NTI 21-25

7th Grade Modified

All Subjects

Reading NTI Days 21-25:
Fictional Unit:

Day 21:	Day 22:	Day 23:	Day 24:	Day 25:
Assignment: Watch a rated G or PG-13 movie, and complete attached movie guide. Movies must follow the rating requirements. Suggested Movie Titles (suggestions only): Aladdin , Lion King, Harry Potter, Willie Wonka & the Chocolate Factory, The Rugrats Movie, A Little Princess, Mary Poppins. Alternate Assignment: Read the passage attached & questions, read a short story of your choice, OR use any of the internet links on the back to read a fictional passage. You may choose the movie option above OR do the reading.	Assignment: Write a detailed summary of the movie you watched on Day 21. Your summary should explain the following plot details: The Beginning The Rising Action The Climax The Falling Action The Resolution Therefore, the beginning, middle, and end of the movie should be described. The summary should consist of at least 8-10 sentences. Alternate: Write a summary of the passage you read on day 21 following the above details.	Assignment: Complete the following Prompts. Describe the protagonist (the lead/main character of the movie). Be sure to include strengths, weaknesses, physical appearance, and mental state of the character. Describe the antagonist (the character in conflict with protagonist). Be sure to include strengths, weaknesses, physical appearance, and mental state of the character. Which character do you like better? Explain why? Why are they in conflict with each other? Alternate: Do the above based on your reading passage from Day 21.	Assignment: Describe the mood and setting of the movie. Mood is the general feeling a piece of literature or movie gives someone. What was the mood or what were the moods of the movie you watched on Day 21? Describe what techniques were used to create the mood (lighting, music, weather, etc.). Detail the setting of the movie, but please remember, that the setting is made of TIME and PLACE. Alternate: do the above assignments based on the reading passage you read.	Assignment Options: Please pick one of the following options based on the movie or reading passage you did on Day 21. 1. Graphic Novel: turn your movie or passage into a graphic novel. Please use the worksheet provided as a guideline. Also, watch the following clip to help if needed: https://www.youtube.com/watch?v=iPBjrpYU7_0 2. Rewrite the ending! Now is your turn to recreate the movie's end (or passage you read). How would you tell this story? What would you change? 3. Lights, Camera, Action! Film a scene from the movie or create a scene from the reading. Have someone film you (and other actors- social distancing, of course) and email to your ELA teacher. 4. Draw any scene from the movie or passage and color it. Mood & setting must be accurate

Internet Options for Reading Passages:

https://www.mugglenet.com/
https://www.eastoftheweb.com
www.scholastic.com/learnathome
www.mobymax.com
https://login.edmentum.com/
https://www.poemuseum.org/poes-works-and-timeline (Edgar Allan Poe short stories and poems)
https://www.readworks.org/

Websites For Reading Games and Reading Fun:

https://www.roomrecess.com/
https://www.classtools.net/arcade/201604_bYVVY2
https://www.seussville.com/play/
https://www.eastoftheweb.com

Recommendations for Family Reading or Extra Reading:

https://www.commonsensemedia.org/book-lists

Websites for Vocabulary Enrichment:
https://www.classtools.net/arcade/201604_bYVVY2
www.freerice.com

NAME:

Topic: Movie Analysis Guide.

Movies choice must be rated G or PG-13!

1. What is the title of the movie?

2. Who are the main characters in the movie?

3. Where does the movie take place?

4. What is the time period of the movie?

Answer all questions!

6. What type of conflict is presented in this movie (internal conflict = struggle is inside the character or external conflict = struggle is outside of the character)?

7. Who is the protagonist (main/lead character)?

8. Who or what is the antagonist (person or thing in conflict with protagonist)?

Happy Viewing!

9. Describe in detail, your favorite scene/part of the movie.

5. How do you rate this movie on a scale from 1 (horrible) to 5 (best ever)? Explain rating.

Day 25: Please complete work here for options 2 through 4. (Choose 1 only)

Alternate Assignment. Read and do questions. if you do not watch a movie.

Rumpelstiltskin

by The Grimm Brothers

Once there was a miller who was poor, but who had a beautiful daughter. Now it happened that he had to go and speak to the King, and in order to make himself appear important he said to him, "I have a daughter who can spin straw into gold."

The King said to the miller, "That is an art which pleases me well. If your daughter is as clever as you say, bring her tomorrow to my palace, and I will try what she can do."

And when the girl was brought to him he took her into a room which was quite full of straw, gave her a spinning-wheel and a reel, and said, "Now set to work, and if by tomorrow morning early you have not spun this straw into gold during the night, you must die."

Thereupon he himself locked up the room, and left her in it alone. So there sat the poor miller's daughter, and for the life of her could not tell what to do. She had no idea how straw could be spun into gold, and she grew more and more miserable, until at last she began to weep.

But all at once the door opened, and in came a little man, and said, "Good evening, Mistress Miller; why are you crying so?"

"Alas!" answered the girl, "I have to spin straw into gold, and I do not know how to do it."

"What will you give me," said the manikin, "if I do it for you?"

"My necklace," said the girl.

The little man took the necklace, seated himself in front of the wheel, and "whirr, whirr, whirr," three turns and the reel was full. Then he put another on, and whirr, whirr, whirr, three times round, and the second was full too. And so it went on until the morning, when all the straw was spun, and all the reels were full of gold. By daybreak the King was already there, and when he saw the gold he was astonished and delighted, but his heart became only more greedy. He had the miller's daughter taken into another room full of straw, which was much larger, and commanded her to spin that also in one night if she valued her life.

The girl knew not how to help herself, and was crying, when the door again opened, and the little man appeared and said, "What will you give me if I spin that straw into gold for you?"

"The ring on my finger," answered the girl. The little man took the ring, again began to turn the wheel,

and by morning had spun all the straw into glittering gold.

The King rejoiced beyond measure at the sight, but still he had not gold enough. He had the miller's daughter taken into a still larger room full of straw, and said, "You must spin this, too, in the course of this night; but if you succeed, you shall be my wife."

"Even if she be a miller's daughter," thought he, "I could not find a richer wife in the whole world."

When the girl was alone the manikin came again for the third time, and said, "What will you give me if I spin the straw for you this time also?"

"I have nothing left that I could give," answered the girl.

"Then promise me, if you should become Queen, your first child."

"Who knows whether that will ever happen?" thought the miller's daughter. Not knowing how else to help herself in this strait, she promised the manikin what he wanted, and for that he once more span the straw into gold.

And when the King came in the morning and found all as he had wished, he took her in marriage, and the pretty miller's daughter became a Queen.

A year after, she had a beautiful child, and she never gave a thought to the manikin. But suddenly he came into her room, and said, "Now give me what you promised." The Queen was horror-struck, and offered the manikin all the riches of the kingdom if he would leave her the child. But the manikin said, "No, something that is living is dearer to me than all the treasures in the world." Then the Queen began to weep and cry, so that the manikin pitied her. "I will give you three days' time." said he. "If by that time you find out my name, then shall you keep your child."

So the Queen thought the whole night of all the names that she had ever heard, and she sent a messenger over the country to inquire, far and wide, for any other names that there might be. When the manikin came the next day, she began with Caspar, Melchior, Balthazar, and said all the names she knew, one after another. But to every one the little man said, "That is not my name."

On the second day she had inquiries made in the neighborhood as to the names of the people there, and she repeated to the manikin the most uncommon and curious. "Perhaps your name is Shortribs, or Sheepshanks, or Laceleg?" but he always answered, "That is not my name."

On the third day the messenger came back again, and said, "I have not been able to find a single new name, but as I came to a high mountain at the end of the forest, where the fox and the hare bid each other good night, there I saw a little house, and before the house a fire was burning, and round about the fire quite a ridiculous little man was jumping: he hopped upon one leg, and shouted-'Today I bake, tomorrow brew / The next I'll have the young Queen's child / Ha! glad am I that no one knew / That Rumpelstiltskin I am styled.'"

You may think how glad the Queen was when she heard the name! And when soon afterwards the little man came in and asked, "Now, Mistress Queen, what is my name?"

At first she said, "Is your name Conrad?"

"No."

"Is your name Harry?"

"No."

"Perhaps your name is Rumpelstiltskin?"

"The devil has told you that! The devil has told you that!" cried the little man, and in his anger he plunged his right foot so deep into the earth that his whole leg went in. Then in rage he pulled at his left leg so hard with both hands that he tore himself in two.

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Name: _____ Date: _____

1. Who spun the straw into gold?

A. the miller

B. the miller's daughter

C. the king

D. the little man

2. What problem does the miller's daughter face at the beginning of the story?

A. She does not love the king, but her father has threatened to kill her if she does not marry the king.

B. She does not know how to spin straw into gold, but the king has threatened to kill her if she does not spin his straw into gold.

C. She wants her necklace and ring back, but she has already given them to the little man in exchange for his help.

D. She is afraid of the little man, but he is the only one who can spin straw into gold for her.

3. The little man is positive that nobody knows his name. What evidence from the text best supports this conclusion?

A. "'I will give you three days' time,' said he. 'If by that time you find out my name, then shall you keep your child.'"

B. "'Ha! glad am I that no one knew / That Rumpelstiltskin I am styled.'"

C. "'Perhaps your name is Shortribs, or Sheepshanks, or Laceleg?' but he always answered, 'That is not my name.'"

D. "And when soon afterwards the little man came in, and asked, 'Now, Mistress Queen, what is my name?'"

4. Why might Rumpelstiltskin have been jumping and shouting in his house?

A. He was panicking because he thought his house had caught on fire.

B. He was celebrating, thinking he was going to get the Queen's child.

C. He was performing a magical spell to get the Queen's child.

D. He was upset because he knew that the Queen knew his name.

5. What is a theme of this story?

A. It's important to keep one's promises.

B. One should not be greedy.

C. It's important to forgive others.

D. One should pity the less fortunate.

6. Read these sentences from the text:

"[The manikin said,] 'What will you give me if I spin the straw for you this time also?'

"'I have nothing left that I could give,' answered the girl.

"'Then promise me, if you should become Queen, your first child.'

"'Who knows whether that will ever happen?' thought the miller's daughter; and, not knowing how else to help herself in this strait, she promised the manikin what he wanted, and for that he once more span the straw into gold."

What does the phrase "not knowing how else to help herself in this strait" mean based on these sentences?

A. not knowing how to act like a Queen

B. not knowing how to spin straw into gold

C. not knowing how to break a promise

D. not knowing how else to solve her problem

7. Choose the answer that best completes the sentence:

The miller's daughter gave the manikin her necklace, _____ he spun the straw into gold.

A. but

B. yet

C. so

D. like

8. The first time the little man comes to the miller's daughter, she gives him her necklace. What does she give to the little man the second time he appears?

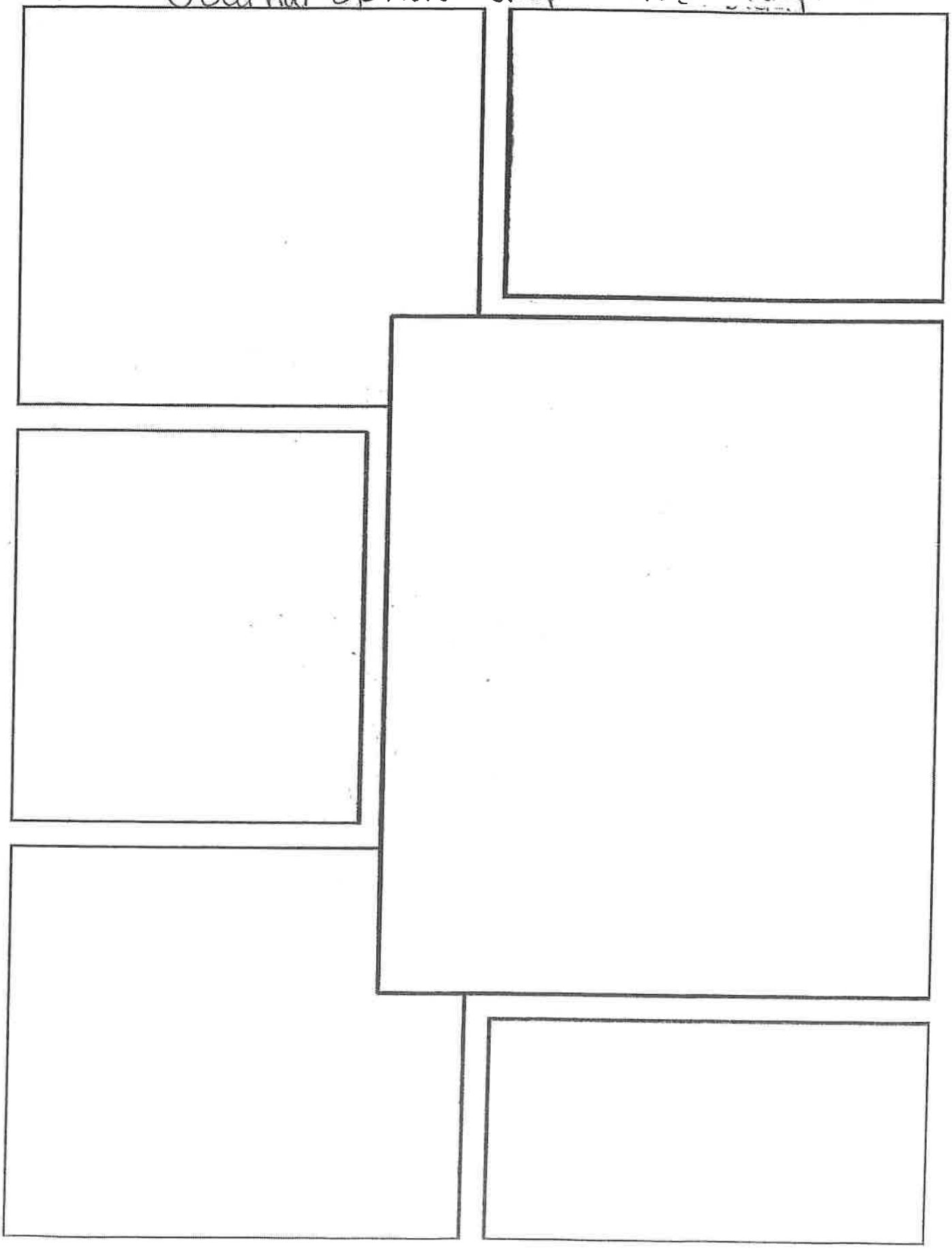
9. Why did the little man make the miller's daughter promise to give him her first child?

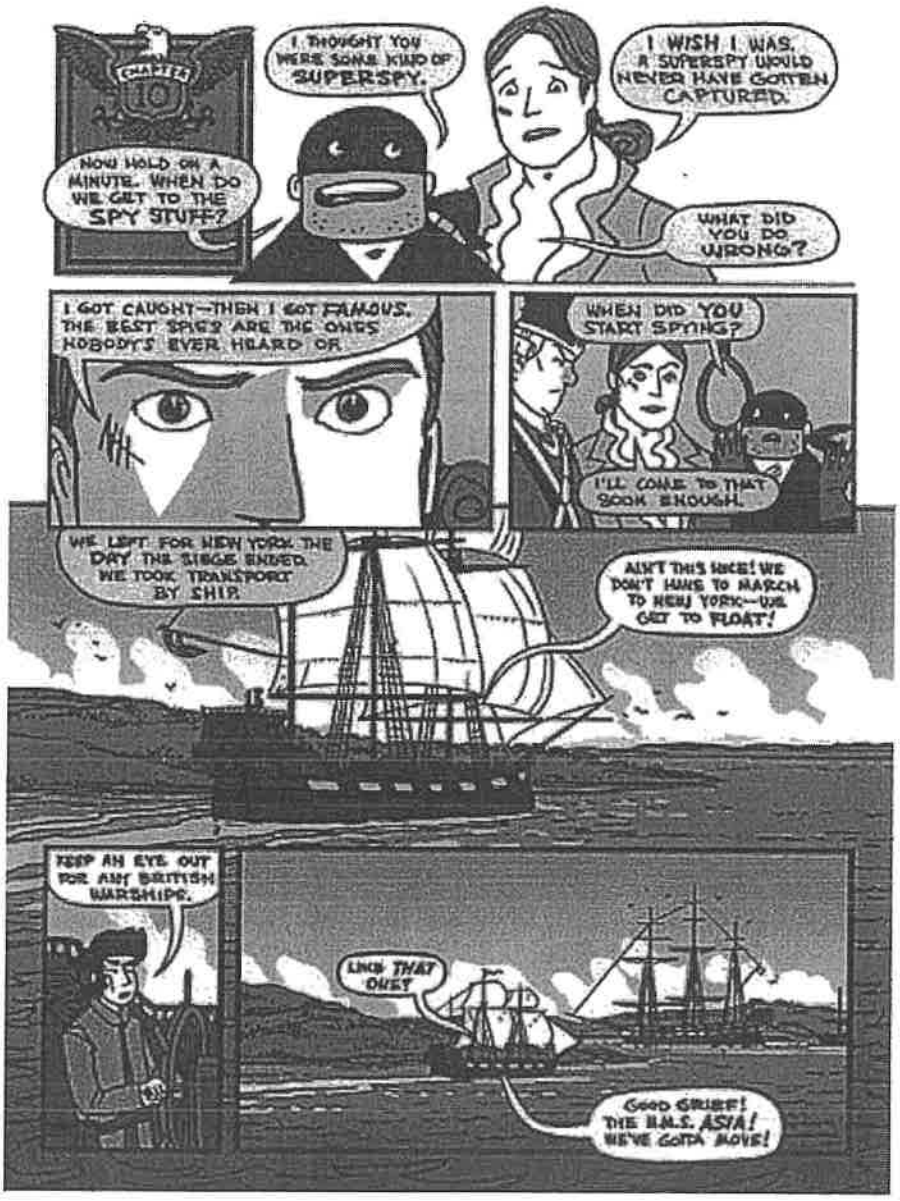
Support your answer with evidence from the text.

10. Rumpelstiltskin is greedy.

Using evidence from the text, form an argument for or against this description of Rumpelstiltskin.

Day 25: Journal Option Graphic Novel Template





Day 25:
Graphic Novel Option.
This is an example from Nathan Hale to help guide you as you make a graphic novel of the movie you watched or the story you read.

NTI Completion Sheet: Please review ALL assignment details from the front page!

Day 22: Summary of movie or reading.

Day 23: Character descriptions.
Protagonist Description:

Antagonist Description:

Which character do you like best? Explain your answer.

Why are the characters in conflict?

Day 24: Mood and Setting.
Describe the mood of the movie or story you read. Please give good descriptions as you explain the mood.

If you watch the movie, what film techniques were used to create the mood? Think about weather, lighting, and music.

If you read a story, what elements were used to create the mood? (word choice, dialogue, etc.)

Give a detailed description of the setting. Be sure to include BOTH time and place, please.

Day 25: You need to complete one of the following options:

Option1: Graphic Novel Clip of movie or reading. There is a handout attached for that option.
Option 2: Rewrite the ending of the movie or story.
Option 3: Film a scene of any part of the movie or story.
Option 4: Draw a scene.

**Options 2-4 can be completed on the back of the Movie Analysis Worksheet.
****Please read your assignment sheet again, page one of packet, for more information on the options above!

NTI 21-25

7th Grade Modified Math

Parents: We have been instructed to approach NTI 21-25 differently than we were for 11-20. These 5 packets are going to be review of essential material that your child will need to be successful in 8th grade math. The focus of this week's assignments will be Equations. One and two step. They are essential for your child's success in 8th grade. This is a complete review for your child. Encourage them to take what they know and apply it during this week. Call, text or email if you need me!

Students: We are reviewing equations this week. Remember to use opposite (inverse) operations to solve for these missing numbers. Each day will have questions to help you review! None of this is new to you. Use a calculator if you need it. Miss you guys!!!! - Mr. Hill

NTI 21: One Step Equations With Addition and Subtraction

(1) $f - 11 = 14$

(2) $f + 7 = 20$

(3) $h - 18 = 8$

(4) $m + 13 = 22$

(5) $x + 14 = 21$

(6) $r + 18 = 28$

(7) $r + 9 = 12$

(8) $14 = x + 11$

(9) $17 = r - 8$

NTI 22: One Step Equations With Multiplication & Division

(1) $-\frac{y}{3} = 6$ (2) $-2i = -12$ (3) $\frac{f}{3} = -4$ (4) $-25 = 5q$

(5) $-3 = \frac{1}{5}f$ (6) $5 = -\frac{g}{4}$ (7) $-20 = p(5)$ (8) $25 = -5f$

NTI 23: Basic Two Step Equations with Multiplication

(1) $20 = -10 + 6x$

(2) $26 = -19 + 5x$

(3) $79 = 5x + 34$

(4) $5x - 14 = 11$

(5) $6x - 11 = 7$

(6) $10 = -6 + 2x$

(7) $6x - 11 = 25$

(8) $15 = -20 + 5x$

(9) $33 = 6 + 3x$

NTI 24: Basic Two Step Equations With Division

(1) $5 = \frac{x}{6} - 3$

(2) $12 = -2 + \frac{x}{4}$

(3) $\frac{x}{5} - 4 = 11$

(4) $6 = \frac{x}{10} - 1$

(5) $8 = 3 + \frac{x}{2}$

(6) $\frac{x}{4} - 6 = 8$

(7) $1 + \frac{x}{8} = 5$

(8) $\frac{x}{5} - 2 = 2$

(9) $6 = 2 + \frac{x}{2}$

NTI 25: Two-Step Equations With Either Multiplication or Division

(1) $10 = 5x - 20$

(2) $\frac{x}{8} - 1 = 2$

(3) $\frac{x}{3} - 1 = 4$

(4) $14 = 2 + 2x$

(5) $\frac{x}{2} + 1 = 8$

(6) $26 = 2x + 8$

(7) $1 + \frac{x}{5} = 8$

(8) $3x - 4 = 11$

(9) $1 + \frac{x}{3} = 6$

7th Grade Science modified

Resources for NTI #21-25

7th Grade Science Students,

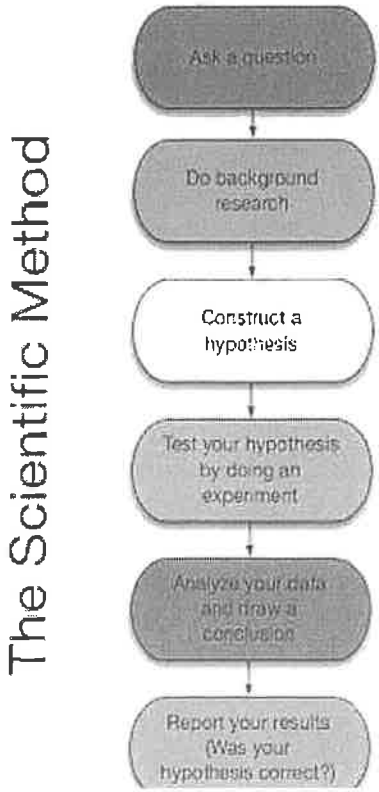
We have made you a "playlist" of videos you can use as a resource for our unit of review of the Scientific Method and the Nature of Science. This unit is about observation vs inference, scientific method, technology, artifacts, and parts of an experiment. We look forward to this unit, and we hope this "playlist" will help your understanding [redacted] WE MISS YOU ALL SO MUCH! We hope to see you very soon!

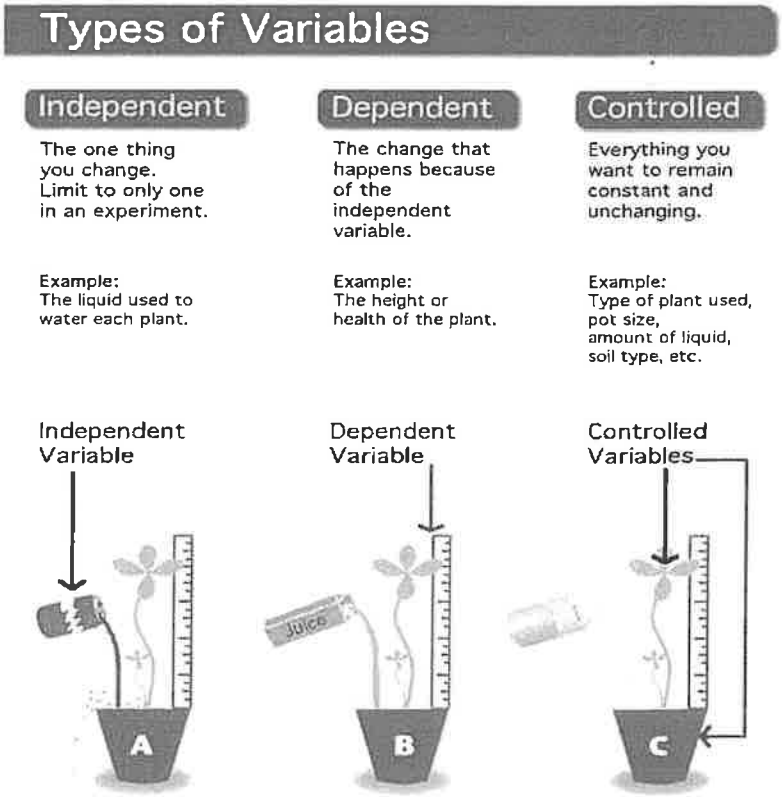
YOUTUBE VIDEOS:

Directions- Please go to youtube, and type in the titles of each video.

- "The Scientific Method: Steps, Examples, Tips, and Exercise"
  - https://www.youtube.com/watch?v=yi0hwFDQTSQ
- " Nature of Science"
  - https://www.youtube.com/watch?v=3nAETHZTObk
- Independent and Dependent Variables Made Easy!!
  - https://www.youtube.com/watch?v=_VdOB4JJE_8

DIAGRAMS:





Content Outline for Teaching (continued)

D. An experiment, a series of carefully planned steps, tests the hypothesis.
   1. Independent variable—the factor that is changed in the experiment
   2. Dependent variable—the factor or outcome to be measured in the experiment
   3. Constants are factors that stay the same during the experiment.
   4. A standard used for comparison is a control.

E. Data are collected during the experiment through numeric measurements and observations.

F. After analyzing data, a scientist makes a conclusion, which is valid only after multiple experiments support it.

DISCUSSION QUESTION:

What is a hypothesis based on? *observation, research, prior knowledge*

* use notes to answer questions

Teacher Support & Planning

Content Outline for Teaching — The Nature of Science

Underlined words and phrases are to be filled in by students on the Note-taking Worksheet.

Section 1 How Science Works

A. Science—process of trying to understand the world

B. Archaeology—branch of science that studies the tools and other cultural remains of humans
   1. Tools—could be stone or bone
   2. Weapons—for hunting or defense
   3. Rock drawings—clues to everyday life
   4. Remains of buildings
   5. Pottery—whole or shards; can more accurately date culture

C. Technology—knowledge gained from science used to conduct scientific studies; radar surveys can help study archaeological sites.

D. Archaeological excavations or digs are important ways of studying a site.
   1. As artifacts are found, they are mapped, photographed, registered, and cataloged.
   2. In a lab, chemical analysis can help determine the age of artifacts.

DISCUSSION QUESTION:

How are archaeological sites found? *Many are accidentally found; some are found through research.*

Section 2 Scientific Problem Solving

A. Scientific methods—solving problems using step-by-step procedures

B. Scientific problem—question without an answer
   1. Scientists make observations using their senses.
      a. What do you see? Did it change?
      b. Is there and odor?
      c. Did the texture change?
   2. Observations lead to inferences—conclusions about observations

C. After identifying a problem, a hypothesis is developed based on observation, research, or prior knowledge.

mnd

Name Date Class

Directed Reading for Content Mastery

Key Terms
The Nature of Science

Directions: *Unscramble the terms in italics to complete the sentences below. Write the terms on the lines provided.*

1. A statement that can be tested is a(n) *sihotspyhe.*
2. A conclusion about an observation is a(n) *ifreneenc.*
3. Using knowledge gained through science to make products or tools people can use is *goolynecht.*
4. Using your senses to gather bits of information is called *esratvoobin.*
5. The step-by-step procedure to solve a problem is called a(n) *ciecifstni dothme.*
6. The process of understanding the world around you is *senicce.*
7. A standard used for comparison is the *troncol.*

Directions: *Draw a line from each term on the left to its description on the right.*

8. independent variable	the factor being measured in an experiment
9. constant	the one factor you change in an experiment
10. dependent variable	the factor that stays the same in an experiment
11. control	the process of trying to understand the world
12. technology	standard used for comparison
13. science	using knowledge to create new tools
14. hypothesis	step-by-step proceedures of problem solving
15. scientific method	a statement that can be tested

Meeting Individual Needs

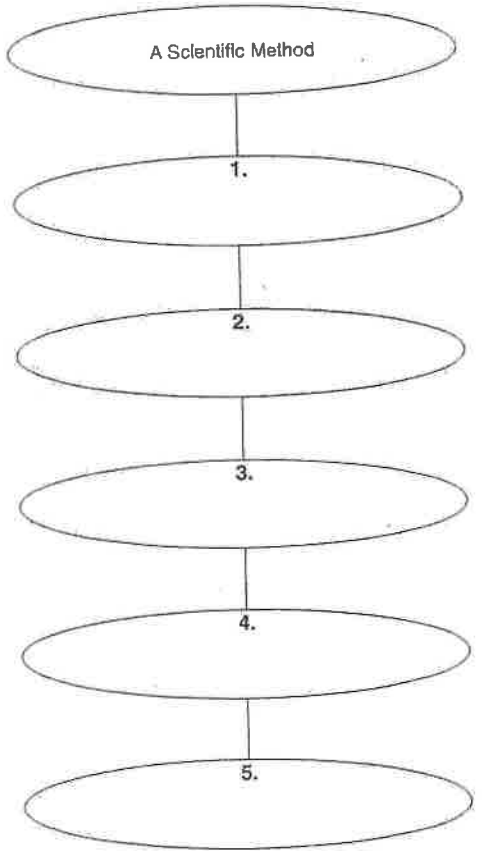
Name Date Class

Directed Reading for Content Mastery

Overview
The Nature of Science

Directions: *Use the following terms to complete the flow chart below.*

analyze your data **recognize the problem** **draw conclusions**
test your hypothesis **form a hypothesis**



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Name Date Class

Directed Reading for Content Mastery

Section 1 ▪ How Science Works

Directions: *In the blank at the left, write the letter of the term that correctly completes each sentence.*

_____ 1. Pottery and tools used by ancient people are examples of _____.
a. chemicals b. artifacts

_____ 2. _____ dug around the site help determine the size of the site.
a. Artifacts b. Holes and ditches

_____ 3. Archaeologists study the _____ of ancient people.
a. cultural remains b. dreams

_____ 4. Computers, cameras, and radar surveys are examples of _____.
a. hypotheses b. technology

_____ 5. An archaeological dig is called a(n) _____.
a. vacation b. excavation

_____ 6. _____ are scientists who study Earth processes.
a. Geologists b. Gemologists

_____ 7. _____ is a type of technology that lets scientists "see" what's beneath the ground.
a. Radar b. Radio

_____ 8. _____ is the process of trying to understand the world.
a. Technology b. Science

_____ 9. _____ is the use of knowledge gained through science to make products and tools people can use.
a. Technology b. Archaeology

_____ 10. The age of artifacts can be determined by _____.
a. radar b. chemical analysis

_____ 11. Archaeology covers a time span of more than _____ years.
a. 10,000 b. 3 million

Meeting Individual Needs

Name Date Class

Directed Reading for Content Mastery

Section 2 ▪ Scientific Problem Solving

Directions: *Use the following terms to complete the outline below.*

Draw conclusions **Identify the independent variable**
Form a hypothesis **Analyze the data** **Gather materials**
Infer **Communicate results**

Scientific Method

I. Recognize the Problem
  A. Observe
  B. _____
II. _____
III. Test the Hypothesis
  A. Plan the experiment
    1. Identify the dependent variable(s)
    2. _____
    3. Identify the constants and possibly a control
  B. Do the experiment
    1. _____
    2. Plan procedures
    3. Make observations
    4. Organize data
IV. _____
V. _____
VI. _____

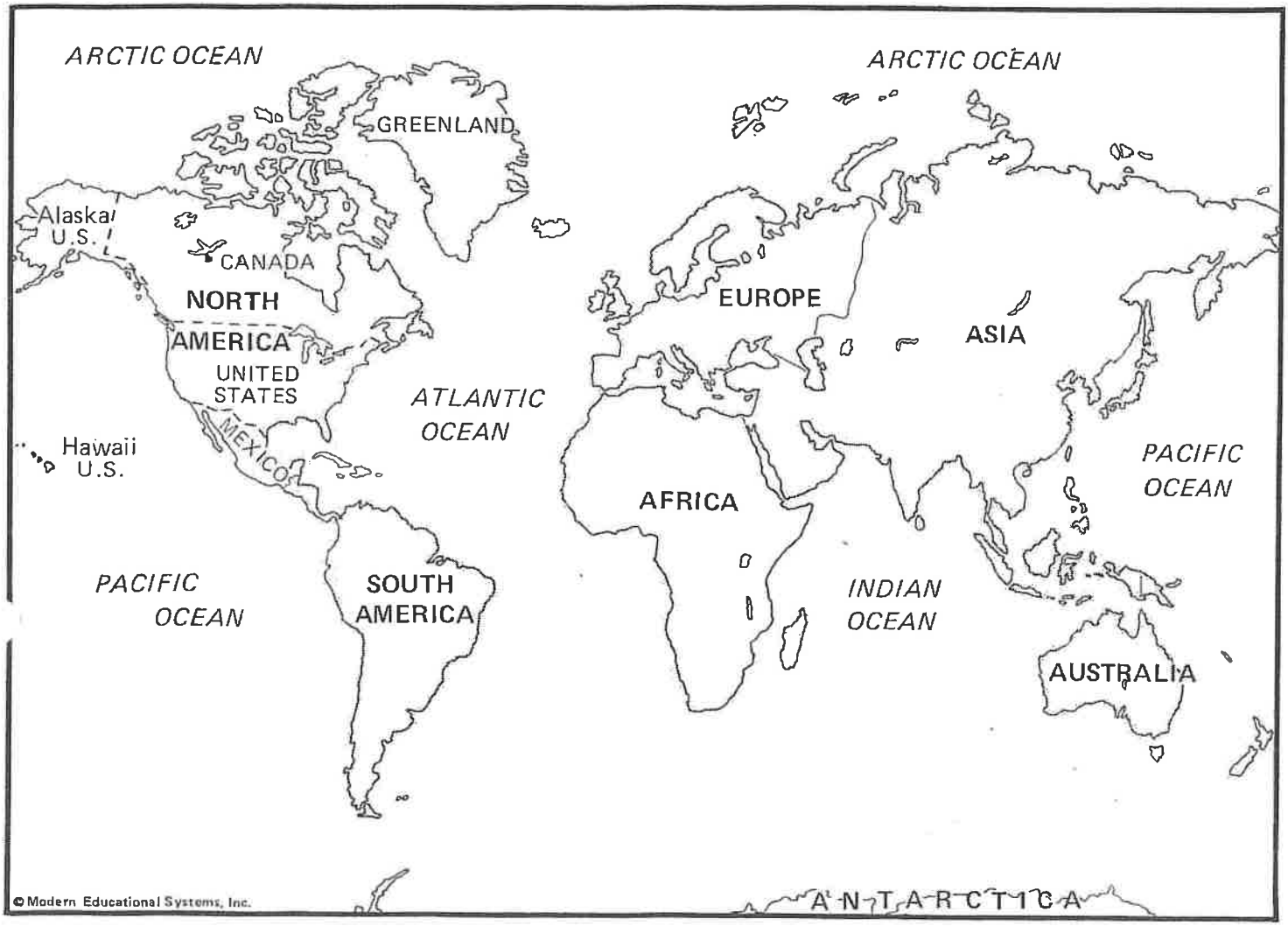
mod.

Activity 10-B

Social Studies mod.

name _____

THE WORLD CONTINENTS

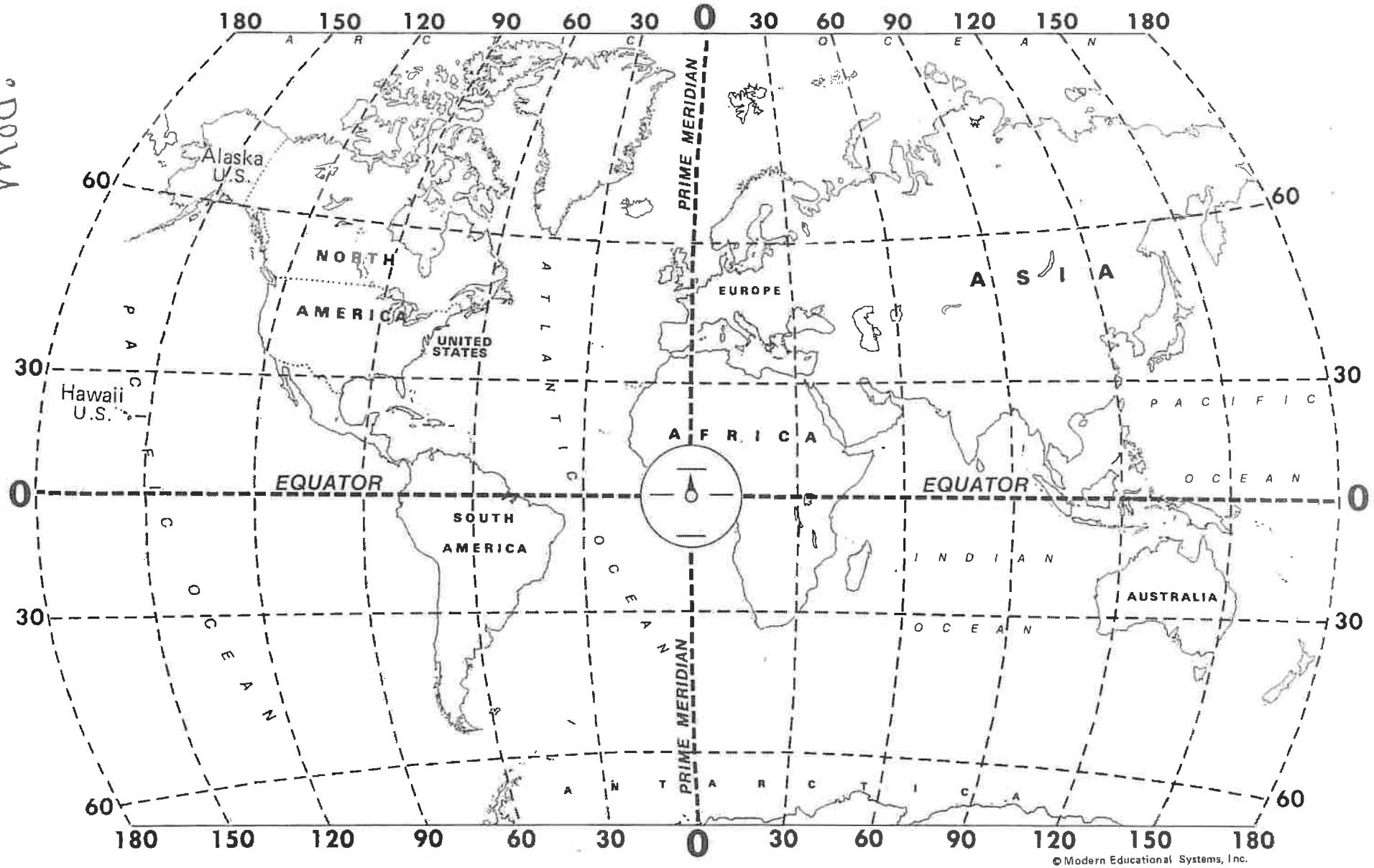


DIRECTIONS:

1. Color the United States of America *yellow* on the map.
   Don't forget Alaska and Hawaii. Your teacher will help you.
2. Can you see the United States is part of North America?
   Circle answer. Yes No
3. List two Nations in North America close by to the United States of America. (1) _____ (2) _____
4. Color over the entire Continent of North America with a *green* crayon. (Color over the yellow too).
5. The United States is part of the Continent of _____ .
   _____ .

OVERVI / TEST — A BASIC MAP & GLOBE SKILLS I Name _____ _____

mod.



DIRECTIONS:

1. Put in the Directions (N) North, (S) South, (E) East, and (W) West on the Compass.
2. Connect the dots of Latitude lines only.
3. Circle 60° (degrees) North and 150° (degrees) West where they cross.
4. Put an X on 30° (degrees) South and 90° (degrees) East where they cross.
5. The United States is in the _____ and _____ Hemispheres.

Activity 10-A

mod.

name _____

THE UNITED STATES OF AMERICA

DIRECTIONS:

1. Color *your state red* on the United States map.
2. Color the *other states yellow.*
3. The name of your state is _____.
4. The name of your state capital is _____.
5. List other states close by to your state. List as many as you can find on the map.

_____ _____ _____

_____ _____ _____

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https://sites.google.com/a/harrison.kyschools.us/mr-lonaker-s-health-class/

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Remind 101 codes: Text the appropriate code to 81010
6th grade: @hill6hcm
7th grade @hill7hcm
8th grade: @hill8hcm

YOU MUST USE YOUR SCHOOL E-MAIL ADDRESS TO GET ON GOOGLE CLASSROOM.

Firstname.lastname@stu.harrison.kyschools.us

Welcome to 6th, 7th, and 8th grade

Explore

Fine dining restaurant for a well-rounded mind.

NTI 21-25

Choose 1 of the following activities to complete during the week of April 13th through the 17th.

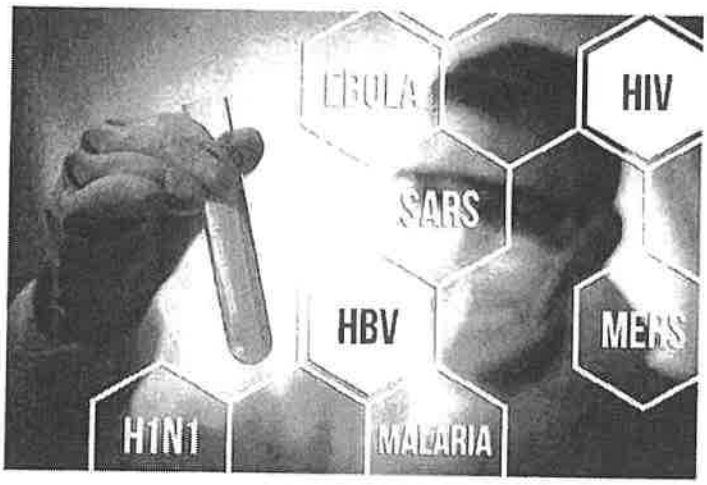
Each student in the school must complete this assignment!

Appetizer	Main Course	Dessert
Health	Art	Music
Explore the ins and outs of infectious disease and discover how to prevent the spread of diseases!	Explore the 5 purposes for art while incorporating your experiences with COVID-19!	Explore the excitement of product creation while making your own instrument using recycled items!

Contact information for each teacher found on the next page!

NTI Days 21-25
HEALTH

INFECTIOUS DISEASE



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Infectious vs. Noninfectious Disease

Infectious diseases are diseases caused by pathogenic microbes (pathogens) such as bacteria, viruses, protists (protozoa), and fungi. As such, they have the ability to spread from one host to another in a variety of ways. It is important to note, however, that not all microbes are pathogenic. The human body contains thousands of species of bacteria, fungi, and protozoa that are beneficial and important for the proper operation of biological processes such as digestion and immune system function. On the other hand, truly pathogenic microbes have a single goal - survive and multiply at all cost, typically resulting in illness for the host organism.

Noninfectious diseases, by contrast, are diseases that do not involve pathogens. These diseases do not spread from one host to another due to the lack of pathogenic involvement. Noninfectious diseases are typically the result of genetic mutation, environmental conditions (e.g. exposure to the sun's ultraviolet rays), accidents, or lifestyle habits (e.g. smoking, poor dietary choices, lack of exercise).

Types of Pathogens

As stated earlier, pathogens - also sometimes referred to as germs - are microscopic, living organisms that have the ability to cause illness and spread the illness from one host to another. All living organisms fall into one of two categories depending on the fundamental structure of their cells: prokaryotes and eukaryotes. Prokaryotic organisms are made up of cells that lack a cell nucleus or any membrane-encased organelles. Most prokaryotes are unicellular (made up of one cell) but a few are multicellular. Bacteria belong to the prokaryotic group. Eukaryotic organisms are made up of cells that possess a membrane-bound nucleus containing genetic material (DNA). All animals are eukaryotes. Pathogenic eukaryotes include fungi and protozoa. There are four major types of pathogens: bacteria, viruses, protozoa, and fungi.

Bacteria are single-celled organisms that cause disease by producing toxins. They are responsible for diseases such as strep throat, pneumonia, tuberculosis, and cholera to name a few. Endotoxins are components of the bacterial cell wall that are released as a result of the deterioration or death of the bacteria. These toxins can cause symptoms such as fever, changes in blood pressure, septic shock, organ damage, and death. Exotoxins are produced and released into the environment by the bacteria. There are three types of exotoxins - cytotoxins, neurotoxins, and enterotoxins. Cytotoxins damage and destroy certain types of body cells. *Streptococcus pyogenes* (bacteria that causes strep throat) produces a cytotoxin capable of destroying blood cells, damaging capillaries, and producing symptoms associated with flesh-eating disease. Neurotoxins are poisonous substances that affect the nervous system and brain. *Clostridium botulinum* (botulism) releases a neurotoxin that causes muscle paralysis. Enterotoxins affect cells of the intestines and are capable of causing severe vomiting and diarrhea. *Escherichia* (E. coli) is a typical enterotoxin-producing bacteria.

Viruses are the smallest of all pathogens and can cause a multitude of diseases ranging from the common cold, the flu, the recently discovered novel coronavirus (COVID-19), Ebola, and AIDS. Viruses are unique in the sense that they are not living cells but are, instead, segments of DNA or RNA encased within a protein envelope. They infect certain body cells, high-jacking the cell and causing it to produce more viruses at a rapid rate. The influenza virus, for example, infiltrates the respiratory system's tissues resulting in symptoms that make breathing difficult. The rabies virus attacks central nervous system tissues (brain) and the hepatitis viruses have an affinity for the liver. HIV, which leads to the disease known as AIDS, attacks the $CD4^+$ lymphocytes of the immune system.

Fungi are eukaryotic organisms such as yeasts and molds. Fungal infections tend to be rare in humans and are typically the result of a breakdown of a physical barrier (skin, mucus membrane) or a compromised immune system. Skin diseases such as athlete's foot and ringworm are caused by fungi. Some fungi, such as Histoplasma, can cause lung disease while others, such as Stachybotrys (black mold) and Aspergillus, can release neurotoxins that may lead to serious central nervous system disease.

Protozoa are tiny multicellular organisms of the animal Kingdom Protista that cause disease in humans by parasitically feeding off of their host. Protozoa are commonly transmitted to humans through contaminated soil, food, or water. They can also be transmitted by animals as well as insect vectors. Malaria is a common disease caused by the protozoa *plasmodium* which is transmitted by a mosquito bite. The amoeba *Naegleria fowleri* is a protozoa commonly found in freshwater habitats that has been referred to as the brain-eating amoeba due to causing the disease called primary amebic meningoencephalitis.

Infectious Disease Modes of Transmission

Pathogens can be spread in a variety of ways. **Direct contact** involves the spread of pathogens by direct body-to-body contact. This can happen when a person with an infectious disease touches, kisses,coughs, or sneezes on someone who isn't infected. Pathogens can also be spread directly through the exchange of body fluids from sexual contact.

Indirect contact involves contact with a surface or substance that is contaminated with pathogens. Many germs can linger on an inanimate object, such as a tabletop, doorknob, or faucet handle.

Other forms of pathogen transmission include:

- **Animal to person (zoonotic)**. Being bitten or scratched by an infected animal can lead to disease. Handling animal waste can also potentially lead to disease transmission. For example, you could potentially get a toxoplasmosis infection by scooping your cat's litter box if not done properly.
- **Mother to unborn child**. A pregnant woman may potentially spread infectious diseases to her unborn baby. Some germs are capable of passing through the placenta. Others can be spread through breastfeeding. Some examples of diseases that can be transmitted this way are AIDS, Zika, and syphilis.
- **Insect bites**. Some pathogens rely on insect vectors - such as mosquitoes, fleas, or ticks - to move from host to host. Mosquitoes can carry diseases such as malaria, the Zika virus, and West Nile Virus. Fleas played a major role in the Black Death (bubonic plague) pandemic of the mid 14th century that wiped out nearly a third of Europe's population. Deer ticks may carry the bacteria responsible for Lyme disease.
- **Airborne**. Highly contagious diseases such as the common cold, influenza, and tuberculosis can be spread as the pathogen is expelled from an infected person (coughing, sneezing, laughing, breathing). The pathogen can remain suspended in the air and then be inhaled by another person.
- **Foodborne**. Infectious disease can be transmitted through contaminated food. Diseases such as E. coli can be spread by eating undercooked food or through improper cleaning habits before or after handling contaminated foods.
- **Waterborne**. Some infectious diseases can be spread through consumption or contact with contaminated water.

****YouTube Video****

Dr. Anthony Fauci says "everything is on the table" to fight spread of coronavirus; Face the Nation 3/15/20 (11:09)

youtube.com/watch?v=NKwwh2lai2w

Treatment

- **Viral Infections** are typically treated with a **vaccination**. A vaccine is a preparation containing killed or weakened pathogens (such as bacteria or viruses) that is given usually by injection. This injection stimulates the immune system's production of antibodies in order to increase protection against a particular disease.
- **Bacterial Infections** are typically treated with **antibiotics**. An antibiotic is a medicine that is made from substances produced by one microorganism that selectively inhibits the growth of another (penicillin produced by a certain fungi). Some antibiotics are also created synthetically. Antibiotics have no effect on viral infections.

- **Fungal Infections** are typically treated using topical antifungal drugs. Topical antifungal drugs may include gels, creams, lotions, powders, sprays, or shampoos. Antifungal drugs can also be taken orally.
- Treatment for **protozoan infections** tends to vary depending on the type of infection. Oral medications, vaccination (as is the case for malaria), and supportive therapy (to combat the loss of body fluids and possible dehydration consistent with many protozoan infections) are the typical forms of treatment.

Prevention Measures

- **Wash your hands**. This is especially important to do before and after preparing food, before eating, after coming into contact with potentially ill people, etc. A common way that germs can enter the body is when a person touches their eyes, nose, or mouth with unclean hands.
- **Prepare food safely**. To prevent cross-contamination, you should keep counters and other kitchen surfaces clean when preparing food. Foods, especially meat, should be cooked to the proper temperature. Leftovers should also be promptly refrigerated to reduce the risk of bacteria development.
- **Stay home when ill**. This will help prevent the spread of illness to uninfected people.
- **Get vaccinated**. Vaccination can drastically reduce the chances of contracting many diseases such as influenza, measles, chickenpox, etc.
- **Don't share personal items**. You should always use your own toothbrush, comb/brush, and razor. Also, avoid sharing drinking glasses and eating utensils.
- **Practice safe sex or choose abstinence.** It has been estimated that approximately 1 out of 5 Americans may have an STI (some unknowingly). Choosing abstinence virtually eliminates the risk of contracting an STI while practicing safe sex greatly reduces the chances.
- **Travel wisely**. If you plan to travel out of the country, talk to your doctor about any special vaccinations you may need.

****YouTube Video****

Why Dr. Fauci Never Misses a Flu Shot; NIAID 10/16/19 (8:19)

youtube.com/watch?v=nZj9eY5IC98

Answer the following questions using the infectious disease notes.

1. Which is **NOT** a way to reduce the risk of contracting an infectious disease?

   ○ A. choose abstinence
   ○ B. washing your hands often
   ○ C. inhaling pathogens from the air
   ○ D. avoiding contact with infected people

2. Unicellular microorganisms that may cause diseases such as strep throat and E. coli are:

   ○ A. viruses.
   ○ B. bacteria.
   ○ C. fungi.
   ○ D. protozoa.

3. The smallest pathogens which attack only certain body cells causing them to reproduce the pathogen and cause diseases such as the common cold, flu, and AIDS are:

   ○ A. viruses.
   ○ B. bacteria.
   ○ C. fungi.
   ○ D. protozoa.

4. A vaccine:

   ○ A. is used to treat fungal infections.
   ○ B. is used to treat protozoan infections.
   ○ C. is effective 100% of the time.
   ○ D. is used to treat viral infections.

5. About 1 out of every ____ Americans may have an STI.

   ○ A. two (50%)
   ○ B. five (20%)
   ○ C. ten (10%)
   ○ D. twenty (5%)

6. A medicine made from substances produced by another microorganism that slows the growth of bacteria is called a(n):

   ○ A. antibiotic.
   ○ B. vaccine.
   ○ C. antibody.
   ○ D. ointment.

7. How are infectious diseases different from noninfectious diseases?

8. What are 2 strategies that you can use to protect yourself from infectious diseases?

9. According to Dr. Anthony Fauci, what are 2 proactive steps that can and should be taken to prevent the spread of COVID-19?

10. According to Dr. Anthony Fauci, is it possible to contract the flu virus from the flu vaccination? Why or why not?

    Can a person still contract the flu virus after being vaccinated?

INFECTIOUS DISEASE RESEARCH

Directions: Choose **one** (1) of the infectious diseases from the following list. Answer the questions fully and completely with regards to the disease that you chose.

- AIDS
- Avian Influenza
- Chicken pox
- Dengue fever
- E. Coli
- Ebola
- Listeria
- Lyme disease
- Malaria
- Measles
- Mononucleosis
- MRSA
- Plague
- Pneumonia
- Polio
- Rabies
- Salmonella
- SARS
- Seasonal flu
- Smallpox
- Strep throat
- Swine flu
- West Nile virus
- Zika

Recommended websites to use include:

The Centers for Disease Control and Prevention www.cdc.gov

The World Health Organization www.who.int

The Mayo Clinic www.mayoclinic.com

The National Institute of Allergy & Infectious Disease www.niaid.nih.gov

Disease Name _____

1. What type of pathogen causes this disease?

   CIRCLE ONE: bacteria virus fungi protozoa

2. What is the name of the pathogen that causes this disease?

3. What are the symptoms associated with this disease?

4. How is this disease spread?

5. What is the treatment for this disease if a person were to catch it?

6. What are the prevention measures for this disease/how do you keep from getting it?

7. What is the estimated number of cases per year for this disease in the U.S.? Worldwide?

8. Where is this disease most likely to be found?

9. Based on your present environmental conditions & location, your lifestyle habits, and your potential risk factors, how likely are you to contract this disease? **WHY**?

10. List one other important fact about the disease you chose that you learned by doing this research assignment. (This answer must be different from anything that you mentioned in the previous nine questions.)

ART-NTI LESSON (EXPLORE TEAM)

In this lesson you will learn about the five purposes of art: Ceremonial, Artistic Expression, Narrative, Functional & Persuasive.

VOCABULARY

***PURPOSES OF ART*=========**

1. Purposes for creating art-rules or reasons that art is made. Four purposes: Ceremonial, Artistic Expression, Narrative, Functional & Persuasive).
2. Ceremonial art Purpose-artworks created to support worship ceremonies, rituals and celebrations. (examples: church altars, baptism gowns, totem poles, etc.)
3. Artistic Expression Purpose art-artworks created to express or communicate emotions, ideas and feelings. (these can be any art form and any subject matter).
4. Narrative art Purpose-artworks that tell stories, describe and illustrate experiences, communicate ideas or information and document important or historical events. (examples are historical paintings of events & children's illustrated books).
5. Functional art Purpose-artworks that are artistic objects that are used in everyday life. (examples are: furniture, clothing, jewelry, lamps, automobiles, etc.)
6. Persuasive art Purpose-artworks that promote ideas, philosophies, or products (examples: advertising, marketing and propaganda)

INTRODUCTION OF ART LESSON

Artists make art for many reasons as listed above. During times of historical significance, such as what we are experiencing presently with COVID-19 creative individuals express themselves in response using varied art forms and media.

- Their art might fall into the category above listed as **Narrative Art**-art that tells a story or documents a historical event. They may create a 3D mobile or sculpture reflective of many aspects of the event. They may create a graphic novel or a series of pictures or paintings narrating what took place.
- As well, the art might be categorized as **Artistic Expression**-where the artist is conveying their feelings toward the event and how it makes him/her feel. Maybe they create a portrait of themself or their family to show the emotion of how they expressed their feelings. This might be done with photography, drawings or paintings. The artist might take an approach much like that of artistic expressionist artist, Jackson Pollock, and use significance through the colors of paint and how he applies them to a canvas,
- The art could take on a **Ceremonial** purpose if it is created in some type of a ritual. For instance maybe the artist creates a piece of art that is a charm or piece of jewelry of some sort to be worn as a remembrance of the event & certain actions are performed in the wearing or using of the piece,
- The art could be **Persuasive** in the form of a poster that is promoting proper hand washing or outlines good practice in proper distancing.
- Lastly maybe the art fits into the category of **Functional** as it is a bench placed in a park to signify the historical context but is also useful.

THE ART PROJECT

WHAT YOU WILL DO: Create an artwork or series of artworks reflective of COVID-19 & its impact upon you, your family, our community, our country or our world.

PART ONE: You will create a piece of art or a series of artworks that fulfill one or more of the outlined art purposes (from the other side of this page). You may use any art form (painting, printmaking, drawing, sculpture, mobile, weaving, etc.), depending on what materials you have available to you. It is preferable that you use resources that you already have and not go out and purchase anything new. For instance, why not use toilet paper or paper towel rolls....not only is this a good, usually throw away resource; it also has a lot of significance to the COVID-19 event in that toilet paper and paper towels seem to be something of extremely great value at the moment. Use graphite (pencil), marker, paint, whatever you have if you decide to draw or paint. Remember, you can draw or paint on the backs of food boxes such as cereal boxes if you don't have paper. If you decide to do something using photography you can submit it using technology in the form of a google slide presentation or use google drawing as well-if you have access to technology and know how to use this resource. If you want to use these resources please contact me for help (if you have access to the internet from home).

As mentioned earlier, you could create a graphic novel and make this a narrative work of art. Remember, all of you were introduced to artist/author Nathan Hale (https://www.nathanhaleauthor.com/) earlier this year when we went to the highschool for his assembly. I have placed mini sketchbooks in the front foyer at HCMS for students to pick up. I plan to continue to replenish this as long as I have extra donated paper available.

PART TWO: After you have created your art you will need to submit a paragraph as a reflection about your art work. You can either do so on paper or you may submit it through my google classroom where you will find a goggle form to complete as your reflection. You are welcome to photograph your art and submit it to me through google classroom also and/or Artsonia.com. If you are unable to do so electronically, you will submit the actual art or a photo of your art upon returning to school.

I am very excited about this art project as I believe this will all become a part of history. You are living history right now, whether you realize it or not. And always remember, *"We will get through this, we will be o.k."*.

Best wishes to all of you during this abnormal time. Please connect with me through

- email at debbie.pulliam@harrison.kyschools.us
- google classroom http://classroom.google.com/ using the code vxv5b47
- my teacher website at https://sites.google.com/harrison.kyschools.us/hcmsart/home
- Sign up for Remind: www.remind.com My code is: bbkk38 (NTI-Pulliam-art updates)
- Zoom App: please visit my website & google classroom page, if at all possible, so that you will know when I have scheduled a Zoom meeting. (This allows us to video chat with each other so that I can answer questions & share art related materials)

I will be adding relevant resources to my google classroom & web page throughout, so please visit these and if possible, let me know you have done so.

Happy Art Making, Mrs. Pulliam

Creating a Musical Instrument for Week 21-25

Create your own music instrument from household items. **Ask your parents if the items are okay to use before you repurpose them. :)**

The Percussion Family may be the easiest. **YOU MUST MAKE 2 PERCUSSION INSTRUMENTS IF YOU CHOOSE THIS FAMILY!**

1. Put uncooked rice in a plastic easter egg. Attach a plastic spoon on each long side & tape the two handles of the spoon together then decorate.
2. Stretch a balloon over empty large vegetable cans to make a drum
3. Take 3 Pringles cans and tape them all together and add rice for a rainstick

Wind instruments are more of a challenge but can be done. Make a Brass or Woodwind Instrument (MAKE 1 ITEM ONLY)

1. Take straws and tape them together flat. Cut the bottom so that each is a little shorter than the one before. Play like a flute.
2. Use tubing and a funnel to make a recycled brass instrument.

String Instruments – (MAKE 1 ITEM ONLY)
Take a shoe box, cut a hole in the top and pull rubber bands across the hole.

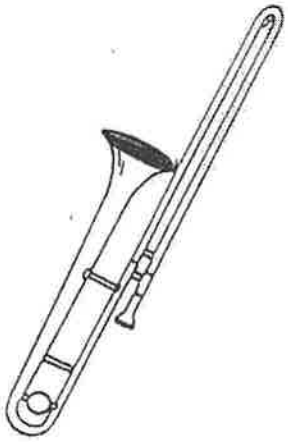

Modify any way you like!!

Feel free to look up other possibilities on the internet! I've even seen a clarinet made out of a carrot. Challenge yourself to make something original.

******PART 2 WRITING ASSIGNMENT**

What family is your instrument in & why is it from that family. Name your instrument as if you were creating something knew for that family. Explain how sound is made on your instrument.

Brass Family



The brass instruments, like the woodwinds, are played by blowing air through a tube. Unlike most of the woodwinds, brass instruments do not have reeds. The vibrations of the player's lips cause the air in the tube to vibrate, producing sounds.

Trumpet. The trumpet is the smallest and the highest-pitched of the brass instruments. It has three valves (buttons) that lower the pitch by opening an extra section of tubing. The pitch is lowered because the vibrating air must travel farther before it exits the bell — the end of the tube that flares out.

French Horn. The French horn has its tubing coiled into a circle. If the coil were unwound, the tube would stretch nearly 20 feet! The French horn's bell points backward, and players often put a hand into the bell to change the sound. The French horn is very good at playing both deep and high notes.

Trombone. Unlike the other brass instruments, the trombone does not have valves. Instead, the player moves a slide back and forth to change the pitch. The sound gets lower when the slide is pushed out because the tube gets longer. When the slide is pulled in, the tube becomes shorter and the sound goes higher. The trombone's voice is lower than the French horn's but higher than the tuba's.

Tuba. The tuba has the lowest voice of the brass instruments. Not surprisingly, it is also the largest of the brass instruments. Some tubas have four valves instead of the usual three.

Woodwind Family

All woodwinds are pipes with little holes in their sides. Called "woodwinds" because they all used to be made of wood, they produce sounds when players blow air ("wind") into them. By covering and uncovering the holes, a player changes the length of the column of air in the pipe. It is the length of this column of air that determines the pitch.

Flute and Piccolo. The flute and piccolo are the smallest and simplest woodwinds. They are different from other windwinds in that 1) they are made of metal instead of wood, and 2) they do not have reeds attached to the mouthpiece. In fact, they do not have mouthpieces. One end of a flute or piccolo is closed, and a player blows into a hole in the side of the pipe at the other end. The flute is larger and has a warmer tone than the piccolo. The tiny piccolo produces the highest notes in the orchestra.

Oboe and English Horn. The oboe is made of wood and has a double-reed mouthpiece. The two reeds are shaped so that only a narrow passage for air can get between them. As a result, the oboe produces a strong, piercing tone. The English horn — a little longer and a little wider than the oboe — produces a softer, less piercing tone.

Clarinet. The clarinet is a single-reed instrument that has a very wide range. It can produce sounds from very low to very high. The bass clarinet has a lower, richer tone.

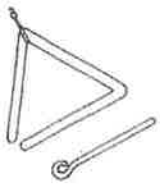
Bassoon. Like the oboe, the bassoon is a double-reed instrument. It is much larger than an oboe and produces some of the lowest tones in the orchestra.

String Family

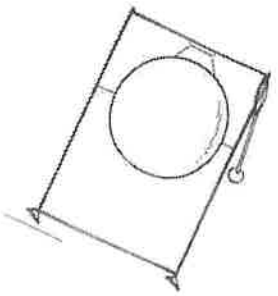
A string makes a sound when it moves back and forth very fast. This is string vibration. The longer a string is, the deeper the sound when it vibrates. You can make a string vibrate by "plucking" it. But the vibration will last longer if you rub the string with a bow.

The violin and cello are the two main stringed instruments played with a bow. Both instruments have four strings. The strings are of different thickness to make different sounds. The thicker the string, the lower the sound when it vibrates. The player stretches each string until it gives just the right sound.

The guitar, harp, and double bass are stringed instruments played by plucking the strings.



Percussion Family



Probably the oldest music makers are objects that make sounds when someone shakes them or hits them. Cave people, no doubt, struck a stretched animal skin with pieces of bone. They used small stones to make rattles. By striking or shaking these objects, prehistoric people created sound waves of a definite pitch or music.

Objects that make music when they are struck or shaken are call **percussion instruments**. They come in many shapes and sizes. They include all kinds of drums, cymbals, gong, triangle, tambourine, rattles, bell, chimes, and xylophone.