

HAMPSHIRE COUNTY SCHOOLS

Snow and Ice Packet (SIP)

7th Grade

Day 5

Instructions: Read ALL Instructions carefully before you begin.

- Complete this packet on **Day 5** for all classes you are taking if a snow and ice packet day is announced by Hampshire County Schools. Check off each subject when it is completed. You do not have to complete work for classes you are not currently taking.

- English _____
- Math _____
- Science _____
- Social Studies _____
- Foreign Language (if taking that class) _____
- Related Arts (2 classes) _____

- Write your name, date, grade, and class period on the top of each work page.
- Turn in each assignment to the correct teacher on the day you return to school. Each assignment will be counted as a standard class grade as determined by your teacher.

American Sign Language (ASL)

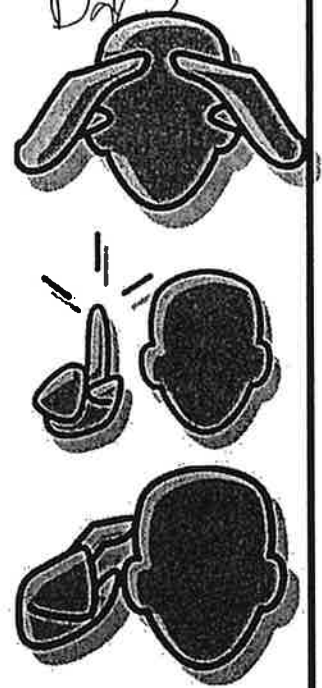
American Sign Language (ASL) is used by Deaf Americans, as well as by hearing-capable people who wish to communicate effectively with the deaf. It is unknown exactly how many individuals use ASL; estimates vary from the hundred thousands to the millions. It is a “manual language,” meaning that words are not formed through combinations of sounds but through combinations of gestures of the hands, arms, body and facial expressions. Signs generally fall into one of three categories:

- **Transparent:** People unfamiliar with sign language can usually correctly guess the meaning
- **Translucent:** The meaning makes sense to non-signers once it is explained
- **Opaque:** The meaning cannot be guessed by non-signers

Most signs fall into the third category, and it is extremely difficult, if not impossible, for non-signers to understand fluent sign language.

ASL is a visual language with its own syntax and grammar and was first classified as a world language in 1998. It originated in the early 19th century at the American Asylum for the Deaf and Dumb, founded by Thomas Hopkins Gallaudet, which was the first school for the deaf in the United States. Syntax is indicated using spatial locations, movements (of hands and facial features) and context. For example, if someone signs a noun and then points to a certain spot, pointing to that spot again is a reference back to that noun. Signers use the speed of their motions to indicate the intensity of the words they are speaking (for instance, they will sign more quickly to say “very fast” than they will to say “fast”). Motion of the eyebrows can indicate the kind of question the signer is asking: when asking a yes/no question the signer will raise his or her eyebrows, while lowering the eyebrows indicates a question asking who, what, where, when, or why.

Sign language may have uses beyond communicating with the deaf, though not all experts agree about them. For instance, some people teach sign language to their babies before they are physically able to communicate verbally, and there is a theory that this speeds up the child’s cognitive development. Sign language has allegedly also been taught to chimpanzees, bonobos and gorillas, with some



Name _____

Nonfiction Reading Comprehension

trainers claiming the primates are able to master over a hundred signs. There is some controversy, however, over whether the primates are in fact signing as a language (in effect, "speaking ASL"), or merely gesturing, and linguists generally reject the idea that the primates are, in fact, signing.

1. Who uses ASL? _____

2. What attributes does ASL have that make it an actual language and not just an established way of gesturing?

3. Explain how facial expressions are used to communicate questions in ASL.

7th Grade Math Day 5

Kuta Software - Infinite Pre-Algebra

Name _____

Evaluating Variable Expressions

Date _____ Period _____

Evaluate each using the values given.

1) $n^2 - m$; use $m = 7$, and $n = 8$

2) $8(x - y)$; use $x = 5$, and $y = 2$

3) $yx \div 2$; use $x = 7$, and $y = 2$

4) $m - n \div 4$; use $m = 5$, and $n = 8$

5) $x - y + 6$; use $x = 6$, and $y = 1$

6) $z + x^3$; use $x = 1$, and $z = 19$

7) $y + yx$; use $x = 15$, and $y = 8$

8) $q \div 6 + p$; use $p = 10$, and $q = 12$

9) $x + 8 - y$; use $x = 20$, and $y = 17$

10) $15 - (m + p)$; use $m = 3$, and $p = 10$

11) $10 - x + y \div 2$; use $x = 5$, and $y = 2$

12) $p - 2 + qp$; use $p = 7$, and $q = 4$

7th Grade Snow Packet Day 5

The world is in a terrible mess. There are many problems we are facing both as humans and as one of the species on this planet. Write at least 5 paragraphs discussing which problem You believe is the biggest problem Earth faces. Explain why you feel your choice is the biggest problem (support with evidence). Describe what you and your other Earthlings could do to fix the problem. Some problems include: Climate Change, Pollution, Deforestation, Mass Extinctions, the Yellowstone Volcano, Cumbre Vieja, Apophis, or feel free to choose your own.

Day 5
S.S.
7th

Genghis Khan

c.1167-1227



WHY HE MADE HISTORY Genghis Khan was the most famous Mongol emperor. He united the Mongol tribes, organized armies, and led campaigns that extended the Mongol Empire throughout Asia.



© Bettmann/CORBIS



As you read the biography below, think about how Genghis Khan's organizational skills and leadership helped him organize nomadic tribes and form an empire.

The name Genghis Khan usually makes us think of a fierce and ruthless warrior who spread fear throughout Asia. However, there is much more to Genghis Khan. Ambitious and determined, he was also an extremely intelligent and disciplined organizer. Genghis Khan had a persuasive personality that helped him attract supporters, even among the people he conquered. Known to be flexible and adaptable, he would listen to advice from others, such as his mother, his wife, and men from other cultural backgrounds.

Putting aside his fearsome reputation, we must recognize the extent of Genghis Khan's achievements. He established the Mongol nation, organized an imposing army, and led military campaigns. He was responsible for founding the great Mongol Empire, which became the largest and greatest land empire to ever exist.

Genghis Khan was born with the name Temujin. He was chief of a small Mongol tribe. At this time the Mongol tribes were nomadic, disorganized, and at war among themselves. Temujin created an army and conquered the different tribes which he united

VOCABULARY

nomadic roams from place to place

feudal system political system of landlords and tenants who serve them

catapult military machine for throwing missiles

into a confederacy under a kind of feudal system. Temujin exterminated the nobility and eliminated any rivals. In 1206 he was named Genghis Khan, which means "universal ruler."

With a unified nation, Genghis Khan could now turn to the conquest of neighboring lands. The army was disciplined, well equipped, and fiercely loyal. Made up exclusively of cavalry at the beginning, the army adopted new methods such as using catapults, ladders, and burning oil in order to effectively attack cities. City after city was conquered and destroyed until Genghis Khan's empire extended from the Korean Peninsula in the east to the Black Sea in the west.

Genghis Khan died in 1227, but not before naming one of his sons as his successor and guaranteeing the obedience of his other sons. By leaving an organized army and a strong nation, Genghis Khan made it possible for his successors to continue Mongol conquests until the largest continental empire to exist in medieval or modern times was formed.

WHAT DID YOU LEARN?

1. **Identify** What were some of Genghis Khan's achievements?

2. **Draw a Conclusion** How did Genghis Khan make sure that the empire would continue to grow after his death?

ACTIVITY

Imagine that you are Genghis Khan and you are trying to decide who will be your successor. Write down five characteristics, in order of importance, that you think your successor should have. Explain why the characteristic you listed as number one is the most important.

7th grade German

Day 1:

Write the numbers 0-20 in German. Spelling counts!

Write In German:

29

54

71

37

43

88

93

15

63

207

172

Day 2:

Write the question and answer in German:

1, How are you?

2, What is your name?

3, Where are you from?

4, How do you get to school?

5, How old are you?

6. What do you do after school?

Day 3:

Write the question and answer in German:

1. Do you like to play soccer?
2. What do you do in your free time?
3. What do you do on the weekend?

Describe 5 family members: names, ages, how do they look?

Day 4:

Write the question and answer in German:

1. What is your favorite color?
2. What is your favorite subject?
3. What is your favorite sport?
4. What is your favorite song?
5. What is your favorite animal?
6. What is your favorite band?
7. What is your favorite film?
8. What is your favorite videospiele?

Day 5:

Make a floor plan of your room or your dream room. Label furniture, describe with colors and adjectives. Use at least 8 items.

=> conjugate the -er/-ir verb to match the subject pronoun:

- ① yo / beber
- ② ellas / leer
- ③ tú / comer
- ④ Rodrigo / aprender
- ⑤ ustedes / escribir
- ⑥ tú y yo / compartir

create conjugation charts for:

① aprender

⑤ escribir

② beber

⑥ leer

③ comer

⑦ vivir (to live)

④ correr

⑧ salir (to leave)

→ translate:

① la banana

② vender

③ el almuerzo

④ ¿qué?

⑤ ahora

⑥ rico

⑦ las uvas

⑧ la sopa

⑨ ¿quién(es)?

⑩ el yogur

⑪ tener sed

⑫ el desayuno

⑬ el pan

⑭ la manzana

⑮ otro

Keyboarding Day 5

Keyboarding Prompt

Write (or type) 1-2 paragraphs about what you have learned in keyboarding so far this year. Why is it important to use the correct fingers to strike the keys? What are some important things to remember while you are using the keyboard?

Chorus

Spend 20 minutes singing some of the vocal pitch exercises outlined below (with hand signs), followed by songs (either current Choral Music or songs of your own choice).

Major Pentachord Scale

1. Major Pentachord Scale (5 note scale)

a. Basic Pentachord Scale: do-re-mi-fa-so-fa-mi-re-do

b. Additive Pentachord Scale A:

Ascending: do-re-do; do-re-mi-re-do; do-re-mi-fa-mi-re-do; do-re-mi-fa-so-fa-mi-re-do

Descending: so-fa-so; so-fa-mi-fa-so; so-fa-mi-re-mi-fa-so; so-fa-mi-re-do

Variation: Sing the additive scale using a variety of rhythm patterns.

c. Additive Pentachord Scale B:

Ascending: re-do-re; mi-re-do-re-mi; fa-mi-re-do-re-mi-fa; so-fa-mi-re-do-re-mi-fa-so

Descending: fa-so-fa; mi-fa-so-fa-mi; re-mi-fa-so-fa-mi-re; do-re-mi-fa-so-fa-mi-re-do

Variation: Sing the additive scale using a variety of rhythm patterns.

2. Intervals in the Major Pentachord Scale Interval: distance in pitch between two tones; all intervals are identified numerically by counting both of the tones and the pitches spanned by the two tones

a. Preparation 1: Ascending: do-re-do; do-re-mi-do; do-re-mi-fa-do; do-re-mi-fa-so-do

Descending: so-fa-so; so-fa-mi-so; so-fa-mi-re-so; so-fa-mi-re-do-so

b. Preparation 2: Ascending: do-re-do; do-mi-re-do; do-fa-mi-re-do; do-so-fa-mi-re-do

Descending: so-fa-so; so-mi-fa-so; so-re-mi-fa-so; so-do-re-mi-fa-so

c. Preparation 3: Ascending: re-do-re; mi-re-do-mi; fa-mi-re-do-fa; so-fa-mi-re-do-so

Descending: fa-so-fa; mi-fa-so-mi; re-mi-fa-so-re; do-re-mi-fa-so-do

d. Preparation 4: Ascending: re-do-re; mi-do-re-mi; fa-do-re-mi-fa; so-do-re-mi-fa-so

Descending: fa-so-fa; mi-so-fa-mi; re-so-fa-mi-re; do-so-fa-mi-re-do

e. Basic A: Ascending: do-re-do; do-mi-do; do-fa-do; do-so-do

Descending: so-fa-so; so-mi-so; so-re-so; so-do-so

f. Basic B: Ascending: re-do-re; mi-do-mi; fa-do-fa; so-do-so

Descending: fa-so-fa; mi-so-mi; re-so-re; do-so-do

Self-evaluate your singing by considering your breathing, posture, tone quality, and pitch accuracy. If possible, record yourself and evaluate your performance. Write down three things you did well, and three things you need to work to improve.

CREATE A VERBAL LIST OF...

DAY 5 Name _____

NAME 5 QUALITIES OF A SUCCESSFUL MARCHING BAND.

- 1.
- 2.
- 3.
- 4.
- 5.

PE/Health

Grades 6-8

Name: _____

Directions: Fill in the chart for each day we are out for snow, ice or cold. Complete at least 30 minutes of physical activity and write down what you ate each day. Snacks should be included. Examples: shoveling snow, playing in the snow, walking the dog, etc. Have a parent/guardian sign each day.

Date: _____

Day 1

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
<u>Activity:</u>		<u>How Many Minutes:</u>	

Parent/Guardian Signature

Date: _____

Day 2

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
<u>Activity:</u>		<u>How Many Minutes:</u>	

Parent/Guardian Signature

Date: _____

Day 3

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
<u>Activity:</u>		<u>How Many Minutes:</u>	

Parent/Guardian Signature

Date: _____

Day 4

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
<u>Activity:</u>		<u>How Many Minutes:</u>	

Parent/Guardian Signature

Date: _____

Day 5

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
<u>Activity:</u>		<u>How Many Minutes:</u>	

Parent/Guardian Signature

Snow Day Art Activities: Select one art activity from the list below and bring your art piece to class the next time there is school.

Build a geometric sculpture with spaghetti, toothpicks, popsicle sticks or drinking straws. You can use glue, tape, marshmallows, gumdrops, clay, play-dough or anything else soft or sticky to hold the sculpture together. Try to build forms like pyramids, cubes, and dodecahedrons.

Compile a group of your favorite objects to create a still-life. Place the objects on a table in an overlapping composition. Draw your objects with as much detail as possible.

Create a collage with a theme of your choice. Cut and glue images from variety of items like photographs, newspaper, magazine, construction or tissue paper, cardboard, fabric scraps...etc. whatever you can find around your house.

Design a fantasy bedroom. Imagine you could have anything you wanted in your bedroom. What would you want in your room? Remember, it is a fantasy. The only limit is your imagination. Draw your best bedroom.

Mix and Mold a sculpture from home-made salt dough clay. Mix 1 cup of flour and salt in a bowl. Gradually mix in ½ cup of warm water slowly to form a dough. Use your hands or cookie cutters to create shapes and forms. Bake the sculpture in the oven at 250 degrees for 20 minutes or, air dry for a day. When cool, add color with paint and/or markers for added details, interest and design.