

Cohen Middle School
100 Robinwood Avenue
Elmira Heights, NY 14903
734-5078

Name: _____ Date: ___October 2, 2019___

Math: Statements of inequalities with Integers

notes pp. 210-22 hwk 2 sided worksheet

Social Studies:

- Stone Ages and Early Human Migration

HW: Long Ago WS

ELA:

Warm Up
Carrin + Hobbes

Science

- ① Collect ALL BACK WORK (Hand in HW)
 - TEST CORRECTIONS
 - About 6th grade science - signed by parent
 - owed scientist poster
- ② Controlled Experiment #3 Page 12-13 in NB

Computer Apps/ Technology

Name: _____

Date: _____

A Long Time Ago

History began when humans learned how to read and write. The first writing we know of came from civilizations in Mesopotamia and Egypt about 5500 years ago. People lived for hundreds of thousands of years before this, but little changed from generation to generation. Prehistoric humans were nomads.

Nomads are people who have no permanent home. Men hunted animals and women gathered wild plants. When there were no more animals to hunt or plants to gather, the nomads moved to a new place.

Society developed when people began to do individual jobs. This is called the "division of labor." When people do only one job, they usually choose a job they enjoy and do well. Further, when you do the same job over and over, you learn to do it very well. The division of labor caused people to depend on one another and eventually led to advanced civilizations.

Eventually, people learned how to write. Writing allowed people to pass their knowledge onto others. Sir Isaac Newton once said, "If I have seen further than

others, it is because I have stood on the shoulders of giants." Sir Isaac believed that his accomplishments were possible because he learned from the people who came before him. Instant worldwide communication is one reason why our society is rapidly changing.

In the last two hundred years, scientists have concluded that humans have lived on the earth for only a short period of the earth's history. They believe the earth is about 4.6 billion years old. This estimate is based on radiometric age-dating. Certain objects emit energy; this is called radioactivity. Over time, the radioactivity causes the objects to decay. If an object has a half-life of one million years, half of the element causing radioactivity will decay over a period of one million years.

The historical record becomes much more complete once we learned to read and write. The long period that preceded literacy remains shrouded in mystery, but the distant past did provide us with some clues.

Answer in complete sentences

*1. Why do we refer to the period before writing as prehistory?

2. What is a nomad?

*3. Why did men hunt and women gather in prehistoric times?

*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.

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Copy notes into P.12 (Variables) Pendulum

Focus Question: How does changing the length of string affect the number of cycles a pendulum can complete in 15 seconds?

Changing the Length of String in cm

Experimental Design #3

Hypothesis: (A possible answer to the problem / question which will be used as the basis for the experiment).

When I change the length of string from 38.0cm to _____, I think the pendulum will make _____ cycles in 15 seconds.

Independent Variable: _____

How will you change the *independent variable*? **Increase or decrease the length of string**

Dependent Variable: **The number of cycles in 15 seconds**

Controlled Conditions: (how will you control other variables)? **I will not change: mass, release position, type of string, time, type of paperclip**

① Record Prediction

② TEST AS CLASS

③ Record Results **Period 7**

Prediction ↓	Length (cm)	Team #	Accuracy check (initials)
	15.0cm	#1	
	25.0cm	5	
	38.0cm		
	50.0cm	3	
	75.0cm		
	90.0cm	#1	
	120.0cm	5	
	150.0cm	#6	
	200.0cm	#2	

About 6th GRADE SCIENCE

Sign + Return
Due 10/2/19

e-mail: Ms. Moore, smoore@gstboces.org

Phone: 734-5078 (7:45-8:00am, 10:40 -11:10, 3:30 – 3:45)

Classroom Page: www.heightsschools.com

Team 6 meets: 8th period A/C days (2:40 – 3:20)

Course Overview

Parent's May Keep this page

Grade 6 Science is a hands-on, inquiry-based program. Our district's program continues to be regionally adapted and modified by GST BOCES to be in alignment with the National STEM and NYS Next Generation Science Standards. Students will be taught how and expected to do their job in cooperative groups, use *measurable* evidence to support written claims, and demonstrate a variety of scientific skills every day. Students will keep their science notebook in class, bringing it home only to catch up or study. Because so much of the learning in science is interactive and hands-on, it is difficult for students to make up missed class time and labs. To experience success, students must be in class, daily, and ready to learn. *Daily attendance is critical to academic success!*

Assessment/Grading Policies

Assessments 50%: (tests, quizzes, projects, notebook, skill assessments)

Classwork & Homework 40% (Labs, notes, data tables, www.readworks.org articles, skill practice)

Participation 10% (prepared for class, on task, on time, fulfills group role; rubrics/ scoring guides used regularly)

September – December:

- Students will have 1 week to hand in an assignment
- A 10% penalty will be applied to the grade
- A zero will be given after the 1-week time period

January 1 – June:

- Students will have 2 days to hand in an assignment for credit
- A 25% penalty will be applied to the grade
- A zero will be given after the 2-day time period

Parent Portal (My Grade book Codes)

- If the assignment box is left blank, I have not yet entered the grade
- If an assignment is missing it will be indicated with a "zero" or "M" missing,
- "Ab" absent,
- "In" Incomplete: assignment handed in with too many blanks
- "CN" corrections needed. Students have one week to make corrections on NB, Quizzes, HW
- "WH" Done with help from a teacher or peer
- "L" Assignment is late, and penalties apply
- "Notes" see this for any comments I may have entered regarding that assignment

Log onto: www.heightsschools.com

CMS Classroom Pages

Our teachers have worked very hard on their classroom pages, and we hope they give you a little peek into what's going on there every day. Enjoy!

6th Grade

[Mr. Edgerton's Technology Class \(Technology\)](#)

[Ms. Jacobs \(Special Education\)](#)

[6th Grade Homework \(Student support\)](#)

[Mr. Johnson's Math Class \(Math\)](#)

[Ms. Moore \(Science\)](#)

[Mr. Smith \(Social Studies\)](#)

[Mrs. Testone \(Language Arts\)](#)

Investigations, Classwork, Homework

- **Investigations:** We will complete about 10 investigation notebooks this year covering content including
September: Variables (Pendulum system, Flight)
Jobs of Scientist Computer Project
November: Electromagnetic Force, Gravity, Motion, friction, simple circuits
December Weather I & II: What is Severe Weather / Atmosphere
Severe Weather Computer Project
Benchmark #1
January – April: Weather 3 - 7: Seasons, Heat Transfer, radiation, conduction, convection Mass, Density, Weather Maps, Forecasting, Water cycle, climate
STEM Engineering Team Challenge: Penguin Challenge
Benchmark #2
April – June: Earth's History or Moon/Planets
Final Exam
- **Science Notebooks** will be kept in class and taken home when studying for quizzes and tests; notebook content includes investigation notebooks, notes, quizzes/tests and resources (hole-punched material).
- **Homework** will be given as needed and may include collecting weather data, practicing skills, studying, reading articles, and preparing for next day labs. Frequency of HW assignments will vary. It is expected that the HW be completed on time and with a high level of quality. Penalties will apply for late work.

Follow the Spartan Way

The students and I created a Safety Contract with Class Expectations as a team. We have been working on learning and practicing procedures that will ensure safety as well as help create an environment where students can be their best. Following the Spartan Way in Science includes:

RESPECT:

- Stay on task, with your team when working
- Be a good communicator: Listen, everyone contributes, no-one dominates
- level 1 or 2 voice
- Respect teacher, lab equipment and each other (materials, notebook, and classroom space)

RESPONSIBILITY:

- Be on time every day;
- clean-up work space, together
- move around the room quietly and carefully

TRUSTWORTHINESS:

- be prepared to complete high-quality job without complaining
- Cite sources
- Borrow materials, data, responsibly

CITIZENSHIP:

- Follow instructions, ask questions, understand
- Be kind
- Be open to new ideas and willing to find solutions to problems

In this classroom...

*I will do my best to be
a trustworthy citizen who is
respectful of others and
responsible for my actions.*

Additional Classroom Information (for kids)

- Teacher Desk is always OFF LIMITS to students!
- Pencils and colored pencils are used daily. Please replenish throughout the year.
- Orange Zones: Materials set up for student use: graph paper, rulers, stapler, tape, etc.
- Class Jobs & Roles: Each student will be placed on a team of 3 – 4 and will be assigned a job and team role. Each student is responsible for working cooperatively, respectfully, and be mindful of keeping their space better than they found it. Lab set up and cleanup is part of the daily routine.
- Lab Materials: will be transferred to teams by the Material Manager; all materials/resources should be handled with care, and returned to the Front Table
- ***Gum chewing is not permitted in science class***
- Students are to notify the teacher *immediately* if an incident occurs, if something accidentally breaks
- Most assignments / resources are posted on the 6th Grade HW site: www.heightsschools.com

Please sign and return this part

Ms. Moore, Science 6

Parents & Guardians,

Please use the space below to communicate with me any additional information you need from me. Also, if you'd like me / Team 6 to know anything about your child that might be helpful to his/her success please let me know, (Including the best way to reach you as needed).

Best way to reach you: _____

Student: (print) _____ Science Period: **2 3 5 6 7**

Parent/Guardian:

(print) _____ (Sign) _____

:(print) _____ (Sign) _____

Do you owe this from Monday?

Name: _____

9/26/19 Science Per: _____

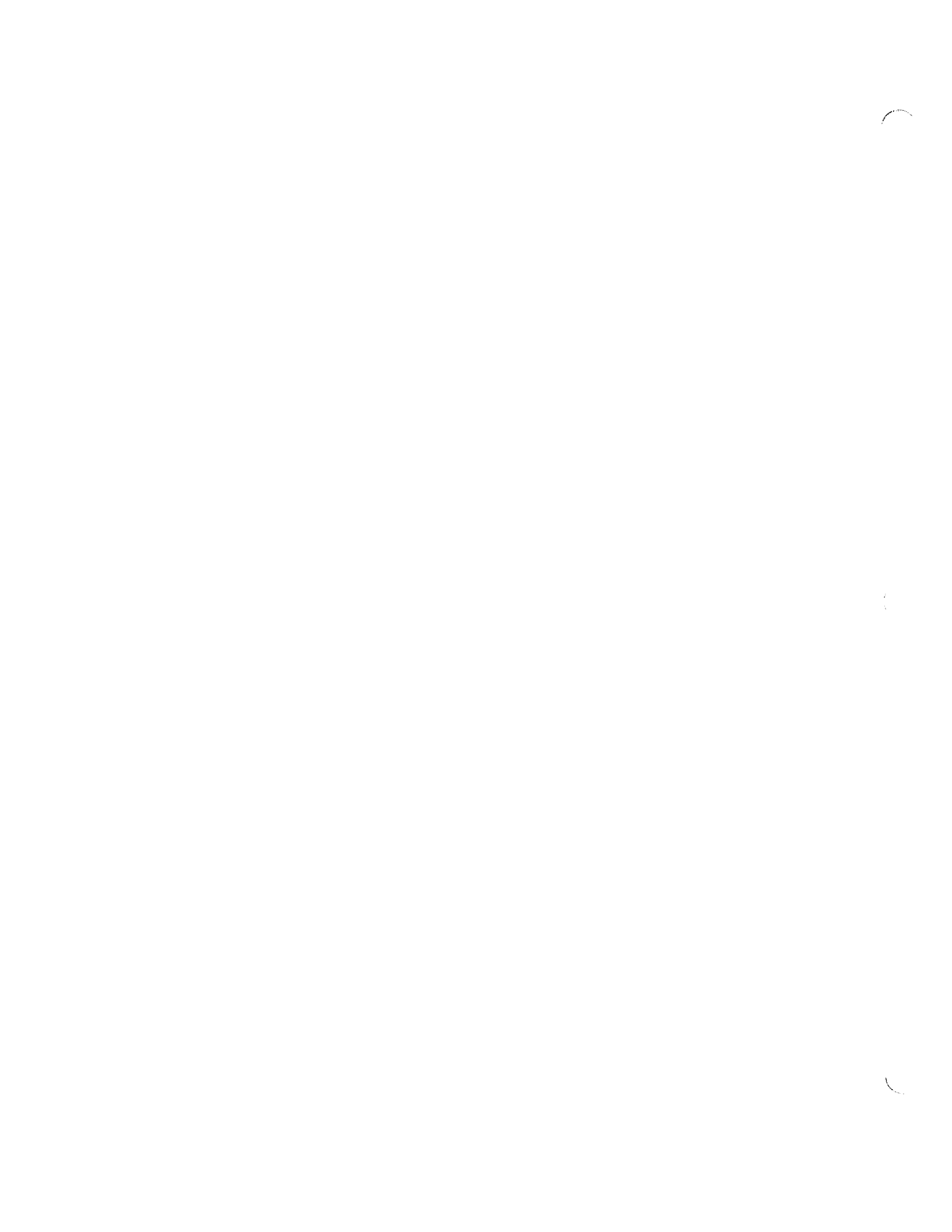
Jobs of Scientist Rubric: **Note-Taking Guide**

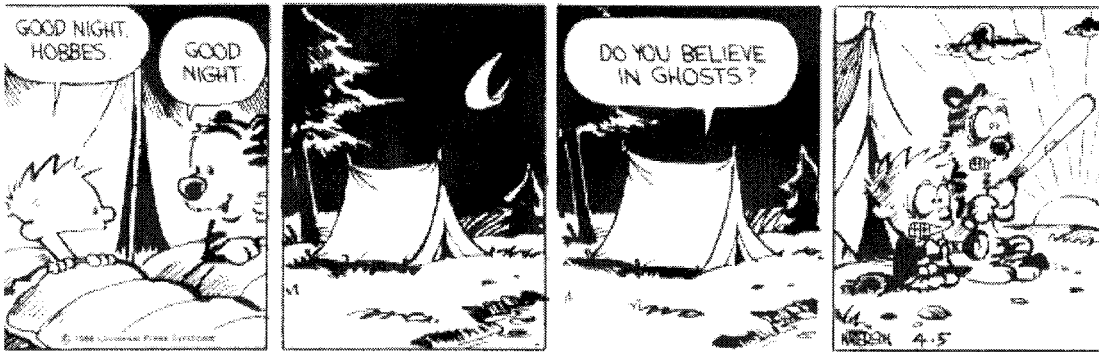
It goes with your Scientist notes

Bio Poem Poster Due Date: **Monday, September 30, 2019**

Participation Category	Score
Responsibility: Quality Job Note-taking <ul style="list-style-type: none"> • Positive attitude / showed interest in project • Note taking is complete / done well • I had my notes and pencil out, daily • Saved my work, logged off computer 	4 3 2 1
Citizenship: Follows Rules <ul style="list-style-type: none"> • On time and ready to listen • Lab expectations followed (gum, water, chairs) • I respectfully followed school computer use • I cited sources (gave credit) for my research 	4 3 2 1
Respect: Listening & Learning <ul style="list-style-type: none"> • I used coping strategies when frustrated • I was patient with technology issues • I used a level 1 voice while working • I stayed on task so my peers could learn 	4 3 2 1
Trustworthy Individual Effort <ul style="list-style-type: none"> • I wrote neatly, • My notes/outline is fully complete • I did my best work (writing, research, typing) • I followed all teacher directions 	4 3 2 1
	Participation Score: _____

So far, this is what I've liked learning about my scientist: _____



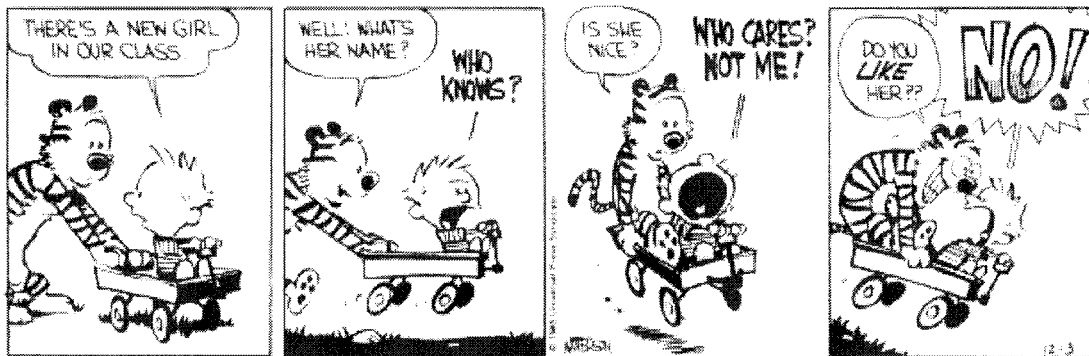


CARTOON 1: Ghosts

Setting, characters, and action:

Connections:

One sentence summary:

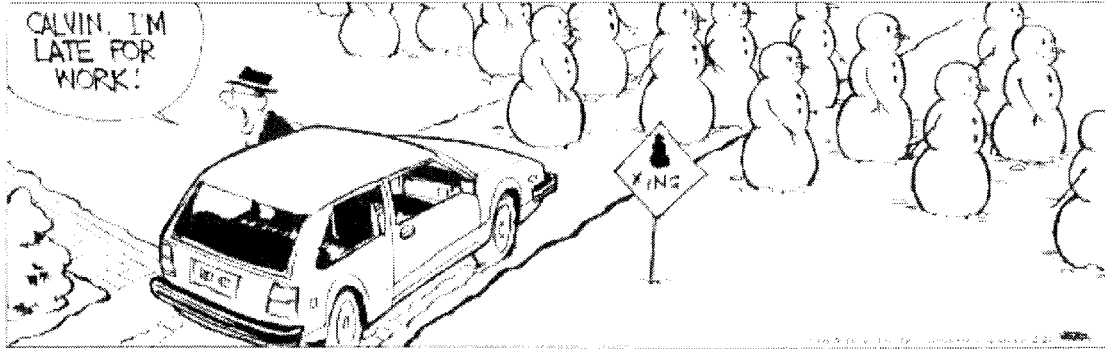


CARTOON 2: Do You Like Her?

Setting, characters, and action:

Connections:

One sentence summary:



CARTOON 3: Snowman Xing

Setting, characters, and action:

Connections:

One sentence summary:

Comprehension Check

Complete the following items after you finish your first review.

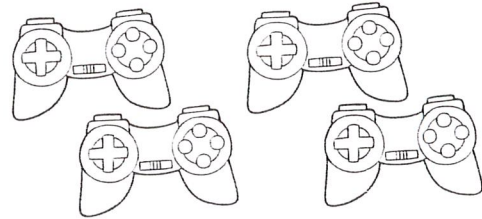
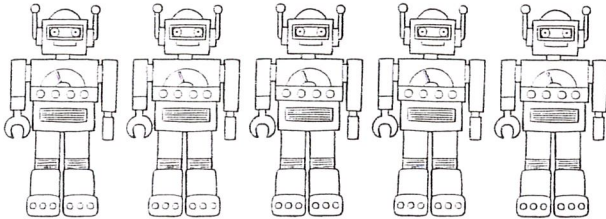
1. In "Ghosts," where are Calvin and Hobbes?

2. In "Do You Like Her?" how does Calvin respond when Hobbes asks him whether he likes the new girl in his class?

3. In "Snowman Xing," why does Calvin's dad yell to Calvin that he's late for work?

STATEMENTS OF INEQUALITY

Use the pictures below to write two statements of comparison.

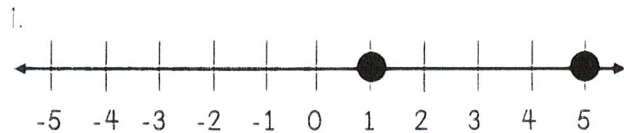


1. there is one more robot than game controller _____
2. there is one less game controller than robot _____

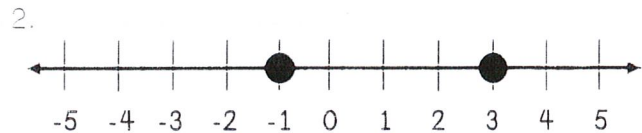
INEQUALITY STATEMENTS

- An inequality statement describes the two values in comparison to each other. They also describe the position of the two numbers on the number line.
- Ex: $0 < 5$ 0 is to the left of 5

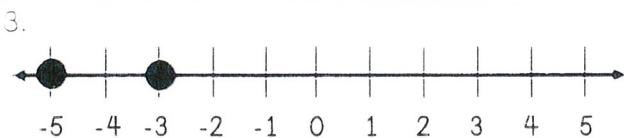
Write two inequality statements about each of the number lines below.



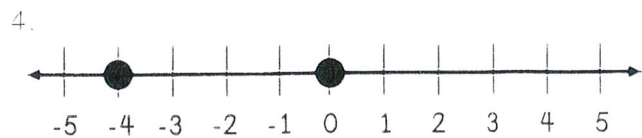
- A. $1 < 5$ _____
- B. $5 > 1$ _____



- A. $-1 < 3$ _____
- B. $3 > -1$ _____



- A. $-5 < -3$ _____
- B. $-3 > -5$ _____



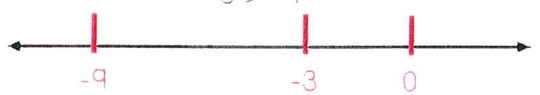

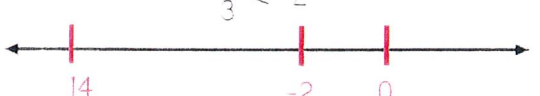
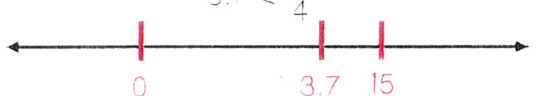
- A. $-4 < 0$ _____
- B. $0 > -4$ _____

Inequalities can also be interpreted to make a written statement.

In questions 5-8, translate the inequality to a written statement.

5. $-15 < -3$ negative 15 is less than negative 3	6. $-3 < 8$ negative 3 is less than eight
7. $-9 > -21$ negative 9 is greater than negative 21	8. $-1 > -2$ negative 1 is greater than negative 2

In questions 9-12, place the numbers on the number line, and then describe the relationship between the two points on the number line.

9. $-3 > -9$  -9 is located to the left of -3	10. $0 > -2.5$  0 is located to the right of -2.5
11. $-\frac{14}{3} < -2$  -2 is located to the right of $-\frac{14}{3}$	12. $3.7 < \frac{15}{4}$  3.7 is located to the left of $\frac{15}{4}$

13. Based on the questions above, what pattern do you notice for when a number is less than another number?

The smaller number is always on the left of the larger number.

14. Based on the questions above, what pattern do you notice for when a number is greater than another number?

The larger number is always on the right of the smaller number.

Summarize today's lesson:

Name _____

Comparing Rational Numbers

Identifying True and False Statements

In each set of rational numbers, circle the three statements that are true.

$$-5 > -7$$

$$-2 < 4$$

$$3 < -7$$

$$3 > -3$$

$$3.5 > -4.6$$

$$-3.2 < -3.7$$

$$-0.4 < -0.375$$

$$-3.2 < -2.3$$

$$-14 < -40$$

$$-63 < -25$$

$$-14 > -38$$

$$-53 > -60$$

$$-\frac{1}{4} > -\frac{3}{4}$$

$$-1\frac{2}{3} > -2\frac{1}{4}$$

$$-4\frac{2}{3} > -\frac{1}{8}$$

$$-3\frac{1}{2} < -4\frac{2}{3}$$

IN-LINE SKATING The average amount of time Brent spent in-line skating for one week was 34 minutes. During the next week, the difference between the average time and actual time spent skating was 4.2 minutes, $-5\frac{1}{3}$ minutes, $-2\frac{1}{2}$ minutes, and 3.75 minutes. Order these differences from least to greatest.