



Social Studies - 7

This year in seventh grade students have been learning about Contemporary Global Issues. In these at home learning opportunities you can continue this exploration. Some information may be review and some may be new. Feel free to use any resources you have (such as the internet or books) to explore the topics more each week. Each week will connect to the last as much as possible.

Directions: Write a TV News Story

Discoveries that improve human health are happening all the time. Some involve complicated technology. However, many others don't. Some of the most important breakthroughs in health have come from using everyday things in new ways. What are some of these discoveries? Why are they effective? Your assignment is to research and write a script for a TV news story that informs your audience. About one low-cost, high-impact discovery that is improving people's health care.

Research

Use the Internet, books, newspaper articles, and/or the news to research and answer the following questions:

- Why is this discovery important? Use facts to explain who's affected by it and how.
- How is this discovery similar to or different from other discoveries in this field? What makes it unique and newsworthy?
- Who are the experts in this field and what do they think?



Draft

Review your notes and write a first draft of the script. This doesn't have any page requirement 😊

1. Start with a statement that introduces your topic clearly and previews what is to follow. Explain why you're reporting about the story from your location. Consider sharing an anecdote or presenting a dramatic fact to illustrate the discovery and engage the listener.
2. The body of your script should use relevant facts, definitions, concrete details, quotations, and other information and examples. In addition, use interviews to explain why this discovery matters. *Who could you ask for their thoughts on the phone or in your home?*
3. The conclusion should follow from and support the information presented in the body of the script. Explain how this discovery could affect the listener and why it matters.



Revise and Edit

Read your script aloud to make sure it's interesting and clear.

- Does the introduction clearly identify the discovery? Does it capture the listener's attention?
- Does the body of the script include facts to inform your audience about the discovery and its potential?
- Does the script end with a logical conclusion based on the facts and interviews?
- What idea will your listeners take away from the new story? Be sure that this is the most important idea.

Be sure to recheck all your facts and the spelling of all the words in your script to ensure accuracy.

Publish and Present

Practice delivering your script as if you were a TV news reporter. What visuals or interviews would you include? Watch the news for examples.

You could then perform your script for the people in your home.

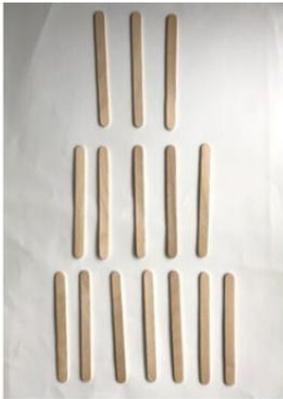
OR

You could record yourself if you want to. Ask your caregiver for permission to share your news story recording by emailing it to family, friends, or your teacher.



7th Grade Math Resources

1) NIM: 2-Person Strategy Game



- Equipment required: 15 objects (rocks, toothpicks, sticks, coins, strips of paper, markers, etc.)
- Set up 3 rows of objects as shown in the picture (rows of 3, 5, 7)
- Players take turns removing objects from any of the rows.
- On your turn, take as many objects as you like from a row, but only from that row.
- The losing person is the one forced to take the last object.

Play many times and try to discover a winning strategy.

2) Puzzle (Source: <https://www.solveemoji.com/>)

What is the value of the last row?

$$\begin{array}{r}
 \text{🐱} + \text{🐱} + \text{🐱} = 21 \\
 \text{🦉} + \text{🦉} \times \text{🐱} = 120 \\
 \text{🐼} + \text{🦉} \times \text{🦉} = 76 \\
 \text{🐱} + \text{🐼} \times \text{🦉} = ?
 \end{array}$$

3) Which One Doesn't Belong? (Source: wodb.ca)

Choose a number in this picture that you don't think belongs with the rest. Explain why. Can you pick another number and give a different reason?

$-\frac{1}{4}$	40%
$\frac{3}{2}$	$\frac{1}{6}$

4) Is It Possible? (Source: brilliant.org)

To solve the problem, put in the number tiles so that every row and column adds up to the target sum beside it.

Is it possible? Show your explanation

1			10
			11
7	7	7	

2

3

4

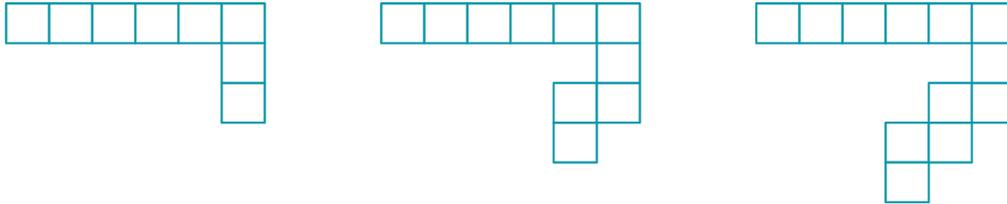
5

6

5) **Visual Pattern** (Source: visualpatterns.org)

Below is a pattern of squares in stages 1-3 below.

- A. Draw what you think stage 4 might look like.
- B. Draw or describe what you think stage 10 might look like.
- C. Label how many squares are in each stage.
- D. Try to write an equation to describe the relationship between the stage number n and the number of squares S .



6) **Adding and Subtracting Integers** (Source: <https://www.openmiddle.com/>)

Using the digits 1 to 6, at most one time each, fill in the boxes so that top two equations are equal and the bottom equation has the greatest value. Come up with as many possible solutions as you can!

$$-\square + \square =$$

$$-\square - \square =$$

$$-\square - \square =$$

7) **Ticket Purchase**

Han wants to buy a \$30 ticket to a game, but the pre-order tickets are sold out. He knows there will be more tickets sold the day of the game, with a markup of 200%. How much should Han expect to pay for the ticket if he buys it the day of the game?

8) **Temperature** (Source: <https://openupresources.org/math-curriculum/>)

A weather station on the top of a mountain reports that the temperature is currently 0°C and has been falling at a constant rate of 3°C per hour. Find each temperature. Explain or show your reasoning.

A. If it continues fall at this rate, what will the temperature be:

- i. in 2 hours?
- ii. in 5 hours?
- iii. in half an hour?

B. What was the temperature:

- i. 1 hour ago?
- ii. 3 hours ago?
- iii. 4.5 hours ago?

9) **Would You Rather** (Source: <https://www.wouldyourathermath.com/>)

Whichever option you choose, justify your reasoning with mathematics.



For Math Answers – Flip to the Science page

Science Answer Key

Sugar: Sugars, are simple carbohydrates made and used by plants as food. Plants are able to use the energy from sun light to transform carbon dioxide and water into food. This process is called photosynthesis. Some confusion starts from how we use the word food and nutrients interchangeably. Nutrients are just materials organisms need to carry out their life processes. Not all nutrients give energy.



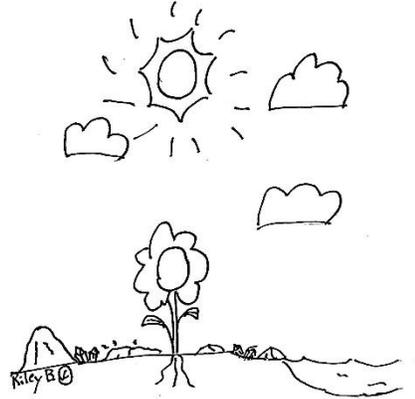
SCIENCE-7

Wonder of Plant Needs

Organisms, including plants, need food to survive.

Put an X next to the things you think plants use as food.

- | | |
|--|---|
| <input type="checkbox"/> sunlight | <input type="checkbox"/> carbon dioxide |
| <input type="checkbox"/> soil | <input type="checkbox"/> oxygen |
| <input type="checkbox"/> plant food from a store | <input type="checkbox"/> minerals |
| <input type="checkbox"/> water | <input type="checkbox"/> chlorophyll |
| <input type="checkbox"/> sugar | <input type="checkbox"/> vitamins |
| <input type="checkbox"/> leaves | <input type="checkbox"/> fertilizer |



Explain your thinking. How did you decide if something on the list is food for plants?

Share this situation with your family. Listen for how their thinking is like or different than yours. Check the math page for which possibility is most like currently supported science.

I picked the things above because...

Answer- see math page. Math Answer Key:**2.** 55; **3.** Could argue any of the options!; **4.** Yes! Top: 1, 5, 4; Bottom: 6, 2, 3; **5.** A: 14, B: 26, C: $S=2n+6$; **6.** Multiple options, ex: $-6+3=-3$, $-2-1=-3$, $-4-(-5)=1$ (find as many as you can!); **7.** \$90; **8.** Ai: -6° , ii: -15° , iii: -1.5° , Bi: 3° , ii: 9° , iii: 13.5° ; **9.** If you buy 4 gifts for the price of 3, it would be like 25% off. But you could argue to use the coupon if you need fewer gifts.



Phone Number Workout

The Rules:

1. Write down your phone number
2. Go through your phone number one digit at a time and do the exercise or stretch associated with that number
3. Try friends phone number

1. Forward Lunges

1



2. Stair or Chair Squats

2



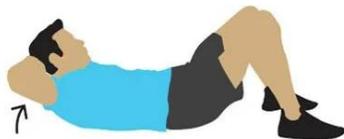
3



10 reps

3. Star Jumps

4



4. Sit Ups

5



5. Wall squats

6



6. Chair squats



15 reps

7. Mountain climbers

7

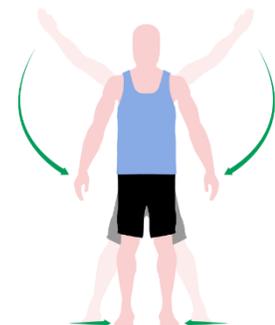


8. Alternate Elbow to knee

8



9



9. Jumping Jacks

0



0. Plank



20 reps

Starting with Spanish

See how much Spanish you already know!

Match each question with the best answer.

- | | |
|-----------------------------|--------------------------|
| 1. _____ ¡Hola! | A. Caring |
| 2. _____ Furiosa/Furioso | B. Nervous |
| 3. _____ Cariñosa/ Cariñoso | C. Is |
| 4. _____ Es | D. Person |
| 5. _____ Inteligente | E. Hello! |
| 6. _____ Atlético/Atlética | F. Athletic |
| 7. _____ Nerviosa/Nerioso | G. Furious (super angry) |
| 8. _____ Persona | H. Intelligent |

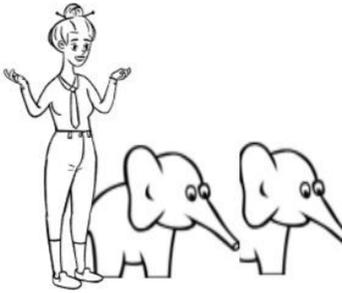
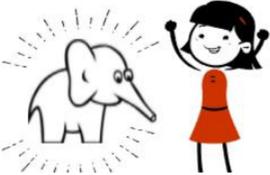
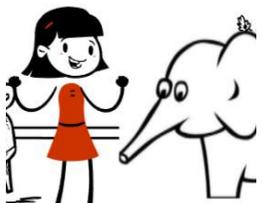
Silly Stories for Spanish Beginners

Layla, la chica inteligente

Not all middle schools offer Spanish. If you are new to Spanish or just want to try it out, see how much of this story you can understand! *Hint: amable = nice*

To view this comic as a cartoon with audio, visit: <http://tiny.cc/SpanWk3Layla>



<p>Esta es Layla.</p>  <p>Layla es una chica.</p>	<p>Layla dice,</p>  <p>Layla es amable.</p>	<p>Layla es inteligente. Layla tiene ideas excelentes</p> 	<p>La clase favorita de Layla es matemáticas.</p> 
<p>Un día en la clase de matemáticas,</p> 	<p>la profesora de Layla tiene una sorpresa.</p> 	<p>La profesora tiene 1 elefante extra.</p> 	<p>El elefante es el animal favorito de Layla.</p> 
<p>Layla tiene idea fenomenal.</p> 	<p>Layla habla con Mamá.</p> 	<p>Ahora, Layla está feliz. <i>ahora= now feliz = happy</i></p> 	<p>Layla tiene 1 elefante en casa.</p> 

Students Developing Spanish Skills

Read the current news article from *El mundo en tus manos*.

Médicos cubanos van a Italia

22 de marzo: Actualmente muchos médicos y **enfermeros**¹ cubanos viven y trabajan en otros **países**². En el 2019, había 28000 enfermeras y médicos cubanos que trabajaban en más de 60 países diferentes. Normalmente estos profesionistas atienden pacientes en varios países de América Latina,

pero, en marzo, un grupo de 52 médicos y enfermeras **viajaron**³ a Lombardía, Italia.

Ahora, están trabajando en varios hospitales italianos para combatir el coronavirus. Es **la primera vez**⁴ que Italia **les pide**⁵ ayuda a médicos cubanos.

Los países europeos no

solamente le pidieron ayuda médica a Cuba, sino también a otros países latinoamericanos. Un grupo de médicos venezolanos viajó a España para ayudar en varios hospitales. Uno de los médicos mencionó que **el apoyo**⁶ de la comunidad médica de América Latina ha sido muy importante durante la pandemia.

enfermeros¹ nurses países² countries viajaron³ traveled primera vez⁴ first time le pide ayuda⁵ asks for help el apoyo⁶ the support

Circle the best answer.

1. Typically (**A FEW** / **MANY**) Cuban medical professionals work in more than 60 Latin American countries.
2. This March a group of 52 medical professionals traveled to (**ITALY** / **AUSTRIA** / **LATIN AMERICA**).
3. Now they are (**VISITING** / **WORKING AT** / **REPAIRING**) Italian hospitals.
4. Italy and (**LOMBARDIA** / **SPAIN**) asked Latin American countries to help fight the virus in hospitals.
5. The help from Latin American countries has been called (**ANNOYING** / **ESSENTIAL** / **IMPORTANT**).

Heritage and Native Speakers of Spanish

Leer las noticias de última hora desde *El mundo en tus manos*.

El primer gel antibacterial

En 1966, Guadalupe «Lupe» Hernández vivía en Bakersfield, California. La **joven** latina estudiaba **enfermería**. Ella trabajaba con médicos que **atendían** trabajadores de las industrias minera y agrícola. Cuando los médicos y las enfermeras iban a las minas y a las **huertas** a atender a sus pacientes, ellos no podían lavarse las manos. No tenían acceso a agua y **jabón**. Por eso, no podían desinfectarse las manos antes de entrar en contacto con sus pacientes.

Hernández quería ayudar a los médicos y a los trabajadores. Ella sabía que el alcohol etílico **podía matar** gérmenes como bacterias y virus. Por eso, ella mezcló alcohol con otros dos ingredientes: agua astringente y glicerina. La combinación de esos ingredientes creó un gel antibacterial.

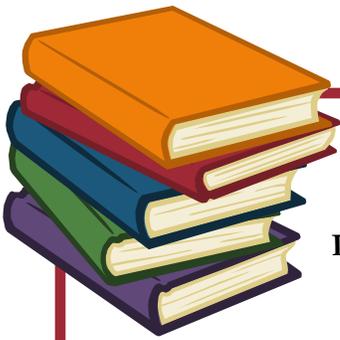
¡Hernández había inventado un producto especial! Gracias a ese gel, los médicos podían «lavarse las manos». Es decir, el gel podía desinfectar las manos de los doctores sin necesidad de

agua y jabón.

Hernández sabía que su invento era muy importante y quería patentarlo. Un día, ella vio un anuncio en la televisión. El anuncio decía que había una compañía que podía ayudar a las personas a patentar sus inventos. Hernández contactó a la compañía y ellos le ayudaron a patentar su producto. Fue así como Hernández patentó el primer gel antibacterial de la historia.

joven young person enfermería nursing atendían attended to/treated huertas orchards jabón soap podían matar could kill

Escribir su reacción abajo.



ENGLISH/LANGUAGE ARTS: GRADE 7

Pre-Reading Question: 'Alligators in the Sewers'

What myths and legends circulate around your hometown or school? How did they start? As far as you know, is there any truth to them? Do you believe them? Have you, personally, ever seen any evidence of these tall tales?

Close Reading: As you read the article below, use the following annotations to understand how the author develops their ideas. When you finish reading, answer the questions.

<u>Underline</u>	Supporting details that support each <i>Central Idea</i> . Color code separate CI's
○	Unfamiliar terms or phrases – and look them up 😊
?	Confusing information

The Truth About Alligators in the Sewers of New York

Sightings over the decades have lent an air of legitimacy to the century-old urban myth. Here's how it all started.

By Corey Kilgannon, Feb. 20, 2020

They are big. They are vicious. Some say they are albinos, because of a lack of sunlight. They are the alligators that supposedly infest New York City's sewer system, slithering through the bowels just under the street level, feeding on rats and rubbish and terrorizing sewer workers armed with guns for self-defense.

These gators may be the city's most entrenched urban myth, one that has permeated pop culture and has become a recurring theme in books, television shows and movies. That century-old myth has spawned hoaxes and art projects. It has even become an official quasi-holiday in the city: Alligator in the Sewer Day is in February.

And the tales are sort of true. The city rescues several alligators a year, typically former pets that have been abandoned after having outgrown their cute phase.

With every new sighting, the legend gets another boost.

Word Watchdog:

Circle these terms as you find them and look up their meaning using the key at the end of the article.

- Exemplified
- Proliferated
- Permeated
- Entrenched
- Quasi-
- Dubious
- Prominent

Reports in The New York Times of alligator sightings in the New York area go back more than a century. A 1907 article described a worker in Kearny, a New Jersey town about 12 miles from Midtown Manhattan, who was bitten by a small gator while he cleaned out a sewer. By the 1930s, news proliferated about sightings in and around New York City. Alligator sightings sometimes prompted hunting expeditions, such as one in 1932 after several of the reptiles disappeared from captivity in Belleville, a town along the Passaic River in New Jersey.



The same year, the police mobilized a hunt in Westchester County, just north of New York City, after two boys brought in a three-foot dead gator and claimed that the Bronx River was swarming with live ones. Armed with fishing nets and chunks of calves' liver, officers combed "the jungles of the Bronx River to capture alligators for the Bronx Zoo," The Times reported, adding that the hunt was discontinued when the police realized that the boys had merely found an escaped pet. By the 1930s, advertisements for purchasing baby gators by mail were common in magazines, including Popular Mechanics. Vacationers to Florida would also bring back the reptiles as souvenirs. Once the cute pets got too big, the theory goes, they would often wind up in the sewer after being flushed down a toilet or dumped into a street drain.



"It was a time when all these alligators were being brought up to New York and either escaping on their own or being let loose by unhappy parents," said Michael Miscione, a former Manhattan borough historian. The seminal New York City sewer-gator event came on Feb. 9, 1935, when some East Harlem teens spied an alligator down a storm drain and then lassoed and hauled it up with a clothesline. After the reptile — roughly eight feet long and 125 pounds — snapped at them, they killed it with their shovels. "Alligator Found in Uptown Sewer," read the headline in the The Times. The article speculated that it had escaped from a passing steamer in the East River and had swum into a sewer outflow pipe.

"The charm of the 1935 sighting was that it was discovered by young boys and was the talk of this working man's neighborhood of East Harlem during the Great Depression," Mr. Miscione said. In 1937, a barge captain pulled a 4-foot, 8-inch alligator out of the East River by lassoing the animal around its "wildly waving forefeet," reported The New York Herald Tribune. "The tropical visitor was clearly exhausted and seemed in no humor to fight," the newspaper added. A week later, a two-foot alligator crawling along a Brooklyn subway platform shocked waiting passengers after crawling out of a trash can where it had apparently been dumped. A police officer pounced on the reptile, managing to avoid its snapping jaws while another officer tied them shut. The gator legend was elevated further by Teddy May, a New York City sewer official who reported spotting the animals in the 1930s.

In a 1959 book, the author Robert Daley wrote that Mr. May was dubious when his crew first reported seeing a big albino alligator and various gator colonies in the sewers. So, he ventured down himself to "prove to youse guys that there ain't no alligators in my sewers," the book recounts. After seeing the gators himself, Mr. May had his men take up rifles and hunt them down, he claimed. His feat was also noted in a 1954 column by Meyer Berger, a Pulitzer-winning reporter for The Times, and in Mr. May's 1960 obituary in The Times, which credited him with having "led a squad in clearing the sewers of a number of live alligators that, discarded in the sewers as tiny pets, had survived and grown large." While Mr. May's 1959 account seems wildly embellished at best, Mr. Daley told The Times in 2009 that he believed Mr. May's story, even if the numbers were exaggerated.

Why do you think Mr. Daley believes Mr. May's story? Underline evidence that makes it seem plausible? Do all of the sources seem credible? Why or why not?



1963: Little fictional gators

By the 1960s, sewer gators had found their way into numerous cartoons and books, including Thomas Pynchon's 1963 novel "V," in which little gators could be purchased from Macy's for 50 cents and the character Benny Profane makes a living hunting albino white alligators "alive and breeding" in the sewer system. The 2002 children's book "Alberto the Dancing Alligator" follows Alberto's journey down one toilet and through the underground water system before he surfaced in other toilets and sparked a citywide gator scare.

1982: The “expert on the most durable urban myth”

In a 1982 column in *The Times*, Anna Quindlen interviewed a New York City sewer chief, John T. Flaherty, whom she called the city’s “resident expert on the most durable urban myth in the history of cities, reptiles or waste disposal.” Mr. Flaherty’s list of sewer sightings includes rats, insects, stray fish, dead bodies and even street-gang clubhouses — but no gators. Yet, he said, he constantly responded to letters from people asking about albino gators, or wondering if sewer workers did indeed carry pistols “to protect themselves from the ravages of rapacious reptiles.”

1982: A very cool alligator on a T-shirt

In 1982, a two-foot alligator was found swimming in a Westchester County reservoir that is part of New York City’s water supply. The city’s Department of Environmental Protection, which oversees the sewer and drinking water system, organized a boat expedition to capture the gator, which workers lassoed and gave to the Bronx Zoo. Inquiries from around the world about sewer alligators are still fielded by the department, whose mascot was once a sunglasses-sporting gator emerging from a manhole. The city sold T-shirts with that mascot and the slogan, “The legend lives ...” for years.

1987: ‘Ninja Turtles’

The gator legend also inspired the Leatherhead character, introduced in 1987, in the “Teenage Mutant Ninja Turtles” comics and video games. Flushed down the toilet as a pet, he becomes a giant mutant alligator who lives in the sewers.



Is owning an alligator legal?

It is illegal under both New York State and city law to buy, sell or own alligators without a permit. Releasing them outdoors can result in criminal charges for endangering the public. But many states lack such laws, so alligators can be bought online and legally mailed through the Postal Service, whose regulations permit the mailing of “small, harmless coldblooded animals.” There are numerous stories about post offices that deal with escaped baby alligators.

1997: Saurian sightings around the city

In the past couple of decades, New York has had sporadic street-level sightings and rescues. Prominent ones included the four-foot gator pulled out of Kissena Lake in Queens in 1997 (above), and the two-foot-long caiman caught in Central Park in 2001. A three-foot gator found by a dog walker in Alley Pond Park in Queens in 2003 was promptly named Alley-Gator by park officials. And a two-foot-long baby crocodile was spotted under a car in Astoria in 2010. At the time, a police spokesman seemed to anticipate a reporter’s question. “Before you ask,” the spokesman said, “no cops could confirm it came out of the sewer.”

2001: That one gator in the subway

At least one gator is in the subway: the bronze sewer alligator sculpture made by Tom Otterness and installed in 2001 as part of his “Life Underground” public art series. The piece, at the 14th Street/Eighth Avenue station, depicts a gator coming out of a manhole to bite a figure with a money bag for a head. Mr. Otterness has said the piece exemplified “the impossibility of understanding life in New York.”

2019: Alligators continue to be rescued

The nonprofit Animal Care Centers of NYC, which runs the city’s animal shelters, has handled five alligators in the past two years, a spokeswoman, Katy Hansen, said. Most rescues, she said, were pets. Some have come from the outdoors, she added, but none from sewers. They are rarely over three feet and are placed in a sanctuary. “People get them as pets,” Ms. Hansen said, “but then they grow and people say, ‘What am I going to do? It’s in the bathtub.’ And we have to come get them.”

How has the myth changed since 1907? What details show the contrast in how the influence of alligators on NYC culture has changed over 100 years.



How true is the myth?

Experts say the water in New York’s sewers is too cold and toxic for alligators to survive very long, especially if they’re eating rats and raw sewage. The conditions have led to the myths of special breeds — that the lack of sunlight creates blind, albino gators, and a steady diet of toxic waste produces giant, mutant alligators. More simply, Mr. Flaherty, the sewer chief, said in 1982 that alligators would be likely to succumb to the volume of water rushing through mains during heavy rainfalls — or to a food source that “has been, to put it as delicately as possible, predigested.”

Glossary:

Exemplified – *verb*, to show or illustrate by example

Proliferated – *verb*, to increase in number or spread rapidly and excessively

Permeated – *verb*, to pass into or through

Entrenched – *verb*, to trespass, infringe, or intrude

Quasi- *prefix* having some, but not all of the features or, resembling

Dubious – *adj.*, doubtful, questionable, uncertain outcome

Prominent – *adj.*, standing out to be seen noticeably, well-known



Questions: Answer the following questions on your own sheet of paper or notebook.

1. Construct an objective summary of the text, clearly identifying more than one central idea.
2. How are the central ideas of the text developed over the course of the article?
3. How does the author structure the article? How does this structure contribute to the development of ideas presented?

Extension:

Research urban legends from Iowa, Des Moines, or even your own school. What makes these stories seem true? What makes them seem “unbelievable”?