



Saint Francis Catholic School

7th Grade

Hurricane Florence Student Lessons 10/11/2018

Religion – Dr. Burckart

Please email me at bburckart@sfcshhi.com with any questions.

Sit quietly and read the Gospel for Sunday, October 14. Fill out a Scripture Journal page after you have had time to think about the passage you just read. Submit the Scripture Journal page to me when you return.

Gospel MK 10:35-45

James and John, the sons of Zebedee, came to Jesus and said to him, "Teacher, we want you to do for us whatever we ask of you."

He replied, "What do you wish me to do for you?"

They answered him, "Grant that in your glory we may sit one at your right and the other at your left."

Jesus said to them, "You do not know what you are asking.

Can you drink the cup that I drink or be baptized with the baptism with which I am baptized?"

They said to him, "We can."

Jesus said to them, "The cup that I drink, you will drink, and with the baptism with which I am baptized, you will be baptized; but to sit at my right or at my left is not mine to give but is for those for whom it has been prepared."

When the ten heard this, they became indignant at James and John.

Jesus summoned them and said to them,

"You know that those who are recognized as rulers over the Gentiles lord it over them,

and their great ones make their authority over them felt.



Saint Francis Catholic School

But it shall not be so among you.
Rather, whoever wishes to be great among you will be your servant;
whoever wishes to be first among you will be the slave of all.
For the Son of Man did not come to be served
but to serve and to give his life as a ransom for many."

English – Mrs. Fitzgibbons

Feel free to email me at tfitzgibbons@sfcshhi.com with any questions.

Complete Vocab Book pps. 55-59

Complete Lit NB entry – Explain how the rumble is symbolic of the greater battles the greasers fight

Read chapter 10 in *The Outsiders*

Accel. Pre-Algebra – Mr. Benning

Feel free to email me at jbenning@sfcshhi.com with any questions.

Mid-Chapter 2 Quiz – May use book and notes.

Pathblazer for this week. I will check this on Saturday morning.

Pre-Algebra I – Mrs. Chandler

Feel free to email me at cchandler@sfcshhi.com with any questions.

Complete the Lesson 4 Skills Practice Worksheet



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Science – Mrs. Boudreaux

Feel free to email me at aboudreaux@sfcshhi.com with any questions.

Since we would be taking our cell test today, please spend your science time reviewing material covered the last couple of weeks to keep yourself prepared for the test.

1. Review Chapter 2 notes
2. Complete Chapter 2; Chapter review

Completion of this assignment will add 2 pts to your cell test when we return to school.

Social Studies – Mrs. Freisen

Feel free to email me at sfreisen@sfcshhi.com with any questions.

Objective:

Student will be able to analyze the contributions of the European explorers and their impact on the New World.

Procedure:

Begin drawing a rough sketch of the Columbian Exchange in your ISN on page 24 by following the instructions on the back page of your lesson 3 reading/questions handout provided.

PE – Ms. Sandoval

Feel free to email me at ssandoval@sfcshhi.com with any questions you may have.

This week we are working in Circuit Training Workouts. It is important to focus more on QUALITY rather than QUANTITY. Please have your

Lesson 4 Skills Practice

Add and Subtract Unlike Fractions

*7th grade Math Chandler Thursday

Add or subtract. Write in simplest form.

1. $\frac{8}{15} - \frac{1}{5}$

2. $\frac{5}{6} + \frac{5}{12}$

3. $\frac{3}{5} - \frac{3}{10}$

4. $\frac{7}{16} + \frac{3}{8}$

5. $\frac{19}{20} - \frac{3}{10}$

6. $\frac{4}{9} - \frac{1}{12}$

7. $\frac{2}{3} + \frac{3}{7}$

8. $\frac{3}{4} + \frac{1}{7}$

9. $\frac{7}{8} - \frac{2}{3}$

10. $\frac{8}{9} - \frac{5}{6}$

11. $\frac{5}{12} - \frac{3}{10}$

12. $\frac{7}{9} + \frac{2}{3}$

13. $\frac{3}{5} + \frac{4}{7}$

14. $\frac{11}{12} - \frac{1}{2}$

15. $\frac{3}{4} - \left(-\frac{1}{2}\right)$

16. $-\frac{5}{6} + \frac{1}{4}$

17. $-\frac{2}{3} - \left(-\frac{3}{4}\right)$

18. $\frac{7}{8} + \frac{1}{12}$

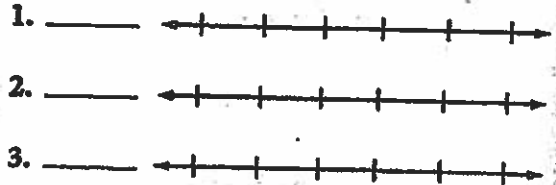
19. $-\frac{3}{10} + \frac{5}{20}$

20. $\frac{7}{12} - \left(-\frac{1}{3}\right)$

Chapter Quiz

Write an integer for each situation. Then graph the integer on a number line.

1. a loss of \$150
2. 6 strokes above par
3. 7°F below zero



Evaluate each expression.

4. $|-13| - |20|$
5. $-27 + 16$
6. $45 - (-12)$
7. $|17| + |-9|$
8. $-9 + (-8)$
9. $|-23 + 18|$
10. On the first day of a golf tournament, the player in first place finished with a score of -7 and the player in last place finished with a score of 4 . What is the difference between the two scores?
11. The average temperature of Neptune is -320°F while the average temperature of Venus is 867°F . What is the difference between the two temperatures?

4. _____

5. _____

6. _____

7. _____

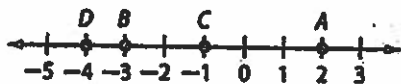
8. _____

9. _____

10. _____

11. _____

Refer to the number line below. Replace each \odot with $<$, $>$, or $=$ to make a true statement.



12. $B \odot C$
13. $|A| \odot |C|$
14. $|D| \odot B$

12. _____

13. _____

14. _____

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NAME _____

DATE

Wednesday

CLASS _____

Economics of History Activity

networks

Age of Exploration and Trade

Lesson 3 Exploration and Worldwide Trade

The Columbian Exchange

Background Information

When Europeans reached the Americas in the fifteenth century, they began a circular exchange that had lasting effects. Many animals found in Europe did not exist in the Americas. The reverse was also true.

Llamas were the only large domesticated animals used to carry goods in the Americas. A llama is small compared to a cow or horse, however, and can only carry about 200 pounds. Europeans gradually brought pigs, cattle, goats, and sheep, as well as horses, to the Americas. Native Americans were terrified of horses because they were so large. However, they soon learned how much work horses could do that humans had done before.

Unfortunately, the Europeans also accidentally brought deadly human diseases to the Americas. With the Spanish came smallpox, malaria, measles, bubonic plague, typhoid, yellow fever, and cholera. Millions of Native Americans died from the resulting epidemics.

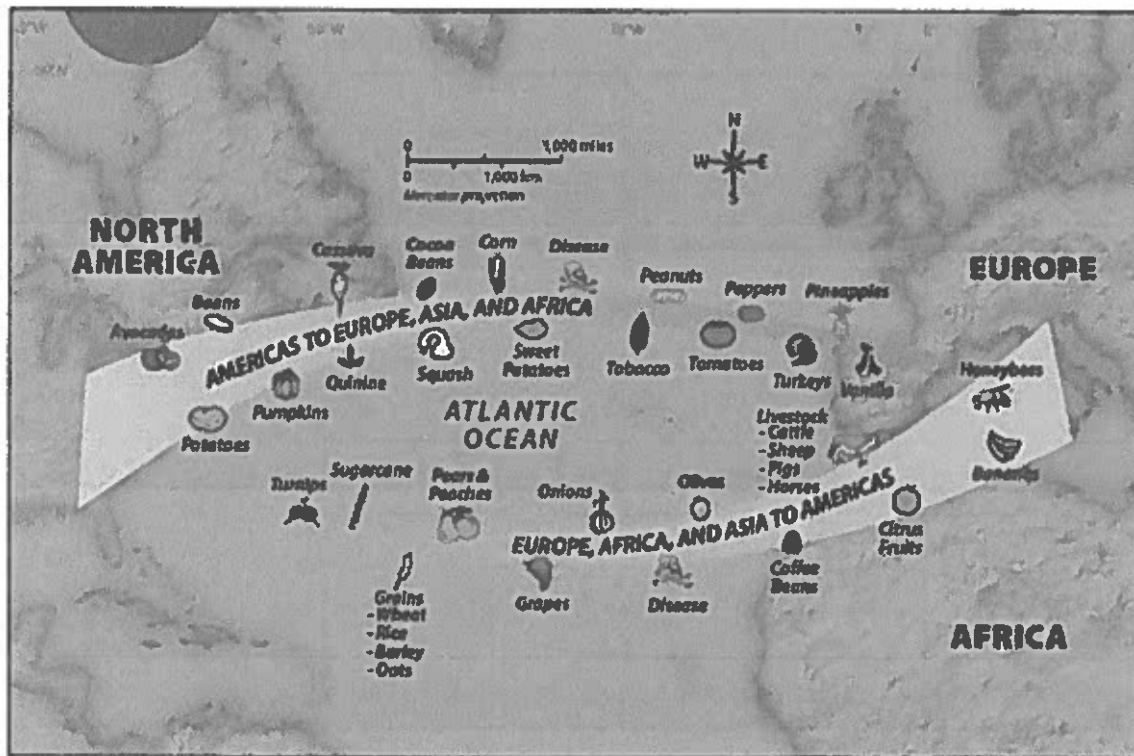
The greatest economic benefit for the Americas and the rest of the world came from the foods exchanged between them. Corn, potatoes, manioc, peanuts, tomatoes, squash, pineapples, papaya, and avocados were crops from the Americas. Rice, wheat, barley, oats, rye, turnips, onions, cabbage, lettuce, peaches, pears, and sugar were products of other continents. Today the exchange is so complete that corn or maize is the staple crop of some African peoples. Wheat from Europe is a major output of American farms and countries as far south as Argentina. Rice is mass-produced in Brazil.

The exchange continues even today, although it is no longer called the Columbian Exchange. Some of the effects of this exchange have been harmful. Killer bees from Africa have severely impacted the bee industry in the Americas. Zebra mussels came from Europe and today cover the bodies of ships in the Americas. Modern technology has increased the speed of such exchanges and spread them across the planet.

Economics of History Activity *Cont.*



Age of Exploration and Trade



Directions Answer the following questions.

1. Explaining Why were Native Americans not exposed to foods and diseases from Europe prior to 1492?

2. Contrasting How was work different in the Americas before the arrival of horses?

Economics of History Activity *Cont.*



Age of Exploration and Trade

Critical Thinking

3. **Analyzing** Why were foods so important to the exchange between worlds?

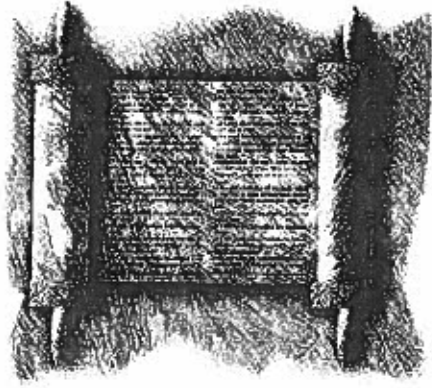
4. **Identifying Cause and Effect** How has the Columbian Exchange affected the way you live your life?

Thursday

page —

Draw, in your ISN, a rough sketch of the ^{three} main continents involved in the Columbian exchange.

Show at least three things that passed from the Americas to the other continents and vice versa.



Scripture Journal

Name: _____

Date: _____

What passage did I read today?

1. What was this passage about?

2. What words or phrase struck me most? Why?

3. Questions I have about this passage or thoughts that came to mind while I was reading it:

4. If I had a chance to talk to Jesus about what I read today I would tell/ask Him:
