

7th Graded Blizzard Bag Assessment # 2

Each seventh grader must complete the assignments listed below for Science, History, Language Arts, Math, and the Specials class that the student is currently taking THIS quarter. Please follow the directions for each assignment listed below. These assignments are due by April 30th.

Mr. T. Ballinger - Science

BrainPOP login information

- Username: blanchesterms
- Password: wildcats

Go to <http://www.brainpop.com/science/ourfragileenvironment/waterpollution/>

- Watch the video on Water Pollution
- Take the quiz on notebook paper

Go to <http://www.brainpop.com/science/earthsystem/groundwater/>

- Watch the video on Groundwater
- Take the quiz on same piece of notebook paper as Water Pollution

Mr. K. Ballinger - History

BrainPOP login information

- Username: blanchesterms
- Password: wildcats

Go to <http://www.brainpop.com/socialstudies/famoushistoricalfigures/queenelizabethii/>

- Watch the video on the Elizabeth II
- Take the quiz on notebook paper
- Click the Activities option under the video. Then go to the tab that says Vocabulary and define the 10 vocabulary words from the video. You can either use a dictionary or go www.dictionary.com to define the words
 - Put the definitions on the same paper as the quiz answers

If video links will not work then go to www.brainpop.com and search for "Elizabeth II."

Mrs. McCollister - Language Arts

Open the file listed as “Sir Isaac Newton and Lebron James” in the Blizzard Bag folder. Read the passage and answer the questions on a separate sheet of paper and bring your paper to class.

The link below should take you to the “Sir Isaac Newton and Lebron James” article. If it does not, manually look in the folder for the PDF file.

https://drive.google.com/a/blan.org/file/d/0B_upNyOXzvuhaVIDRkhHVUJyZ1E/edit?usp=sharing

Mrs. Kees - Language Arts

1. Read the OAA practice test passage “Wheels of Wonder” and the back page “Your Help is Needed!”

https://drive.google.com/a/blan.org/file/d/0B_upNyOXzvuheU4wX0VGaIFaSkU/edit?usp=sharing

2. Complete all 5 multiple choice questions.

3. For the extended response restate what the question is asking and provide at least two details that support your answer.

4. You may write the answers on notebook paper and turn it in or type answers and send to my email Keesa@blan.org.

Mr. Gottfried - Math

Student will complete the Inequalities on a number line on Khan Academy. You first need to start your account at <https://www.khanacademy.org/>. After you have created your account and logged in, you will receive a recommendation giving you the Inequalities on a number line lesson as an assignment.

Mr. Ballinger’s PE Blizzard Bag #2 Instructions

Go to www.brainpop.com

Log in

username: blanchesterm

password: wildcats

Watch the video

Click on Health, then Body Systems, then Immune System, watch the video

Take the quiz

Click Take the Quiz, then Classic Quiz, then answer the questions

Email Results

Click Email Your Results, enter your name and Mr. Ballinger's email (ballingerb@blan.org), send results

Mr. Greve - Physical Education

BrainPOP login information

- Username: blanchesterms
- Password: wildcats

Go to <http://www.brainpop.com/science/diversityoflife/humanbody/>

- Watch the video on the Human Body
- Take the 10 question quiz at the end of the video
- After the quiz, click on e-mail results
- Enter your name and then my e-mail - grevet@blan.org
- Click the ok and you are finished.

If video links will not work then go to www.brainpop.com and search for "Human Body."

Mrs. Miller - Music

Open the "Music Blizzard Bag" that is in the Blizzard Bag folder. Complete the questions and bring back to class.

The following link should take you to the "Music Blizzard." If it does not, manually search for it in the Blizzard Bag folder.

https://drive.google.com/a/blan.org/file/d/0B_upNyOXzvuhdGM4c1E1MjJ1Rlk/edit?usp=sharing

Mr. Wood - Band

Open the "Band Blizzard Bag" file in the Blizzard Bag. Answer the questions by completing the form from the link provided below. The following link should take you to the file, if not, search for it manually in the Blizzard Bag.

https://drive.google.com/a/blan.org/file/d/0B_upNyOXzvuhOVImRExvUkJ1Vlk/edit?usp=sharing

Answer Form:

https://docs.google.com/a/blan.org/forms/d/1viaulvHNQgooa2ctGNH5Kelfq_ZtL9qexJ1z3WLVmPM/viewform

Mrs. Vance - Art

Google: Modigliani life, Click on: Amedeo Modigliani-facts,birthday, life story

1. Amedeo Modigliani was born on what month, day, year, town and country.
2. He died in what year _____ and at the age of _____.
3. He was influenced by _____ sculpture.

Name _____

Date _____

Slurs and Ties

A slur is a curved line connection *two or more notes of different pitches*.

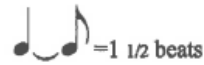
Slurred passages should be played as smoothly as possible.



A tie is a curved line which connects *two notes of the same pitch*.



Tied notes are played as one note. The rhythmic value is the sum of the two notes.



1. Circle the ties in this example.



2. Circle the slurs in this example.



3. Write the number of beats each pair of tied notes should receive.



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Name Date _____

Slurs and Ties

A slur is a curved line connection two or more notes of different pitches.

A tie is a curved line which connects two notes of the same pitch.

Tied notes are played as one note. The rhythmic value is the sum of the two notes, |

1. Circle the ties in this example.
2. Circle the slurs in this example.
3. Write the number of beats each pair of tied notes should receive.

Bebopping with Dizzy and Bird

While the bands of the swing era were entertaining audiences and becoming commercially successful, a number of musicians began to cultivate a new style that rebelled against the idea that jazz music had to appeal to an audience. Many of these musicians performed into the early morning hours with big bands led by men such as Benny Goodman and Tommy Dorsey. Then they would travel to other clubs, referred to as *after hours clubs*, to experiment with their new style. This style, known as *bebop*, featured the soloist much more and relied on smaller groups, reverting to using the rhythm section of piano, bass, and drums, with only one or two solo instruments.



Dizzy Gillespie

Two of the most important and early contributors to this new form were John "Dizzy" Gillespie, a trumpet player, and Charlie "Bird" Parker, a saxophonist. These two great jazz musicians took the style of an earlier saxophonist named Coleman Hawkins and incorporated it into their own music. Coleman Hawkins' main contribution to jazz was the use of scales that changed with each new chord. For example, if a chord progression (series of chords) consisted of 12 different chords, it would be conceivable that 12 different scales could be used for that piece—a different scale for each different chord. This was contrasted with the earlier styles that centered primarily around the blues and the blues scale, where one scale or set of notes would be used throughout a piece. Through Hawkins' style of improvisation, players such as Gillespie and Parker added a great deal of rhythmic variety and melodic leaps to form the basis of an entirely different sound from that of the swing era.

Another important development in the bebop style was the different roles for the rhythm section players. Up until this time, the rhythm section, which did not include the bandleader or the premiere soloist in some of the swing bands, was used to keep time or provide a background over which the horns would play. In the bebop style, every instrument of the *combo* was an important soloist. Drummers incorporated a great variety of rhythmic ideas that allowed them to be soloists instead of just timekeepers. Timekeeping became primarily a job of the bass player in the bebop era; however, each member in this small ensemble was expected to keep the beat in his head so he wouldn't place any limitations on the rhythm section players.

Instead of using popular melodies as the basis for their repertoire, bebop combos used the chord progressions from popular tunes, changing the melody over the top of them. Because of this, many of the melodies of bebop songs were not very hummable and, therefore, not nearly as popular as the big band songs. However, throughout the 15 to 20 years of its development, bebop gained support and popularity and stands as one of the important popular music forms of the twentieth century.

Name _____ Date _____

Mismatched Meanings

- | | |
|----------------------------|--|
| _____ 1. John Gillespie | A. became the timekeepers |
| _____ 2. Charlie Parker | B. saxophonist |
| _____ 3. Dizzy | C. big band leader |
| _____ 4. Bebop | D. use of scales |
| _____ 5. Bird | E. used popular melodies as a basis for their repertoire |
| _____ 6. Coleman Hawkins | F. concerned with entertaining their audiences |
| _____ 7. Tommy Dorsey | G. his nickname was Dizzy |
| _____ 8. Chord progression | H. experimental practice |
| _____ 9. After hours | I. trumpet player |
| _____ 10. Big band leaders | J. featured soloist more |
| _____ 11. Drummers | K. his nickname was Bird |
| _____ 12. Swing era bands | L. every member of this was an important soloist |
| _____ 13. Bass players | M. incorporated rhythmic variety |
| _____ 14. Hummable | N. became commercially successful |
| _____ 15. Big bands | O. series of chords |
| _____ 16. Combo | P. melodies of bebop were not this |

Sir Isaac Newton and LeBron James



The English physicist and mathematician Sir Isaac Newton discovered three basic laws of motion. The First Law says that objects at rest and objects in motion will remain at rest or in motion, unless they are acted upon by an “unbalanced force.” The Second Law says that when a force acts on a mass, acceleration is produced. The greater an object’s mass is, the more force is needed to accelerate it.

But it’s Newton’s Third Law of Motion that everyone remembers. “For every action,” the famous law reads, “there is an equal and opposite reaction.” A simpler way of saying this might be: “When you push an object, it pushes back.” For every force, in other words, there is a reaction force equal in size.

There are many ways to describe how the Third Law of Motion works in the world of sports. One of the more interesting examples is the way that LeBron James dunks a basketball.

In order for LeBron James to score a slam-dunk, he must exert a certain amount of force against the surface of the basketball court. LeBron James is a big man. He is 6 feet, 8 inches tall. He weighs 245 pounds. When he is standing upright, with his arms raised above his head, his reach extends to 8 feet and 10 $\frac{1}{4}$ inches.

The rim of the basketball hoop is exactly 10 feet high. For LeBron James to slam the ball, he must propel himself high enough that he can force the basketball, which is approximately 9.39 inches in diameter, into the hoop. This requires that he reach well above the height of the rim,

which he does fairly often. In photographs and slow-motion replays of LeBron James dunking the basketball, his elbow is often equal to the height of the rim!

LeBron James may be tall, strong and fast. He may be extremely mobile and flexible. But it is no easy feat to dunk a basketball, especially when you weigh 245 pounds. His vertical leap—that is, the maximum height he can reach when he jumps—is around 44 inches. The average vertical leap in the National Basketball Association, or NBA, is about 27 inches. That means that LeBron James, despite his large size, can jump more than 10 inches higher than most players in the NBA! This is a serious benefit in basketball, a game of inches in which how high someone can jump often means the difference between scoring and missing the shot.

Why can LeBron James jump higher than other basketball players? The answer has to do with Newton's Third Law of Motion. When LeBron James jumps, he is driving force into the court. That force is created by the energy stored inside his muscles. And how high he jumps depends not just on how much energy he forces into the surface of the court, but also on how well he does it.

When LeBron James jumps, he is not unlike a rocket launching off the ground. The rocket uses its engines to push down on the surface of the Earth. This is the "action" that Newton mentions in his Third Law. The "reaction" comes when the ground pushes the rocket upwards using an equal amount of force.

It may seem strange to think of the ground exerting force on an object, especially a basketball player or a rocket ship. But this is what Sir Isaac Newton understood way back in 1687, when he published his most famous book, *Mathematical Principles of Natural Philosophy*.

Newton would have been fascinated by LeBron James's jumping ability. But he would also have understood that it is not simply the strength of James's legs that enables him to jump so high. The stability of his body, located in his core and his torso, also contributes to the energy that he forces into the ground. The energy and strength of LeBron James's *entire body* is what enables him to reach such fantastic heights.

Watching LeBron James dunk on television often causes people to think he is denying the forces of gravity, which seeks to pull us and other objects to the ground. In reality, no one can deny such forces. LeBron James just happens to be so strong and agile that, when he jumps into the air, he *appears* to be denying the force of gravity. He seems almost capable of flying.

Naturally, smaller basketball players require less force to dunk a basketball. Since they are lighter, they don't have to combat the same gravitational pull. On the other hand, the fact that they are lighter means they do not have as much mass to store energy. The more muscles you have, the more energy you can force into the ground, and the higher you can go.

This is why professional basketball players appear to have no fat on their bodies at all. Fat does not store energy as effectively as muscle, but it still contributes to one's body weight. Fat on a basketball player is equal to wearing lead weights around their hips during a game. Obviously, this would hinder a player's performance, especially his ability to dunk.

Physicists have spent time thinking about the physics of dunking. To remain in the air for one second, they say, one would have to have a vertical leap of 4 feet. Which is higher than pretty much any basketball player of all time. One exception is Michael Jordan, who is believed to have the highest vertical leap—48 inches, or 4 feet—of any professional basketball player. Michael Jordan was just 6 feet, 6 inches tall—average for an NBA player—but his vertical leap placed his head about 6 inches above the rim.

That the best basketball player in history also has the highest vertical leap is no coincidence. Michael Jordan's body was strong, stable and proportioned in such a way that the force he pushed onto the ground placed him above the rest. He was one of the best overall athletes in the game, and his slam-dunking ability was an indication of his prowess.

Still, Michael Jordan often tucked his legs beneath him when he jumped, to make it seem as if he was flying through the air. Even athletes with 48-inch vertical leaps, in other words, wish they could jump even higher.

Name: _____ Date: _____

1. What is Sir Isaac Newton's Third Law of Motion?

- A Objects at rest and objects in motion will remain at rest or in motion, unless they are acted upon by an unbalanced force.
- B For every action there is an equal and opposite reaction.
- C When a force acts on a mass, acceleration is produced.
- D When a force acts on a mass, the mass increases.

2. What does the author describe in the passage?

- A Sir Isaac Newton's most famous book, *Mathematical Principles of Natural Philosophy*
- B how LeBron James developed his basketball dunking skills
- C how Sir Isaac Newton came up with the three basic laws of motion
- D how the way that LeBron James dunks a basketball illustrates Newton's Third Law of Motion

3. Read the following sentences from the passage: "When LeBron James jumps, he is not unlike a rocket launching off the ground. The rocket uses its engines to push down on the surface of the Earth. This is the 'action' that Newton mentions in his Third Law."

Based on this information, LeBron James jumping and the rocket using its engine to push down on the surface of the Earth are examples of which part of Newton's Third Law?

- A both the action and the equal and opposite reaction
- B the equal and opposite reaction of an action
- C the action which causes an equal and opposite reaction
- D neither the action nor the equal and opposite reaction

4. The force created when the court pushes LeBron James upwards is equal to which force?

- A the force LeBron James used to dunk the ball
- B the force LeBron James drives into the court when he jumps
- C the force LeBron James uses to throw the ball
- D the force LeBron James drives into the court when he lands after jumping

5. What is the main idea of this passage?

- A LeBron James and Michael Jordan are two of the best players in the history of professional basketball.
- B Basketball players must have high vertical leaps in order to dunk basketballs.
- C Newton’s Third Law of Motion is related to the First and Second Laws of Motion.
- D Newton’s Third Law of Motion can be examined using the examples of basketball players jumping and rockets launching.

6. Read the following paragraph from the passage:

“LeBron James is a big man. He is 6 feet, 8 inches tall. He weighs 245 pounds. When he is standing upright, with his arms raised above his head, his reach extends to 8 feet and 10¼ inches.”

How can the tone of the author best be described in this paragraph?

- A humorous
- B angry
- C disinterested
- D factual

7. Choose the answer that best completes the sentence below.

_____ LeBron James has an impressive vertical leap of 44 inches, Michael Jordan holds the record with a vertical leap of 48 inches.

- A In contrast
- B For example
- C Although
- D Initially

8. Describe how a rocket launches off the ground by using information from the passage.

9. When LeBron James jumps, he is driving force into the court. How is this force created?

10. How does the example of LeBron James jumping to dunk a basketball illustrate Newton’s Third Law of Motion? Use information from the passage to support your answer.

Wheels of Wonder



Wheels of Wonder

- 1 Wheels of Wonder is a community bike shop that sells and services used bicycles for the public. Bicycles are sold at a low-cost with a three-month warranty. In other words, if a WOW customer is not completely satisfied, or if the merchandise purchased fails to perform properly, the customer can get a full refund.
- 2 Wheels of Wonder builds skills and fosters the personal growth of youth through community-based recreational and educational bicycle programs and services. WOW provides after-school riding and maintenance/safety programs; summer programs; a full-service bike shop; classes in safety, bike repair, commuting and riding; and a program to get adults on fully outfitted commuter bikes.
- 3 All bicycles, parts, and supplies at WOW are donated by institutions, local businesses, and individuals. Staff, volunteers, youth, and young adults repair bikes for our programs and for sale in our bike shop. WOW partners with schools, state agencies, and other local groups to ensure the success of its programs and to find additional ways to serve the community with bicycles.
- 4 WOW is open Wednesday through Friday from noon until 7 p.m., Saturday from 9 a.m. until 5 p.m., and Sunday from 10 a.m. until 3 p.m.



R

Reading

Your Help is Needed!

Become a Member of WOW

- 5 As a member, you get two opportunities a year to work on your own bike using our tools, stands, and workspace. In addition, you also receive a 10% discount in the shop and have the wonderful feeling of knowing that you support our programs. (See membership form below.)

Volunteer at WOW

- 6 As a volunteer, you may contribute to all of our programs. This could mean writing the quarterly newsletter, updating our Web pages, answering the telephone, helping customers, and repairing bicycles.

Attend WOW Classes and Events

- 7 Wheels of Wonder offers classes, organized rides, and special events, all of which help support our mission.

Make a Donation to WOW

- 8 If you have a bicycle or any bicycle-related equipment that you have outgrown or no longer use, dust it off and bring it to WOW. Better yet, just bring it—we'll take care of the dust.
- 9 If nothing else, you can help by simply *riding your bike!* While you're at it, ride your bike everywhere you can. At WOW, we believe that bicycling has a ripple effect. It only takes one cyclist to get a whole community moving in the right direction.

WOW Membership Form

Student \$15 Single \$25 Family \$40

I want to help on a regular basis!

I will donate hours per month.

I will donate \$ per month.

Name: Address:

City/State/Zip:

Phone: Email:

Signature:

Reaching Kids • Recycling Bikes • Restoring Community

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1. WOW members and WOW volunteers are alike in that they both

- A. receive a discount on purchases.
- B. help with the quarterly newsletter.
- C. deal with the customers.
- D. work in the repair shop.

2. Which statement best describes the author's viewpoint about Wheels of Wonder?

- A. It is in desperate need of help.
- B. It is a worthwhile organization.
- C. It is growing faster than expected.
- D. It is an ideal place to meet people.

3. What is the purpose of the bold headings throughout the passage?

- A. to identify three programs at WOW
- B. to provide three ways to contact WOW
- C. to highlight three accomplishments of WOW over the years
- D. to divide the information on WOW into three main sections

4. Who is most likely the intended audience for this passage? Use two details from the passage to support your answer. Write your answer in the **Answer Document**. (2 points)

5. "WOW **partners** with schools, state agencies, and other local groups to ensure the success of its programs and to find additional ways to serve the community with bicycles."

The word **partners** suggests that WOW is

- A. practical.
- B. successful.
- C. cooperative.
- D. popular.

6. The "Wheels of Wonder" passage is most similar to

- A. an editorial in a local newspaper.
- B. a set of detailed instructions.
- C. an informational brochure.
- D. a school bus schedule.



