Name: _____ Date: December 4, 2019__

Math:	Real- Life Ratios nb 59 & 60 hmwk wksht - 2 sided

Social Studies:
Egypt: Section III   HW: Rosetta Stone WS/ TEST MONDAY

ELA:	Daily Warm-Up Finish Capitalization Project Independent Practice- Only 8 Sentences

Science	① Watch Brainpop "Forces" First 3 minutes ② Finish NB p 19-20 ③ USE RACE ORGANIZER TO complete ④ _____ Clam P. 24 ⟶ NB DUE THURSDAY

Computer Apps/ Technology

THE ROSETTA STONE

The writing of the ancient Egyptians was a great mystery until the discovery of the Rosetta Stone. In 1799, French soldiers were building a fort near the Egyptian village of Rosetta. The soldiers unearthed a dark grey-pinkish granite stone that stood about four feet tall and 2½ feet wide. The Rosetta Stone was inscribed with three languages. One language was Greek, but the others were forms of Egyptian writing that were unreadable at that time. The Greek writing described a law written in
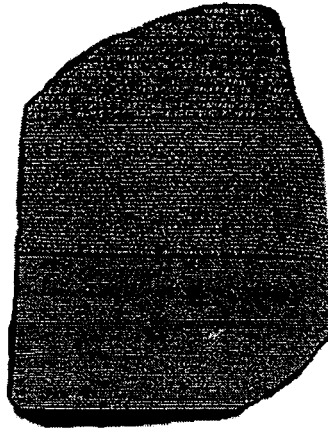
The Rosetta Stone

196BCE. Scholars decided the Greek writing might give clues to the meaning of the Egyptian symbols.

The British seized Egypt in 1801 and transported the Rosetta Stone to the British Museum. Scholars carefully studied the scripts, but their work proceeded slowly because parts of the stone had crumbled.

In time, the scholars concluded that the law was written in hieroglyphics and demotic scripts. Hieroglyphics was the sacred writing of ancient Egypt and was known only by the most learned priests. Demotic was a cursive script that the Egyptians used for less formal writing. Demotic writing shared some similarities with Greek.

In 1822, a French linguist named Jean Champollion matched several characters from the three texts and slowly deciphered an alphabet of hieroglyphics. Champollion concluded that hieroglyphics had originally been pictographs, but they stood for sounds in later times. Using Champollion's key, the mysterious hieroglyphic text became readable. Within a few years, scholars were able to find the explanation for the pyramids and many of the other mysteries of ancient Egypt.

In 2003, Egypt formally requested that the British return the Rosetta Stone to its original home. The British Museum and other leading world museums issued a joint statement that rejected Egypt's request. The statement explained that ancient artifacts such as the Rosetta Stone belong not to their home nation but to all of humanity.

Jean Champollion

EGYPT AFTER THE PHARAOHS

At the time the French soldiers found the Rosetta Stone in 1799, much of what we know about the history of ancient Egypt was a mystery. The Egyptians were very reluctant to accept new ideas. They looked to the past for protection from the gods who they believed created their special land.

The era of the pharaohs faded as Egypt became easy prey for invading armies with more advanced weapons. Armies from Persia, Assyria, Kush, and Nubia dominated Egypt until a Greek military leader conquered the ancient kingdom in 332BCE.

Alexander the Great created the largest military empire the world had ever known, but he died suddenly in 323BCE. Alexander's empire was divided among his top generals. Ptolemy established a Greek dynasty that controlled Egypt for nearly three hundred years. The Ptolemaic dynasty fell to the Romans when Caesar Augustus defeated Cleopatra, the last queen of Egypt in 44BCE.

A Turkish army seized Egypt in 1517 and made the ancient and mysterious land part of the Ottoman Empire. The French army that found the Rosetta Stone invaded Egypt in 1798, but the French fell to the British three years later. A revolt by Egyptian soldiers in 1952 forced the British out of Egypt. Since that time, Egypt has been an independent nation.

Fill in the Blanks

Much of the history of a__c__e__t Egypt remained a great m__s__e__y until French s__l__i__rs found a g__a__i__e stone near the Egyptian city of R__s__t__a. A law from 196BCE was i__s__r__b__d on the stone in h__e__o__l__p__i__s, demotic and G__e__k. Scholars carefully studied the writing and concluded that the same law was written in three scripts. Twenty-three years after the *d__s__o__e__y of the Rosetta Stone, French linguist Jean C__a__p__l__i__n developed an a__p__a__et of h__e__o__l__p__i__s. Later historians used Champollion's key to study other E__y__t__an artifacts. Within a few years, historians were able to use C__a__p__l__i__n's key to unlock many *m__s__e__i__s that had perplexed scholars for centuries.

Answer in complete sentences

*1. Who or what was the Rosetta Stone named for?

_____

_____

2. Explain how the Rosetta Stone made it possible for Champollion to decipher hieroglyphics.

_____

_____

_____

3. Explain why the history of Egypt remained mystery for centuries?

_____

_____

*4. In your opinion, does the Rosetta Stone belong in the British Museum or in Egypt. Explain your reasoning.

_____

_____

5. What reason does the author give for the end of the age of the pharaohs?

_____

_____

*This is a higher order learning question. You must answer the question to the best of your ability, but any reasonable answer will be graded as correct.

Name: _____ Date: <u>12/4/19</u> Period **2 3 5 6 7**

~~R~~ A C E Strategy: Graphic Organizer <mark>Electromagnetic Force #1</mark>

Focus Question:	How are force and motion related?
	(What makes things move?)

R	**Restate** the question (s)	I / We claim…
A	**Answer** all parts of the question	This could include a definition:
C	**Cite** & Compare evidence: Include measurable observations / data - Newtons - Push/pulls A, B, C - Friction comparison lab, Page 13-15 - Chart, table, diagram	Not evidence: ~~I know this because we tested it~~ Evidence: For example, when we Pushed / pulled _____ loads on a smooth surface… we discovered _____ (share your results / observations, in Newtons); and when we changed the surface to…
E	**Explain** How the evidence supports (or disproves) your claim and answer to the focus question. Summarize the data used Vocabulary / Content: - Gravity - Force - Interaction - Friction - Balanced / unbalanced	What did we do? Why did we do it? What does it prove? _____ _____ _____ _____ _____ _____ _____

Electromagnetic Force Notebook #1 Rubric

DIRECTIONS: Look carefully at the pages of your notebook and be sure ALL pages are complete, neatly done, and accurate. Score yourself below and then place this rubric INSIDE your completed NB; Hand in today, Wednesday December 4, 2019.

	10	**8**	**6**	**4**	**2**	**Comments**
On time	Turned in Wednesday 12/4/19	Handed in Thursday 12/5/19	Handed in Friday 12/6/19	Monday 12/9/19	More than 1 week late	
Complete __P. 1-3 Y N __ Lab 4-5 Y N __ Lab 6-7 Y N __ Lab 8-9 Y N __ Lab 13,15 Y N __ 19-20 Y N __ 21 (4 word) Y N __ Claim/ Y N	NO BLANKS	1 section blank	2 -3 sections blank	4 blanks	5+ blanks	
Accuracy of Science Concepts Content	Word banks, content pages and explanations ALL accurate	Word banks, content pages and explanations: 1-2 facts off	Word banks, content pages and explanations: 3-4 facts off	Word banks, content pages and explanations: 4-5 facts off / incomplete	Word banks, content pages and explanations: 5+ facts off ? Incomplete	
Neatness/ Organization	Very organized and neat; easy to read. Pages are in order. No scribbles	Mostly organized and neat, 2 parts or less are messy	3-4 parts not organized or hard to read	5-6 parts not organized or hard to read	Very messy; content out of order	
Quality explanations USED GRAPHIC ORGANIZER / RACE FORMAT __Pgs. 5, 7, 9 __Claim	Restated and answered the question. Used lab data Specific 2 pieces of EVIDENCE Explained (used word bank) Gravity Force Interaction Newtons friction	Restated and answered the question. Included an explanation with limited evidence. Cited evidence, labeled, not explained.	Restated and partially answered; Began to cite, did not explain. Does not match claim.	Answer to question is correct, lacks cited evidence Needs to work with a teacher during support time	"I know this because we tested it." Left blank (MUST RE-DO)	

MY SCORE: _____ out of 50 = _____ %   Teacher Score: _____

Name: _____

Capitalization Worksheet 2

With Pirates...

Circle the words that should be capitalized.

1. captain chris set sail with his crew on the atlantic ocean.

2. the crew manned the ship, which was called the s.s. scurvy dog.

3. captain chris called loudly for first mate murphy.

4. first mate murphy swung from a rope and landed on the deck in front of the captain.

5. first mate murphy said, "argh, how may i be of service to ye?"

6. captain chris gave the orders and the crew set sail for the barbary coast.

7. the wind carried the s.s. scurvy dog across the mighty ocean and through the mediterranean sea.

8. the pirate crew sang a shanty called, "the pirate's life is the life to live."

9. captain chris stomped his peg leg to the beat while first mate murphy clapped his hooks together.

10. the captain raised his cutlass and said, "argh! that was a right rowdy tune, you pack of scallywags!"

11. first mate murphy began distributing hams to the men while captain chris addressed the crew.

12. the captain said, "today, wednesday, june 1st, be the most important day of yer' filthy lives!"

13. silence spread over the pack of armed, unshaven men as they listened to their captain.

14. the beared captain chris continued, "today, we will share these cookies we baked with the elderly."

15. the men cheered and hooted with great fury and first mate murphy discharged a cannon.

RATIO APPLICATION

Ratios can be used to solve ___real-life___ situations.

1. Julia is planning to serve hors d'oeuvres at her wedding. She plans on offering 8 hors d'oeuvres for every 3 people. If she has 240 people RSVP to the wedding, then how many hors d'oeuvres will she serve?

I KNOW: $\frac{8-h}{3-p}$; $\frac{x-h}{240\,p}$ \\ 11 total	I NEED TO KNOW: \\ how many \\ $x=$ hor d'oeuvres

PLAN AND WORK: \\ $\frac{h}{p}$ $\frac{8}{3} = \frac{x}{240}$ \\ $3x = 8(240)$ \\ $3x = 1920$ \\ $1920 \div 3 = x$ \\ $640 = x$ \\ \\ $3x = 1920$ \\ $3(640) = 1920$ \\ $1920 = 1920\,\checkmark$	MY SOLUTION: \\ She needs 940 \\ hor d'oeuvres for \\ 240 people.

2. Mrs. Hernandez was helping her students with their classroom economy bank accounts. The sum of the student with the most money and the student with the least money was $160. The ratio of the amount of the student with the most money to the student with the least money was 4:1. How much money do each of the students have in their bank accounts?

total

M:L

I KNOW: \\ M 4 \\ l 1 \\ total 5, 160	I NEED TO KNOW: \\ $x=$ most $ \\ least $

PLAN AND WORK: \\ $\frac{M}{t}$ $\frac{4}{5} = \frac{x}{160}$ \\ $5x = 4(160)$ \\ $5x = 640$ \\ $640 \div 5 = x$ \\ $128 = x$ \\ \\ $\begin{array}{r} \overset{15}{1}\overset{6}{6}Q10 \\ -128 \\ \hline 32 \end{array}$	MY SOLUTION: \\ The most money in \\ the account is \\ $128. \\ \\ The least amount \\ of money is $32.

3. A small university enrolls in-state and out-of-state students. The number of students enrolled in their most recent freshman class was 243. The school reported that it enrolled 7 in-state students for every 2 out-of-state students. How many of each type of student was enrolled in the freshman class?

i KNOW: 7 in 243 total	i NEED TO KNOW:
2 out	X = in state
9 total	___ out of state

PLAN AND WORK:	$\frac{7}{9} = \frac{x}{243}$ $9x = 7(243)$ $9x = 1701$ $1701 \div 9 = X$ $189 = X$	$\begin{array}{r} 243\;^{13} \\ -189 \\ \hline 54 \end{array}$	MY SOLUTION: 189 in state students to 54 out of state students

4. Jenna and Becca were both selling cookies door to door. Jenna sold 8 boxes of cookies for every 3 boxes of cookies Becca sold. Combined, they sold a total of 385 boxes of cookies. How many boxes did each girl sell?

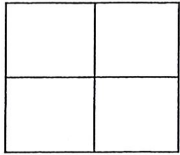| i KNOW:	i NEED TO KNOW:

PLAN AND WORK:	MY SOLUTION:

Name _____

Homework: Ratio Problem Solving with Proportions

In a stadium, there are a total of 168 seats in 8 rows. If each row has the same amount of seats, how may seats are in 5 rows?
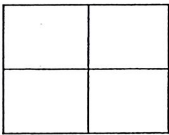
Part _____ **Part** _____ **Whole** _____

Label   **Work/Solution** | **CHECK**

_____

_____

🎯 Target Statement _____.

On Ms. Johnson's math test, Mali had a ratio of 4 to 3 correct answers to incorrect answers. If Ms. Johnson changed the total number of questions to 49, how many would Mali answer correctly?

Part _____ **Part** _____ **Whole** _____

Label   **Work/Solution** | **CHECK**

_____

_____

🎯 Target Statement _____.

9. A car dealership sells sedans and SUVs. In 2000, the ratio in which they were sold was 5:4. By 2010, the dealership had adjusted its inventory to a 2:7 ratio. The car dealership sold the same total amount of vehicles in both years. If it sold 84 SUVs in 2010, then how many sedans did it sell in 2000?

i KNOW:	i NEED TO KNOW:

PLAN AND WORK:	MY SOLUTION:

10. A community pool offers two types of memberships: monthly and annual memberships. At the beginning of the year, the ratio of monthly to annual memberships was 10:3. However, the pool offered an incentive to have members move to the annual membership. After the incentive, the ratio was 5:8. If there were 50 monthly members after the incentive, then how many monthly members were there before?

i KNOW:	i NEED TO KNOW:

PLAN AND WORK:	MY SOLUTION: