

Taylor County Schools

Day 1

Seventh Grade



1. Complete this packet on the first ICE Day.
2. Write your name on the booklet.
3. Return this completed packet after the ICE Pack Day. You will keep the others in the envelope for future ICE Pack Days.

Name: _____

Student Name: _____ Teacher: _____

Comparing Integers

Compare. Use the symbols: <, >, and =.

a. $3 \underline{\hspace{1cm}} -5$

b. $-10 \underline{\hspace{1cm}} 0$

c. $-7 \underline{\hspace{1cm}} 7$

d. $-1 \underline{\hspace{1cm}} -1$

e. $-8 \underline{\hspace{1cm}} -2$

f. $14 \underline{\hspace{1cm}} -15$

g. $-56 \underline{\hspace{1cm}} -58$

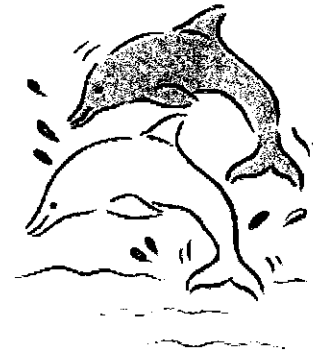
h. $43 \underline{\hspace{1cm}} 34$

i. $-16 \underline{\hspace{1cm}} 15$

j. $-354 \underline{\hspace{1cm}} -345$

k. $789 \underline{\hspace{1cm}} -798$

l. $-605 \underline{\hspace{1cm}} -655$



Circle the integer with the greatest value.

m. $4 \quad -5$

n. $-16 \quad -14$

o. $-22 \quad 0$

p. $-51 \quad 7$

q. $57 \quad 75$

r. $-290 \quad -209$

Answer the questions.

s. Which is colder: -3°F or 0°F ? _____

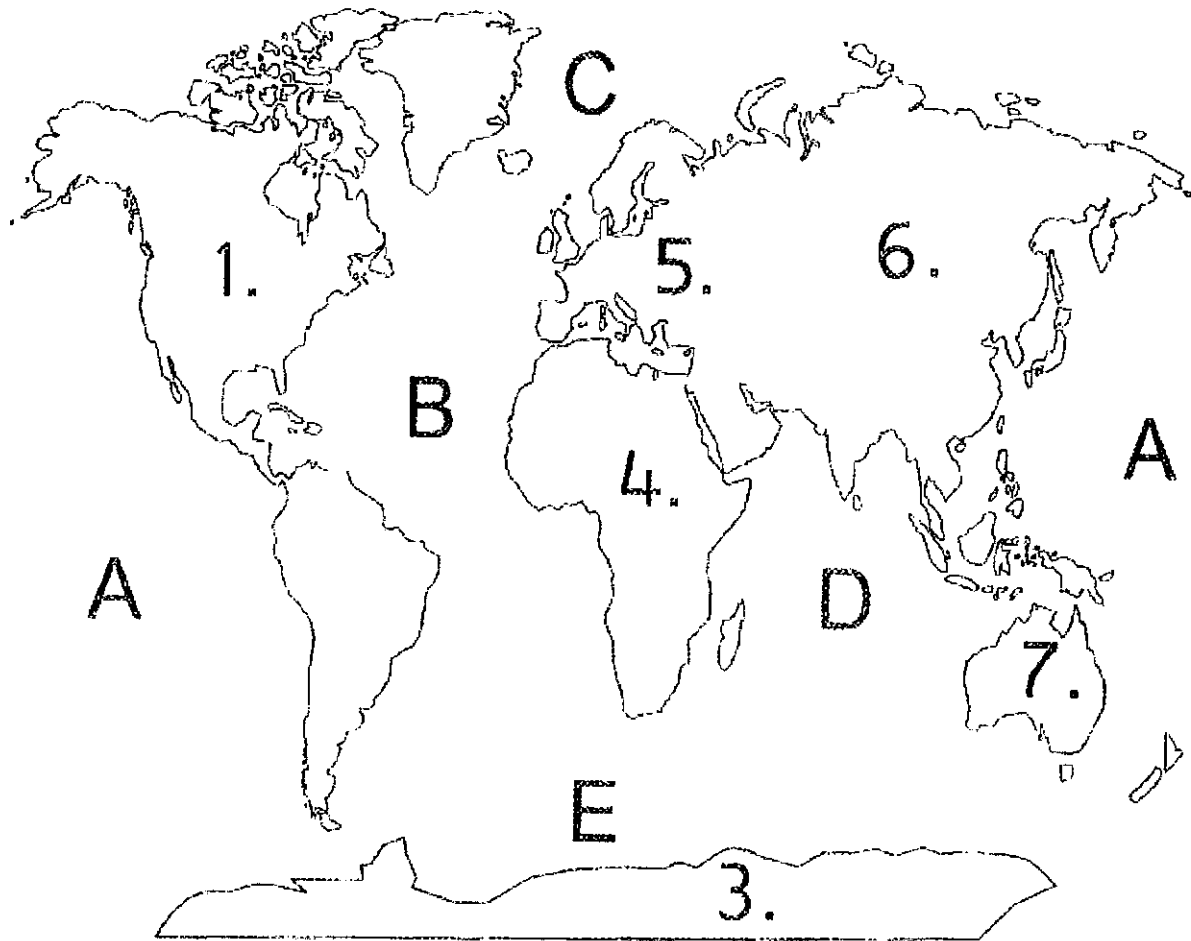
t. Which is warmer: -13°C or -10°C ? _____

u. Which is a higher elevation:
40 feet below sea level or 14 feet below sea level? _____

v. Which is a higher elevation:
2 feet below sea level or 1 foot above sea level? _____

Re-imagine Time Packet – Social Studies 7 Day 1: Date _____

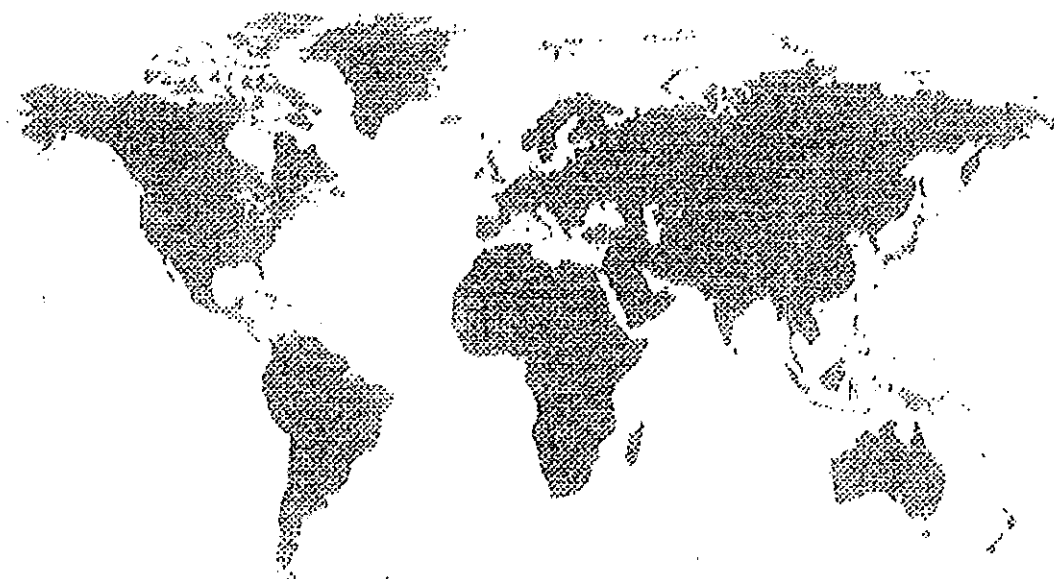
Student Name: _____ Teacher: _____



Write a number or a letter from the map on the line in front of the correct ocean!

- | | | |
|----------------------|---------------------|------------------|
| _____ Arctic Ocean | _____ North America | _____ Australia |
| _____ Atlantic Ocean | _____ South America | _____ Africa |
| _____ Indian Ocean | _____ Europe | _____ Antarctica |
| _____ Pacific Ocean | _____ Asia | |
| _____ Southern Ocean | | |

Student Name: _____ Teacher: _____



1. How many oceans are there? _____

Name them all: _____

2. How many continents are there? _____

Name them all: _____

3. Which continent is the largest? _____

4. Which continent are you from (mark it on the map)? _____

5. Which continent changes it's size during the seasons? _____

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Immune cells act as a body's army

The immune system is very important for protecting against illness. It protects against invaders like viruses, bacteria and fungi. All these things are known as pathogens.

Immune cells are constantly on the lookout for pathogens. They patrol the blood by moving around in the blood. Around half your blood volume is fluid known as plasma. The rest is made up of millions of different types of cells.

Most cells are red blood cells that transport oxygen. A small portion is made of white blood cells. These are immune cells that act as the body's army. The immune system produces many different types of these white blood cells, each with a specific role.

Stem Cells Can Replace Themselves

Every type of cell originally comes from blood stem cells. Stem cells can develop into different types of cells. These are produced in bone marrow, which is the hollow part of the bones.

Stem cells are able to replace themselves. They must also constantly produce new cells to replace old ones.

Sometimes bone marrow doesn't produce enough blood cells. This can result in low energy or "immuno-deficiency." The body fails to produce a strong immune response. This leaves the person more likely to become ill.

Producing too many blood cells is also a problem. It can lead to difficulty breathing, high blood pressure and heart attack or stroke. And constant high levels of blood cells can lead to leukemia, a type of cancer.

First Line Of Defense Against Invaders

After immune cells are produced in the bone marrow, they quickly enter the bloodstream. Some wait for invaders in body tissue. Others patrol the body until they encounter invaders.

These cells serve as the first line of defense against invaders that would make us sick. They are called the innate immune response.

The innate immune response deals with the majority of invaders that enter our body. The cells respond to very broad signals that are shared by many types of invaders.

When they detect an invader, immune cells sound an alarm. This calls more immune cells to the area. Blood cells rushing to the site can cause signs of inflammation. These include swelling, pain, heat, redness and loss of function.

Sometimes the cells respond to harmless signals. This means you might feel sick when you are not, such as with asthma or an allergy.

Strong Memory Response

If the innate immune response fails to control an infection, there is a second line of defense. This is called the "adaptive" immune response. Adaptive immunity creates a specific response for each invader.

Adaptive immune cells get educated before they can fight invaders.

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This education teaches each cell how to respond to their particular invader. It also makes sure that the cells will not respond in a way that fights the body itself. Fighting against other body cells can create an autoimmune disease. Examples of autoimmune diseases include diabetes and multiple sclerosis.

Each adaptive immune cell can only respond to one type of invader. The body must generate a huge number of these. It needs cells for every type of invader.

When they come up against an invader they recognize, adaptive immune cells multiply and attack it. Reproducing immune cells takes time. It is the reason why it can take a week of illness before an infection is cleared.

Once an infection is cleared, the immune cells that fought it stay alive so they can rapidly respond if they ever encounter the same invader again. This is called a memory response. It is the reason vaccine shots work.

Vaccine shots activate our adaptive immune response, without the risk of making us sick. The shot might contain a tiny portion of an invader that would make us sick. It might contain an inactive part of an invader. Our body's immune cells use the shot to learn more about the invader. This creates a strong memory response if our body meets the invader again.

The immune system produces millions of specialized cells every day to keep our bodies healthy. It is an amazing and complicated process. When it works properly, we will not notice it's there at all.

Quiz

1. What is the relationship between the number of blood cells in the body and illness?
 - A. Illness can be caused by too many or too few blood cells in the body.
 - B. Illness is prevented when there are only a few blood cells in the body.
 - C. Illness cannot happen if there are too many blood cells in the body.
 - D. Illness is not related to the number of blood cells in the body.
2. According to the article, HOW do adaptive immune cells help protect the body?
 - A. They keep producing stem cells in the body.
 - B. They disappear quickly after attacking invaders.
 - C. They learn how to fight a specific type of invader.
 - D. They develop into different types of cells.
3. Read the selection from the introduction [paragraphs 1-3].

Immune cells are constantly on the lookout for pathogens. They patrol the blood by moving around in the blood. Which word or phrase from the article helps you understand the meaning of "pathogens"?

 - A. invaders
 - B. red blood cells
 - C. white blood cells
 - D. signals
4. What does the author mean by "innate immune response"?
 - A. invaders that enter the body with the purpose of fighting immune cells
 - B. immune cells in the blood that send false signals to other cells about invaders
 - C. invaders that multiply after coming into contact with immune cells
 - D. Immune cells in the blood that are the first to respond to invaders

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Name: _____

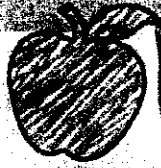
Sentences: Simple, Compound or Complex?

Read the following sentences. Check the box marked "simple" if it is a simple sentence. Check the box marked "compound" if it is a compound sentence. Check the box marked "complex" if it is a complex sentence.

- 1. We have to go to bed when the clock chimes ten o'clock. Simple Compound Complex
- 2. Jennifer liked William's friend, and she also liked his cousin. Simple Compound Complex
- 3. The big brown dog ran after the blue and red ball. Simple Compound Complex
- 4. James and Eve rode their bicycles after they ate lunch. Simple Compound Complex
- 5. The teacher and the principal met in the hall near the library. Simple Compound Complex
- 6. Many brave soldiers fought in the war, and they received medals. Simple Compound Complex
- 7. The drummers played a long time, but the piano players stopped early. Simple Compound Complex
- 8. Before the queen rode in the parade, she gave a speech. Simple Compound Complex
- 9. After midnight the ghosts will come out of the haunted attic. Simple Compound Complex
- 10. She dropped the pan and the plate, but she held on to the spoon. Simple Compound Complex

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**Hands-On
HEALTH**



ACTIVITY

**Stress
Chasers**

When you're feeling stress, your whole body is affected. You may feel stiffness in your shoulders or neck. Your mind may be cluttered with troubling thoughts. The table below lists several exercises you can do to help remove this tension from your body and mind.

WHAT YOU WILL NEED

* pencil and paper

WHAT YOU WILL DO

Estimate your current level of body tension or stress. Use a scale of 1 to 5, where 1 is "totally calm" and 5 is "very stressed." Write this number on your paper, along with the words "Starting Stress Level."

Perform the first exercise on the list below the photo. When you are done, estimate your stress level again. Write this number down, along with the name of the exercise.

Repeat the process for each of the other exercises on the list.



WRAPPING IT UP

Compare your results with those of your classmates. How did each exercise on the list affect your tension level? Which exercises worked best for your classmates in general?

- | | |
|-----------------------|---|
| Deep Breathing | Close your eyes and take a deep breath. Hold it for a moment, then slowly exhale. Repeat several times. |
| Shoulder Lift | Hunch your shoulders up to your ears for a few seconds, then release. Repeat. |
| Elastic Jaw | Open your mouth and shift your jaw as far to the right as you can without discomfort. Hold for a count of three. Repeat on the left side. |
| Fist Clench | Make a fist. Tense the muscles in your hand and forearm, then release. Repeat this with your other hand. |
| Visualization | Close your eyes. Picture a pleasant scene, such as a sunny beach or park. Hold this image in your mind for several seconds. |

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Identify the Bass Clef Notes

Gap-fill exercise

Fill in all the gaps by typing in the letter of the correct Bass note. Press Check when you have completed the story.

Ms. Garrett welcomed her music tech students to class. "Today we are going to study the notes in the bass clef. Fill-in-the-blanks with bass clef notes to complete the words in the story below." The LINES in the bass clef are G-B-D-F-A. The SPACES in the bass clef are A-C-E-G.



shley and Shaniec



wanted to learn to write their own

compositions usin



the computer and a keyboard



They were

so excited about it...



ut they had to learn to rea



the notes

first. They wanted to make up a song with lots o



drums and bass sounds. How

are we



oing to start? We can make the music soun



lower by

playing the low notes on the key



oard. What are the note names? How will we

remember them? Well, I know of



way to remember the notes. Just remember

the saying All Cows Eat Grass. Those are the



our spaces, from the bottom of th

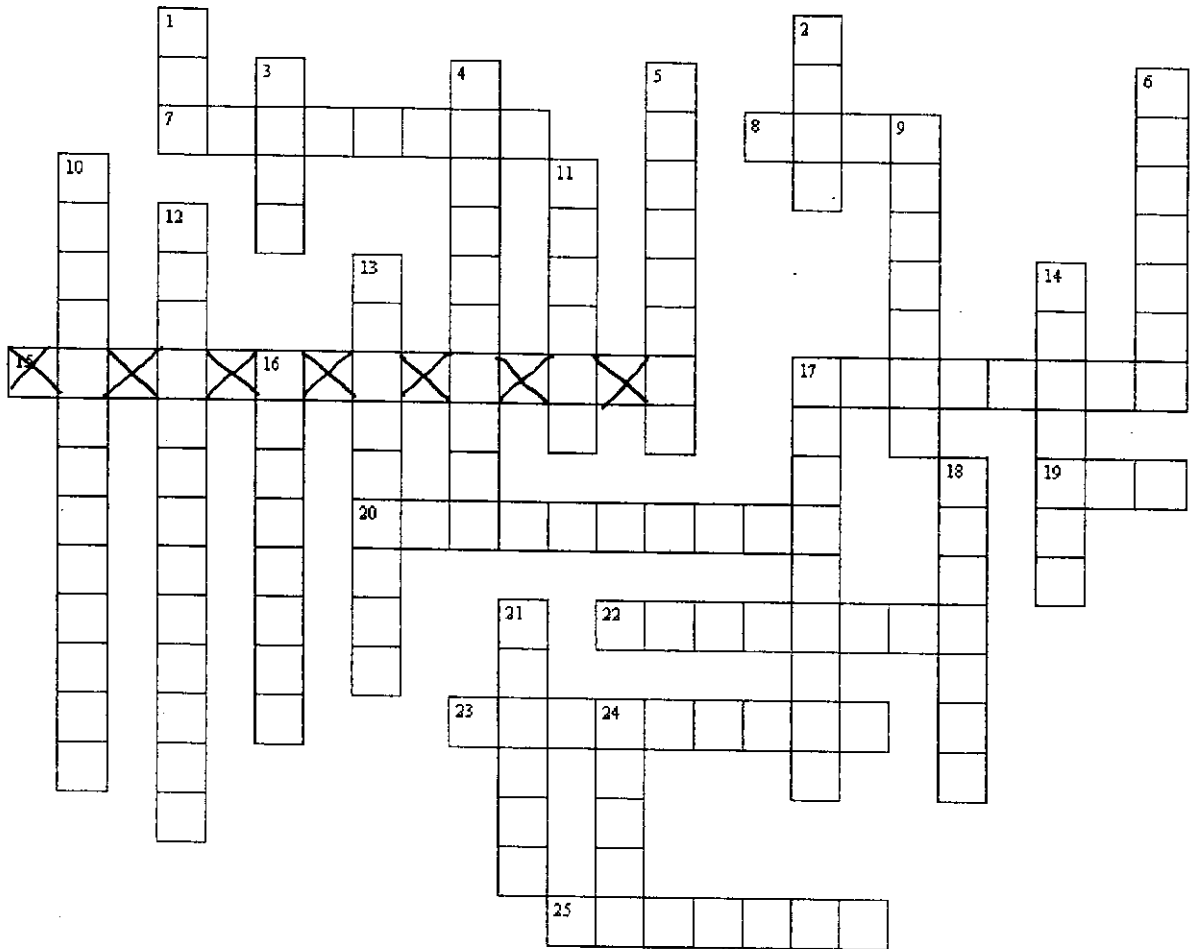
DAY 1

Cyberbullying Crossword Puzzle

From: "Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying"

Bullying
Beyond
Schoolyard

Sameer Hinduja, Ph.D. and Justin W. Patchin, Ph.D.



DOWN

1. Short for "World Wide Web" or pages linked together via the Internet.
2. Unsolicited electronic mail sent from someone you do not know.
3. Interactive Web journal or diary, the contents of which are posted online and then viewable by some or all individuals.
4. An intermediary Web site that hides or disguises the IP address associated with the Internet user.
5. An electronic device that stores and processes information and facilitates electronic communication when connected to a network.
6. Two or more computers connected so that they can communicate with each other.
9. **An old** social networking Web site.
10. An extreme form of bullying where physical assaults are recorded on mobile phones or digital cameras and the recordings are distributed to others.
11. A file on a computer that records user information when visiting a Web site.
12. Intentional and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.
13. A wireless handheld device that allows for telephone communications.
14. A user-created Web page on a social networking Web site.
16. The denial of access to particular parts of the Internet.
17. The act of restricting access to certain Web sites (usually using software programs).
18. Sending short messages via cell phone.
21. Making a statement or taking an action that indicates harm to another.
24. Allows Internet users to send and receive electronic text to and from other Internet users.

ACROSS

7. Repeated and deliberate harassment directed by one in a position of power toward one or more.
8. Physical or emotional injury to someone.
- 15.
17. The second-most popular social networking Web site.
19. Acronym for the company that provides an Internet connection to individuals or companies.
20. Unsolicited words or actions intended to annoy, alarm, or abuse another individual.
22. A worldwide network of computers communicating with each other via phone lines, satellite links, wireless networks, and cable systems.
23. The act of requesting another person to enter your social network.
25. Sending angry, rude, or obscene messages directed at a person or persons privately or via an online group.

Short Answer: Read the following sentences and then answer the questions that follow.

1. Jamie was not good at basketball at first; however, he was able to **persevere** until he finally made the team.
What does the word **persevere** MOST LIKELY mean? Which context clues helped you find the meaning?

2. Sharron's dress did not fit well, so it had to be **altered**.
What does the word **altered** MOST LIKELY mean? Which context clues helped you find the meaning?

3. Karen **bluntly** told Allison that she did not like her shirt.
What does the word **bluntly** MOST LIKELY mean? Which context clues helped you find the meaning?

4. The **vicious** dog attacked two different kids in the neighborhood.
What does the word **vicious** MOST LIKELY mean? Which context clues helped you find the meaning?

Read the each text selection and then answer questions 1-6.

A Woman in Disguise

A child from a poor family in Massachusetts, Deborah Sampson became an indentured servant when she was about ten years old. When she turned 18 years old in 1778, she was no longer a servant and was finally free to leave.

The colonies were struggling for independence, and Sampson wanted to fight for freedom. Of course, during that time, women were not allowed to be soldiers. Instead, women contributed to the cause by feeding soldiers, sewing clothing and taking care of the children.

Deborah Sampson was brave and decided to take a bold step. She disguised herself as a man and enlisted in the Continental Army.

The other soldiers knew her as Robert Shurtliff. She fought battles in the Hudson Valley and was wounded during battle.

Sampson later became ill. The doctors who treated her realized quickly that she was a woman and shared the information with the army. Shortly after, she received an honorable discharge and was sent back home to Massachusetts.

Later, Sampson married and gave birth to three children. She later wrote a memoir of her time in the army and spoke publically about her adventure.



DEBORAH SAMPSON.
Illustration by J. M. Smith, 1877.

A Spy

James Armistead, a slave, was about 26 years old when the Revolutionary War broke out. He became a spy for the Marquis de Lafayette, a French ally. Pretending to be an escaped slave, Armistead entered a British Camp. Working as a servant, he overheard British secrets.

Late in 1781, he learned that 10,000 British soldiers would be moving to Yorktown, Virginia. Armistead snuck the information to the Marquis de Lafayette, who passed the information to George Washington. The Patriot army promptly attacked Yorktown. The battle led to the surrender of the British and the end of the war.



After the war, Armistead was freed from slavery by the Virginia legislature. He lived as a farmer until he died.

Name: _____

Date: _____

Compare and Contrast Test

Multiple Choice

1. Which statement BEST describes how Deborah and James were alike?
 - a) They both were courageous.
 - b) They both pretended to be someone else to put themselves in harms way for their country.
 - c) They both became ill later in life.
 - d) They both tricked people.

2. Mark each of the details from the text to support the answer to question 1.
 - a) "She disguised herself as a man and enlisted in the Continental Army."
 - b) Deborah Sampson was brave and decided to take a bold step.
 - c) Working as a servant, he overheard the British secrets.
 - d) Pretending to be an escaped slave, Armistead entered a British camp.

3. What was BOTH Deborah and Jamie's motive?
 - a) They both wanted to support their country.
 - b) They both pretended to be someone else.
 - c) They both wanted to do something bold.
 - d) They both were in a battle.

4. Which word BEST describes BOTH Deborah and James?
 - a) nice
 - b) helpful
 - c) brave
 - d) scared

5. How were Deborah's bold step and James' bold step different?
 - a) Deborah fought in more battles than James.
 - b) James' work ended the war.
 - c) James was a spy, which helped the British surrender.
 - d) James pretended to be a runaway slave but did not have to dress up like Deborah did.

6. According to the text, which statement is true?
 - a) Both Deborah and James became parents.
 - b) Both Deborah and James were young when they made bold decisions.
 - c) Both Deborah and James became soldiers.
 - d) Both Deborah and James ended a war.