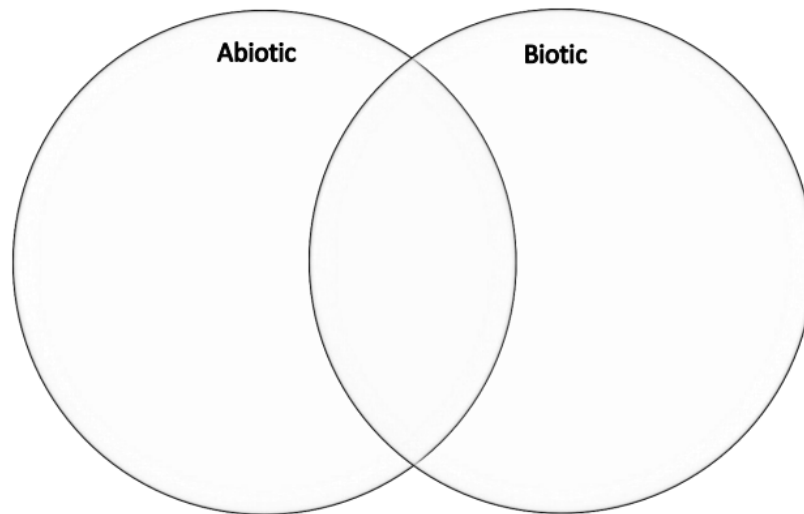
Essential Question:

Questions:

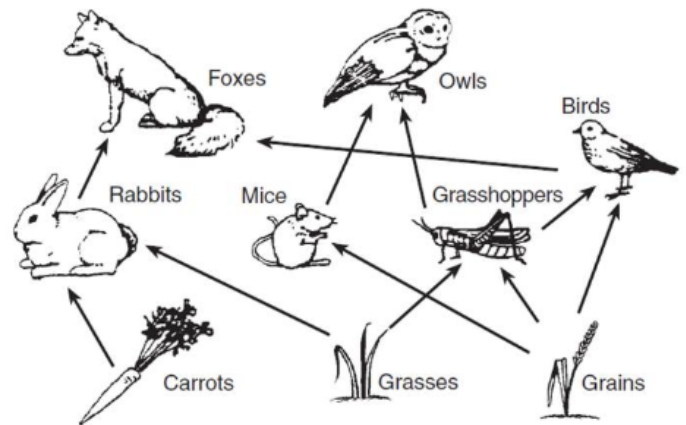
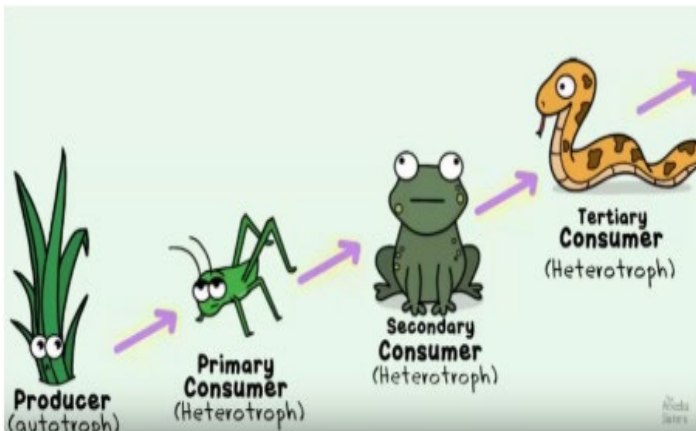
Notes:

Summary:

Ecosystem:



Food Chains vs Food Web

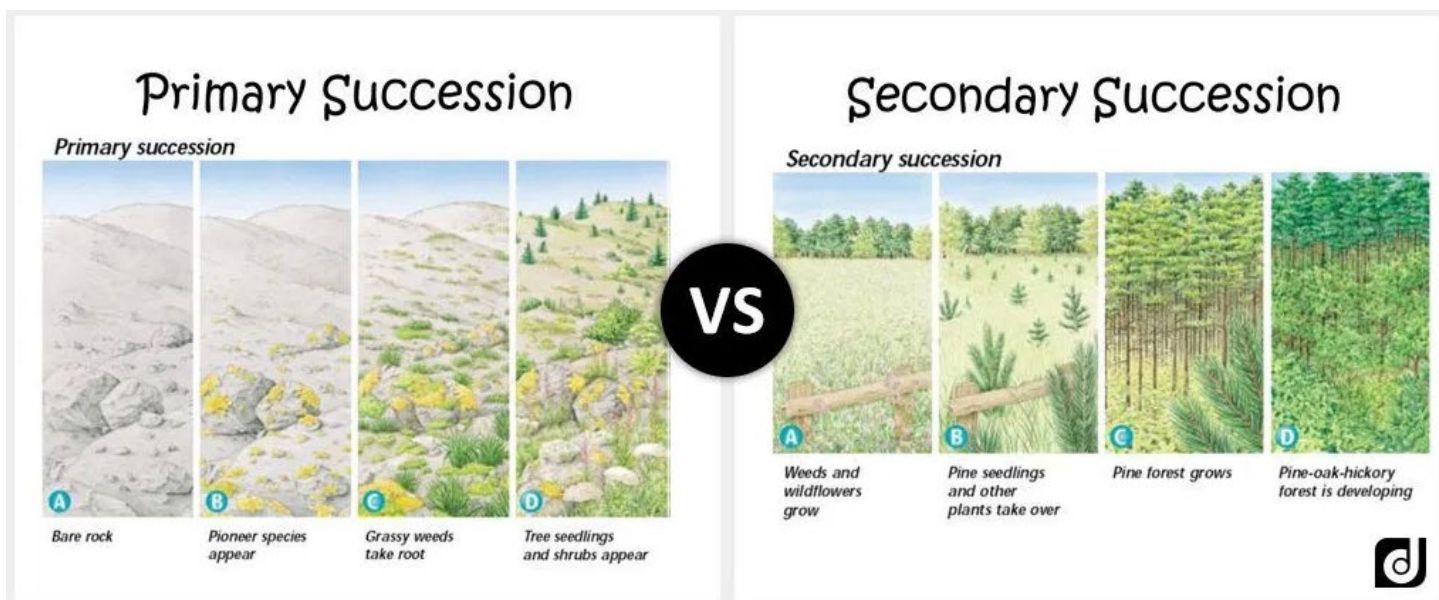


How are they similar? How are they different?

What happens when you remove the frog from the food chain?

What happens when you remove the grasshopper from the food web?

Ecological Succession

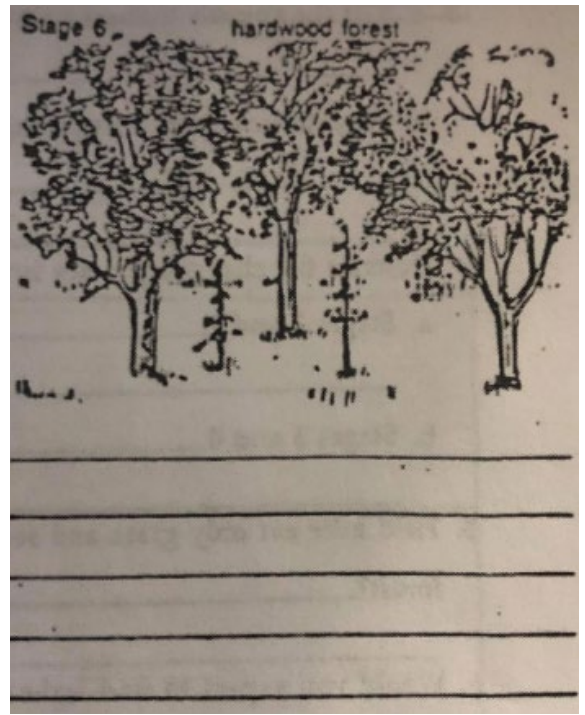
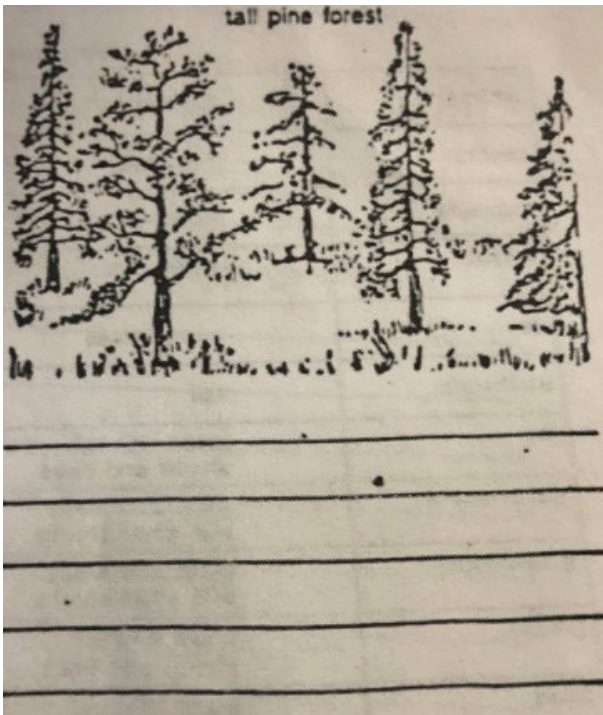
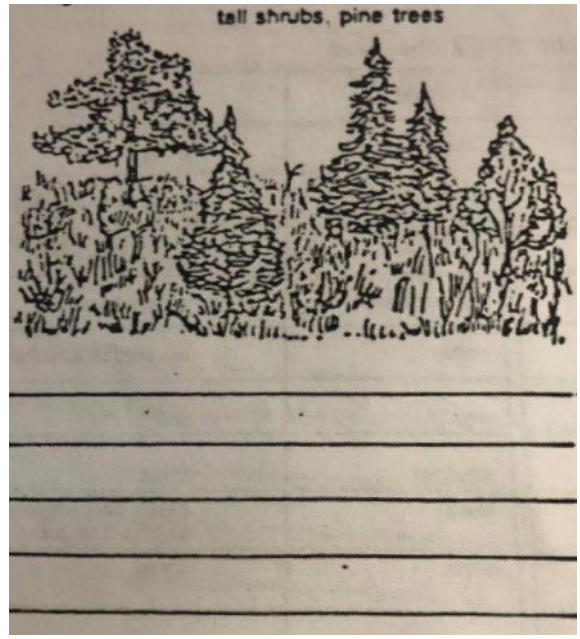
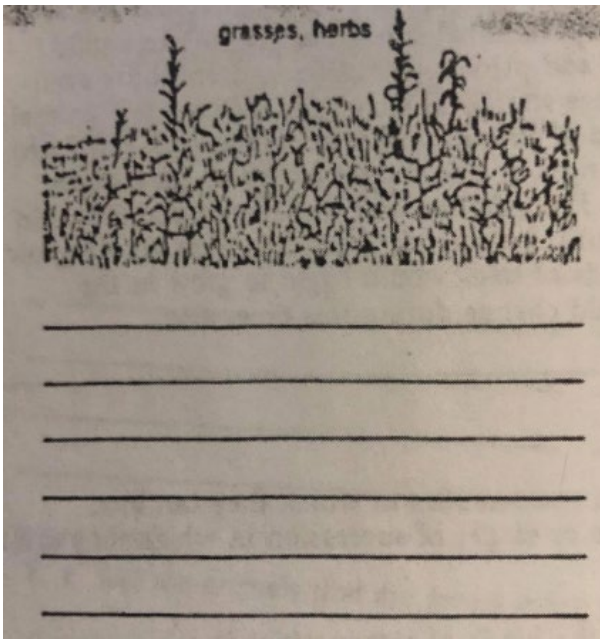


Now that we know what succession is, let's look at how it happens in a forest. Using the diagrams below and the chart, write the name of the animals found in each community and how the stages have changed.

Animals and Where They Live

Animal	Community	Animal	Community
beetles	tree bark	mouse	grass
chipmunk	woody areas	pheasant	grass, small shrubs
cricket	grass	rabbit	grass and areas with small shrubs
deer	woody areas	rattlesnake	woody areas
earthworm	soil	robin	tall shrubs and trees
fox	areas with tall shrubs and trees	snail	soil
garter snake	grass and areas with small shrubs	squirrel	trees
grasshopper	grass and areas with small shrubs	toad	grass and areas with shrubs and trees
grouse	areas with tall shrubs and trees	wren	trees
hawk	grass, shrubs, trees	woodpecker	trees

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Why can some animals live in all the different communities?

Why do some animals only live in certain communities?



GRADE 8 SOCIAL STUDIES

May 25-29 2020

SYRACUSE CITY SCHOOL DISTRICT
SOCIAL STUDIES LEARN AT HOME LESSON

Name: _____

- By the end of this week I will be able to explain if the extent to which the **economic** situation of **African Americans** improved as a result of the civil rights movement.



Building Knowledge through Reading and Note -Taking

Instructions: Read the document 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

Then; define key terms using information from the text and then source the document and complete the graphic organizer to analyze for context.

Type of Source: _____

Title (if available): Zinn, Howard. A Young People's History of the United States (Enhanced Omnibus Edition) (For Young People Series)

In the summer of 1965, the ghetto of Watts, Los Angeles, erupted with rioting in the streets and with looting and firebombing of stores. Thirty-four people were killed. Most of them were black. More outbreaks took place the next year. In 1967, the biggest urban riots in American history broke out in black ghettos across the land. Eighty-three people died of gunfire, mostly in Newark, New Jersey, and Detroit, Michigan. Martin Luther King was still respected, but new heroes were replacing him. "Black Power" was their slogan. They distrusted "progress" that was given a little at a time by whites. They rejected the idea that whites knew what was best for blacks. Malcolm X was Black Power's chief spokesman. He was assassinated in 1965, while giving a speech. After his death, millions read the book he wrote about his life. He was more influential in death than during his lifetime.

Another spokesman was Huey Newton of the Black Panthers. This organization had guns and said that blacks should defend themselves. King was growing concerned about problems that the civil rights laws didn't touch—problems of poverty. He also began speaking out against a war the United States was fighting in the Asian nation of Vietnam. King said, "We are spending all of this money for death and destruction, and not nearly enough money for life and constructive

development.” The FBI tapped King’s private phone conversations, blackmailed him, and threatened him. A U.S. Senate report of 1976 would say that the FBI “tried to destroy Dr. Martin Luther King.” But destruction came when an unseen marksman shot King to death as he stood on the balcony outside his hotel room in Memphis, Tennessee.

The killing of King brought new urban violence. African Americans saw that violence and injustice against them continued. Attacks on blacks were endlessly repeated in the history of the United States, coming out of a deep well of racism in the national mind. But there was something more—now the FBI and police were targeting militant black organizers, such as the Black Panthers. Was the government afraid that black people would turn their attention from issues such as voting to something more dangerous, such as the question of wealth and poverty? If poor whites and blacks united, large-scale class conflict could become a reality. But if some blacks were invited into the power system, they might turn away from class conflict. So leaders of nonmilitant black groups visited the White House. White-owned banks began helping black businesses. Newspapers and televisions started showing more black faces. These changes were small, but they got a lot of publicity. They also drew some young black leaders into the mainstream.

By 1977, more than two thousand African Americans held public office in southern cities. It was a big advance—but it was still less than 3 percent of all elective offices, although blacks made up 20 percent of the total population. More blacks could go to universities, to law and medical school. Northern cities were busing children back and forth to integrate their schools. But none of this was helping the unemployment, poverty, crime, drug addiction, and violence that were destroying the black lower class in the ghettos. At the same time, government programs to aid African Americans seemed to favor blacks over whites. When poor whites and poor blacks competed for jobs, housing, and the miserable schools that the government provided for all the poor, new racial tension grew. No great black movement was under way in the mid-1970s. Yet a new black pride and awareness had been born, and it was still alive. What form would it take in the future?

Social Studies Term	Identify in your own words
Civil Rights Act of 1964	
Voting Rights Act	
Malcolm X	
Ghettos	
Looting	
Urban	
Black Power	
Spokesman	
Huey Newton	
Black Panthers	
Tapped (phone)	
Blackmailed	
Publicity	

Analyze for Historical 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?

Analyze for Economic Context

How were African Americans impacted financially due to discrimination?

How did poverty impact the Black community?

Does poverty still impact the Black Community?



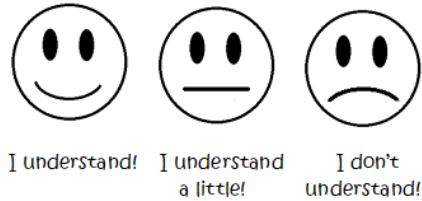
EVIDENCE OF LEARNING

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.





Writing Prompt: Describe the impact of the Black Power Movement in the United States and explain the historical and economic context of African Americans in the late 1960's and early 1970's.

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	 <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>
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?

Create Art Work of Something New You've Learned

May 25-29, 2020

While you have been at home what have you learned to do? Something outside of school work. What have you learned emotionally, physically or any other learning. For example, have you learned to be more patient? Have you learned to skateboard? Have you learned to cook a meal? Create a piece of art that illustrates your new learning. You can make a drawing, a collage or even a sculpture. Use whatever you have available. Write about what you have learned to do while at home. If you can, send a picture of it to your art teacher or return this with you completed packet to school.

Be a Music Publicist Project

May 25-29, 2020

A Music Publicist ensures that the musicians they represent get good publicity and media followings to increase their sales and performances. Choose a musician that you are familiar with. Below, write how you would introduce people to this person's music, how you would get people interested in their music and how you would publicize their music and concerts.