

Cohen Middle School
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Name: _____ Date: September 23, 2019 _____

Math: Absolute Value Mod. 3 lessons 11 & 12
Notes pp 13 & 14
song / video / flipchart
Homework:
worksheet

Social Studies:

- Chapter 1 Section 1 in Text
- Studying History

HW: Geo- What?

ELA:

Warm-up

Comprehension Check - Brown Girl Dreaming

HW: Article of the Week Dec 9-27-19

Science

Jobs of Scientist Computer

Project -
Watch Brainpop - gather research facts.
(STEP 1 ONLY)

Computer Apps/ Technology

Name: _____

Geo-What?

So many **boundaries** and so many states! There are scientists who study states, boundaries, and capitals. **Geographers** also study the rest of our physical world. They study everyone and everything found on Earth. **Geography** is also the science of where things are located on Earth and why they are located in those places.



Most students think geography is memorizing names of places. It is much more than that! Geographers have created five important **themes** or topics in geography. The first theme is **location**. Think of the Earth as a bunch of space. This space is broken up into areas of land, water, countries, states, communities, and people. Location is the "where" part of the geography puzzle. The exact location of an area is called **absolute location**. Your home's street address is an absolute location. The **latitude** and **longitude** of your state are also absolute locations. They also locate places on Earth based on surrounding features. **Relative location** is a general location. For example, your state may be close to the East Coast of the United States. Your school may be near a **landmark** called McDonald's 1/2. Your house may be thirty minutes away from New York City. Geographers use time, landmarks, **direction**, and **distance** to tell where places are located.

The second theme is **place**. All of the areas on Earth have special **characteristics** or qualities. These qualities make places both the same as and different from other places. The **physical characteristics** of a place are its landforms. These are mountains, lakes, rivers, **plains**, and oceans. There are also **human characteristics** of places. Buildings, roads, houses, temples, and churches are all human characteristics. They use these characteristics to learn more about places and the people who live there.

Human-environment interaction is the third theme. Scientists want to know how we **adapt to**, **depend on**, and **modify** our environment. We adapt or deal with our environment by wearing heavier clothes during cold weather. We depend on our environment for food and water. We also modify or change our environment. When it is hot, we use air conditioners to cool our homes. Our environments also have a **feeling**. We live in certain areas because they are **comfortable**. Some people like the excitement of the city. Some people like the quiet of the country.

Another theme is **movement**. Think about the United States and all of the people who live there. Every day, millions of people move to their jobs using public transportation. They use trains, buses, subways, taxis, and ferries. They also use their own cars to travel. A large amount of information is sent around the U.S. and the world. Every day the **Internet** carries information to other countries. Our **postal system** delivers tons of mail and packages throughout the U.S. and beyond. Television also moves ideas. TVs show new products to buy, news from around the world, and new television shows. Telephones and cell phones also help us to keep in touch. We are now more connected to people around the world.

Name: _____

Regions is the final theme. Regions are areas that have common characteristics. They could have the same government, the same language, and the same landforms. The regions of the U.S. have a few things in common. They have landforms, climate, and location. The states in the Northeast region are located in the same area. They have common landforms, like the Appalachian Mountains and the Atlantic Coastal Plain. They also have cold winters and hot summers. Communities, neighborhoods, towns, and cities are regions. They share a common location and a common government.

Now you know that geography includes more than states and capitals.

Remember, it is location, place, movement, region, and human-environment interaction.

Geo-What?

Questions

1. What is relative location?

2. What is absolute location?

3. Roads and schools are _____.

- A. physical regions
- B. human regions
- C. human characteristics
- D. physical characteristics

4. People only modify and depend on their environment.

- A. true
- B. false

5. Give an example of a type of movement.

Name: _____

6. How do humans depend on their environment?

7. What do regions have in common?

8. Put the following words in alphabetical order.

- A. geographers
- B. distance
- C. geography
- D. direction

Name _____



STEP 1- Learn About Past Scientists

<http://www.brainpop.com> Username: cohen
 Password: cohen

2. Search for: "SCIENTIST". There are 17 scientist videos.
3. Choose 3+ videos to watch today. Later, you will pick one to investigate and write about.
4. Turn on the CC (closed captions) to display the words.

Which scientists did you learn about today?

Circle the one above that you found most interesting.

STEP 2- Gather Info for a Bio Poem & Citation

- Watch the video of your circled scientist again with the CC on.
- Fill out Bio Poem Planner for this scientist. You may rewind or pause to collect the information.
- Complete the citation for the website you used:

" _____ ." *BrainPOP*, BrainPOP, 2019, www.brainpop.com/
Title of your article Name of website Publisher Year published
 science/famousscientists/ _____ /
Remainder of your URL

STEP 3- Type & Format Your Poem

- Open the Publisher template
- Type your poem in the template provided, replacing the text with your own words
- Format: choose an easy to read font
- Make the first and last line really stand out

STEP 4- Connection & Citation

Go to www.sciencebuddies.org & click on the **Science Careers** tab.

- Look for a career that your scientist may be interested in if she/ he were alive today.
- Connection:** Explain what other modern-day science career your person would have liked and why this would be a good career choice for her/ him. Provide evidence from both websites for your choice.
- Complete the citation for the website you used:

" _____ ." *Science Buddies*, Science Buddies, 2019,
Title of your article Name of website Publisher Year published
 www.sciencebuddies.org/science-engineering-careers/ _____
Remainder of your URL

BIO POEM PLANNER

Line 1	First name of your scientist	
Line 2	Birth year, birth place	Born in _____
Line 3	3 traits (adjectives)	_____, _____, _____
Line 4	Interests or passions	Who (circle one: was curious about/ was passionate about/ was interested in) _____ _____
Line 5	Branch of Science	Who studied _____ Or Who was a(n) _____
Line 6	Thoughts	Who (circle one: wondered/ believed/ learned) _____ _____ _____
Line 7	Contributions	Who (circle one: gave/ made/ wrote/ invented/ discovered) _____ _____ _____ _____
Line 8	Modern developments	Today _____
Line 9	Last name of your scientist	

Name _____

Class Period _____

ELA 6 WARM UP

Week of 9/23/19

You can if you think you can.

Monday Mistakes

Correct the sentence and rewrite it below:

The nieghbors supposedly had a pet dodo bird that excaped, but I no that dodo birds are extinct. (3 spelling errors; 1 wrong word)

Tuesday Terms

Read the word and definition. Write a sentence that uses the word correctly and draw a quick sketch that will help you remember the word.

Word: triumph	Definition: accomplishment, achievement; overcoming a challenge
Sentence: _____ _____ _____ _____	Sketch:

Wednesday Word Ladder

Flip the paper over and complete the word ladder

Thursday Thoughts

“You can’t unscramble eggs.” – John Pierpont Morgan

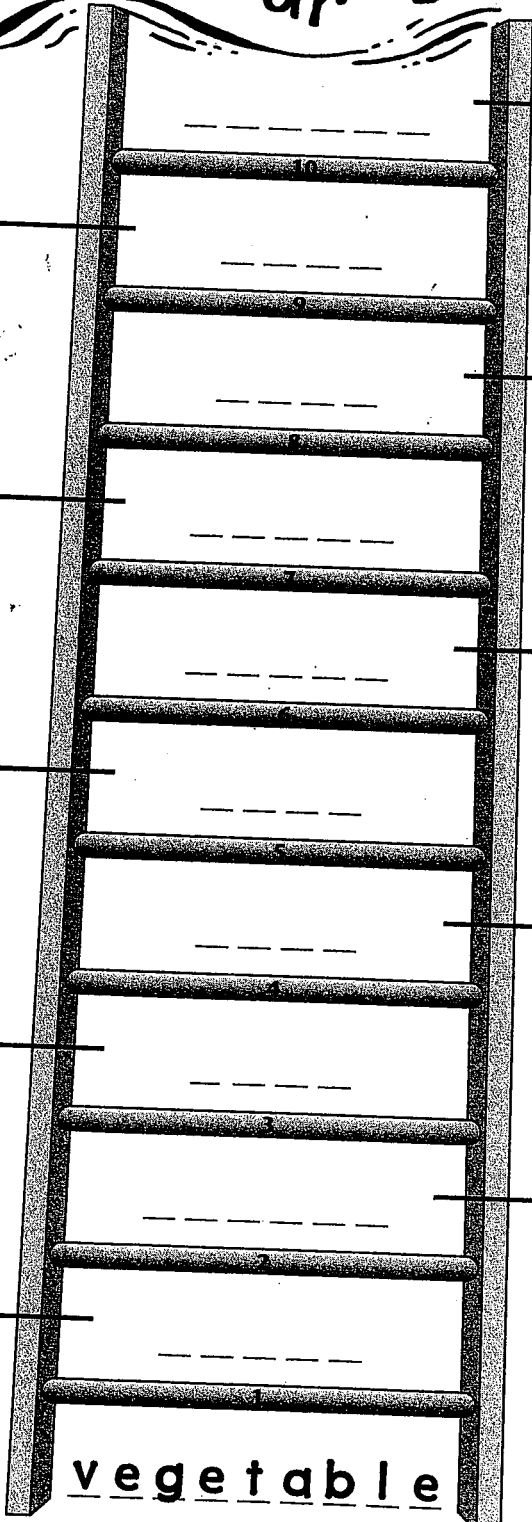
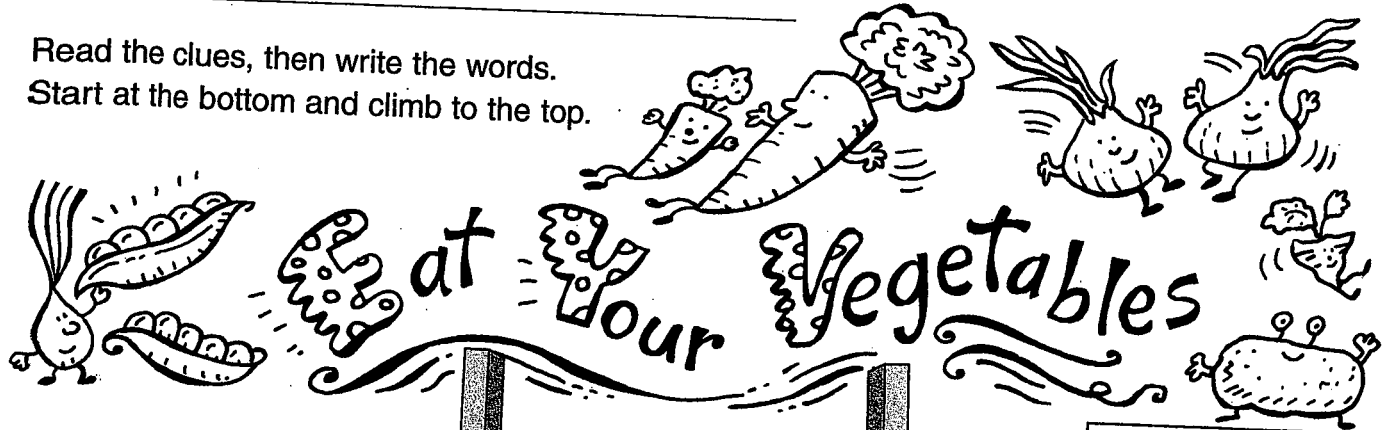
What do you think this quote means? Explain in 2 to 3 sentences.

Friday Figurative Language

Onomatopoeia – words that sound like their meaning. Write a sentence including at least one example of onomatopoeia.

Name _____

Read the clues, then write the words.
Start at the bottom and climb to the top.



A plate on which food is eaten.
Change one letter.

A red-colored root vegetable.
Add two letters.

To cut with big, sweeping strokes.
Change one letter.

A small amount of something, like a seasoning for food.
Take away two letters, then add one.

A very messy or slovenly person.
Change one letter.

To splash a liquid about.
Take away the last letter, then add two.

To wound or pierce with a pointed weapon.
Take away two letters.

A large, flat, often thick piece of something.
Change one letter.

A piece of furniture at which you eat meals.
Take away four letters.

A place to keep horses. Or steady.
Add one letter.

v e g e t a b l e

Comprehension Check:

1. In "brooklyn rain," what does Woodson's mother say?

2. In "gifted," what does the poet hope she will one day be able to do with words?

3. In "uncle Robert," what do Woodson and her siblings want their uncle to teach them?

Name _____

Class Period _____

FIRST READ GUIDE: POETRY

Selection Title: Excerpts from "Brown Girl Dreaming"

Notice:

Who or what is the speaker in the poem?

What happens in the poem?

Does the poem describe a story or a single moment?

What figurative language or literary techniques do you notice?

Annotate:

Unfamiliar words:

Stanzas to revisit:

Connect:

Background knowledge:

Personal experiences:

Things you have read:

TV/Movies:

Name: _____

Class: _____

Malala Yousafzai: A Normal Yet Powerful Girl

By NPR Staff

2013

Malala Yousafzai (born 1997) is a Pakistani activist for female education and the youngest ever winner of the Nobel Peace Prize. Malala is from the Swat Valley in northwest Pakistan, where the local Taliban has banned girls from attending school. Malala, whose family ran a chain of local schools, publicly stood against the Taliban's actions and launched an international movement. On October 9th, 2012, a gunman from the Taliban boarded a school bus and shot her in the head. Malala remained in critical condition in the days following the attack, but survived. Since then, she has continued to advocate internationally for women's education. As you read, consider what drove Malala to overcome tremendous adversity.

- [1] "I think Malala is an average girl," Ziauddin Yousafzai says about the 16-year-old Pakistani girl who captured the world's attention after being shot by the Taliban,¹ "but there's something extraordinary about her."



"Education Advocate Malala Attends MDG Event" by United Nations Photo is licensed under CC BY-NC-ND 2.0.

A teacher himself, Yousafzai inspired his daughter's fight to be educated. At a special event with Malala in Washington, D.C., he tells NPR's Michel Martin that he is often asked what training he gave to his daughter. "I usually tell people, 'You should not ask me what I have done. Rather you ask me, what I did not do,'" he says. "I did not clip her wings to fly. I did not stop her from flying."

Yousafzai has this advice for parents of girls around the world: "Trust your daughters, they are faithful. Honor your daughters, they are honorable. And educate your daughters, they are amazing."

A year after being shot, Malala is clear about her goal. "I speak for education of every child, in every corner of the world," Malala says. "There has been a discrimination² in our society," which she believes must be defeated. "We women are going to bring change. We are speaking up for girls' rights, but we must not behave like men, like they have done in the past."

- [5] Perhaps she has learned from her father's experience. When asked what gave him a passion for girls' education, Yousafzai points out that he was "born in a society where girls are ignored." Living with five sisters, he was sensitive to discrimination from an early age. "In the morning, I was used to milk and cream, and my sisters were given only tea," he says.

1. The Taliban is an Islamic militant group based in Afghanistan and western Pakistan. They are known around the world for their cruel punishment of citizens, their harsh treatment of women, and for their involvement in acts of terrorism.
2. **Discrimination (noun):** the unjust or unfair treatment of people based upon race, gender, religion, age, etc.

Yousafzai felt the injustice³ even more when Malala was born. He later opened a school that Malala attended in the Swat Valley. At the time, the Taliban's influence was gaining power and both Yousafzais were firmly on their radar.⁴ "But we thought that even terrorists might have some ethics," Yousafzai says. "Because they destroyed some 1,500 schools but they never injured a child. And she was a child."

Malala says that the shooting has taken away her fear. "I have already seen death and I know that death is supporting me in my cause of education. Death does not want to kill me," she says. "Before this attack, I might have been a little bit afraid how death would be. Now I'm not, because I have experienced it."

When asked if she is having any fun now with all her campaigning,⁵ Malala laughs, "It's a very nice question. I miss those days." But she also says that there is another side to her than what is shown in the media. "Outside of my home, I look like a very obedient, very serious, very good kind of girl, but nobody knows what happens inside the house." There, she says, she's not naughty, but she has to stand up to her brothers. "It's good to fight with your brothers and it's good to tease them to give them advice."

She says her little brother doesn't really understand why his sister has so much attention. "He said, 'Malala ... I can't understand why people are giving you prizes, and everywhere you go people say, 'This is Malala' and they give you awards, what have you done?'" she says.

[10] Malala knows the Taliban would still like to kill her, but she says she hopes to return to Pakistan one day. "First, I need to empower myself with knowledge, with education. I need to work hard," she says. "And when I [am] powerful, then I will go back to Pakistan, inshallah [God willing]."

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3. **Injustice (noun):** a lack of fairness or equality in a situation
4. To be "on the radar" is a common expression meaning to be noticed or aware of
5. **Campaign (verb):** to carry out a planned set of activities over a period of time in order to achieve a specific goal

RACE Rubric for Short Answer Questions

	4	3	2	1
<p>R</p> <p>Restate the Question</p>	Restated the question completely	Restated almost all parts of the question	Attempted to restate the question, but was unsuccessful	Did not restate the question at all
<p>A</p> <p>Answer the Question</p>	Considered all parts of the question and answered each part accurately	Considered all parts of the question but had only partial accuracy	Missed part of the question	Did not answer the question at all
<p>C</p> <p>Cite evidence from the text</p>	Properly cited adequate evidence from the text that supported the answer	Cited evidence loosely related to the answer	Evidence used was either not relate to the question, or not correctly cited	No evidence from the text was used
<p>E</p> <p>Elaborate -Make connections -Explain further</p>	Made a connection with the text and clearly explained its relationship to the question	Made a connection to the text, but was unable to explain its relationship to the text clearly	Attempted to make a connection to the text, but the relationship was weak	Did not make a connection to the text at all; element was not present

R: _____ A: _____ C: _____ E: _____ Total: _____ / 4 = Final Score: _____