



Review & Enrichment

Week of April 6th

Grade 7

Student Name _____

Teacher Name _____

If possible, please return paper copies to drop boxes at food distribution sites or if using online access email teacher upon completion.



McKeesport Area School District
Flexible Instruction Days –Founders Hall Lesson Plan

GRADE/SUBJECT: 7 th world history			LESSON TITLE: black death painting	
<input type="checkbox"/> LESSON 1: 1 st or 2 nd 9-Weeks	<input type="checkbox"/> LESSON 2: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 3: 2 nd or 3 rd 9-Weeks	<input checked="" type="checkbox"/> LESSON 4: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 5: 3 rd or 4 th 9-Weeks
STANDARD(S): 7.1.7a, 7.1.7b, 7.1.7c				
INSTRUCTIONAL OUTCOMES: Students will: <ul style="list-style-type: none">• Understand comprehend the severity of the spread of the plague.• Be able to make inferences based on their observations from the painting.				
STUDENT PARTICIPATION (<i>Lesson steps</i>): Students will: <ol style="list-style-type: none">1. Interpret painting and answer the attached guide questions.				
ACCOMMODATIONS: For struggling learners: <ul style="list-style-type: none">• For advanced learners: <ul style="list-style-type: none">•				
HANDOUTS (<i>exact names of ALL accompanying handouts</i>) & RESOURCES (<i>materials, websites, books, etc.</i>) <ul style="list-style-type: none">•				
EVIDENCE OF LEARNING Students will demonstrate their: <ul style="list-style-type: none">• Understanding of the spread of the plague.• By being able to complete the guide questions stemming from the painting.				

14TH CENTURY BLACK DEATH PAINTING



14TH CENTURY BLACK DEATH PAINTING GUIDE QUESTIONS

1. Why has the central figure not been hit by any arrows?
2. What do the arrows represent?
3. It appears that all people in the painting have been struck by an arrow. What conclusion can you draw about the spread of the plague?
4. Where have the people been struck by the arrows on their bodies? Why do you think these are the places that were struck?
5. The central figure appears to be faceless. Why do you think that the artist would have done that?



McKeesport Area School District
Flexible Instruction Days –Founders Hall Lesson Plan

GRADE/SUBJECT: Reading 7 th Grade			LESSON TITLE: The Run	
<input type="checkbox"/> LESSON 1: 1 st or 2 nd 9-Weeks	<input type="checkbox"/> LESSON 2: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 3: 2 nd or 3 rd 9-Weeks	<input checked="" type="checkbox"/> LESSON 4: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 5: 3 rd or 4 th 9-Weeks
STANDARD(S): CCSS.ELA-LITERACY.CCRA.R.1 CCSS.ELA-LITERACY.CCRA.R.2 CCSS.ELA-Literacy.CCRA.L.4 CCSS.ELA-LITERACY.CCRA.R.10				
INSTRUCTIONAL OUTCOMES: Students will: <ul style="list-style-type: none">• The students will read and comprehend complex literary and informational texts independently and proficiently.• The students will use context clues to help them understand new vocabulary words.• The students will be able to cite specific textual evidence when writing or speaking to support conclusions drawn from the text.• The students will figure out the theme or main idea of a text, and giving a short version, using their own words.				
STUDENT PARTICIPATION (<i>Lesson steps</i>): Students will: <ol style="list-style-type: none">1. Read the passage, <i>The Run, Series 1</i>.2. Answer the comprehension questions that follow				
ACCOMMODATIONS: For struggling learners: <ul style="list-style-type: none">• Read the passage• Answer every other question For advanced learners: <ul style="list-style-type: none">• Read the passage• Answer the comprehension questions• On a separate piece of paper write a paragraph predicting what might happen if the story continues. The paragraph needs to be 5 to 7 sentences in length using proper capitalization and punctuation.				
HANDOUTS (<i>exact names of ALL accompanying handouts</i>) & RESOURCES (<i>materials, websites, books, etc.</i>) <ul style="list-style-type: none">• The story-<i>The Run, Series, #1</i>• Comprehension questions				
EVIDENCE OF LEARNING Students will demonstrate their: <ul style="list-style-type: none">• Understanding of new vocabulary, sequencing events, identifying main idea, summarizing and predicting.• Understanding by being able to answer questions to the story given multiple choice answers.• Understanding by completing short response questions with textual evidence.				

The Run [The Run Series, #1]



Dennis and Mac had been driving for almost a week, and they hadn't seen a single soul. They were worried. When they'd left the ranch, they'd thought maybe they'd run into someone, another survivor. But there was no one. The roads were almost empty. There was the occasional abandoned car, but that was it. They drove mostly on highways, to make better time. Mac wondered if they might not have better luck on the smaller country roads, but Dennis wouldn't have it. Those roads had curves and were thick with trees. There was no way of seeing danger coming. If someone wanted to spring a surprise on you, you wouldn't know it until it was too late.

When the plague came, Dennis and Mac had been working as ranch hands on a cattle farm. Both had just finished their first year of college. Dennis went to school on the East Coast, Mac on the West. They found that they were very similar people. They both studied hard and read a lot of books. But they also both liked being outdoors. At the end of a good day, they came home smelling of sweat and dirt. They quickly became friends.

The ranch was a small, family-run operation, with only about 50 head of cattle. The family that ran it, the Greersons, would advertise in college newspapers in the spring. There were plenty of ranch hands in the area who needed work, but Bucky Greerson felt city kids could benefit from an exposure to country life. Young men would apply, and then the Greersons would hire about a half-dozen hands every spring to help them run cattle. It was tough work, but Dennis and Mac felt lucky to be picked.

The farm didn't have a TV or the Internet or a telephone. As a result, the first they heard of the plague was on the radio. Every night, the ranch hands liked to gather in the mess hall and play cards. While they played, they listened to the radio. The ranch was so far up in the hills that the radio only got one station. At night they listened to the station's best DJ, Petey "The Muskrat" Coltrain, who spun old bluegrass records. Sometimes, between records, The Muskrat told stories. Dennis and Mac thought he was hilarious.

One night, though, The Muskrat's radio show was very different. It couldn't have been more than six months ago, but to Dennis and Mac, thinking back on it now, it felt like another lifetime. The Muskrat had been playing a cheery Bill Monroe song, "Footprints in the Snow," when he cut out the record halfway through the chorus. The ranch hands stopped their game of Gin Rummy. They turned and looked at the radio. The Muskrat always played a record all the way through. What could be wrong?

"Folks," said the Muskrat. "I don't know how to tell you this, but I'm going to ask you to stay very calm. The manager of my station has just passed me a note. It seems that the local health authorities are asking us radio folks to tell you, our listeners, that... well, a disease is spreading."

The ranch hands put down their cards. Dennis and Mac exchanged a glance.

"Now," The Muskrat said, his rich voice sounding uncharacteristically shaky, "they don't quite know what this disease is, but it's real bad. It's very contagious, and people who get it don't have a lot of luck recovering. Now, doctors are trying to figure out a cure, but there's been no luck yet. So, in the meantime, we're asking that you stay in your homes as much as possible and avoid public places until the disease dies down."

One of the ranch hands, a big, cocky boy named T.J., laughed. "Like heck I'm not going into town," T.J. chuckled. "I got a date." The other ranch hands stared at him. T.J. stopped laughing.

"Please, folks, do what the doctors say," The Muskrat pleaded. "I'm sure it'll just be for a few days." He was quiet for a moment. Then the ranch hands heard the sound of a turntable needle hitting the record, and an old Earl Scruggs song came on.

That was the beginning of it. For the next few days, the ranch went about its business. The Greersons told the boys not to worry, that this would all be over soon. They had enough food on the ranch to last months. In the meantime, there were plenty of new calves that needed branding. At night, everyone gathered around the radio and listened to updates. The news seemed only to get worse. More and more people were getting sick. The symptoms were strange. People would become violently ill, then fall into a long, deep sleep. The big cities — New York, Los Angeles, Chicago — had become like ghost towns. No one would go out into the street for fear of catching the disease.

The news kept getting worse until, finally, the radio station stopped transmitting. The Greersons called a meeting in the dining room of the main house. Everyone sat around the big dining room table where Ann Greerson served Sunday supper. After everyone was seated, Bucky Greerson stood up. He was a short, plump man with a droopy handlebar mustache. You wouldn't think it looking at him, but his voice boomed.

"Now," he said, "I know you're worried about your families, and I don't feel right chaining you here while you don't know what's become of your people. So, anyone who wants to leave is free to go. Ann and I will make do."

Dennis and Mac looked at each other. They'd talked about leaving but had tried to pretend they wouldn't need to. They had hoped the plague would be over soon, that the world would return to the way it was, that it had all been a strange hallucination. Now that they had the option to venture out into the world, to see how bad things really were, they weren't sure they wanted to know.

"By a show of hands," Bucky Greerson asked, "how many of you want to leave?"

Mac and Dennis looked around. They were the only two with their hands up.

The Greersons gave them enough food to last a couple weeks — corn bread and apples and cured ham and syrupy peaches in mason jars. Mac and Dennis packed up their things and loaded everything into Mac's truck, a sputtering old pickup. The Greersons and the ranch hands gathered around to see them off.

"Be safe, boys," said Ann Greerson, kissing them each on the cheeks and hugging them hard. "And remember your manners." As Mac and Dennis pulled away, they saw her husband holding her, her body shaking with sobs.

A week later, Mac and Dennis had zigzagged through dozens of small towns and a few larger cities. What they found frightened them: every place was empty. Not a person was out. Sometimes, they would stop and knock on doors. No one would answer. If they went inside, they wouldn't find a single soul home. Sometimes they'd find the dinner table set, plates piled high with molding food. Every time they entered a new room, they both winced, thinking they'd find a dead body. But they never did. It was indescribably eerie.

Sometimes, if the place still got electricity, they'd try to use the phone. Every time, no matter what number they dialed, the same recorded message came on: "The number is not in service. Please check the number and try again."

Finally, the young men decided to make tracks to the nearest big city. It would be a full day of driving, but there had to be someone there. You can't abandon a whole city.

Dusk had come, and Mac was at the wheel. Dennis had been driving for the last eight hours and was taking a nap in the passenger seat. They were passing through a long, flat piece of pastureland when Mac saw a flicker of movement in the distance. He stopped the car, turned off the engine and shook Dennis awake.

"Look," Mac said excitedly. "I think someone's coming."

Dennis squinted his eyes. The flicker of movement was becoming larger. What had been a dot of motion became a long line, stretching across the horizon. Mac and Dennis strained to see.

"I think it's some people," said Dennis. "Let me get my binoculars."

He rustled in his backpack and pulled out his pair. Dennis put them to his eyes and looked through them. Mac heard him gasp.

"My gosh," whispered Dennis.

What he saw was people. Thousands of people. Hundreds of thousands, maybe a million. A swarm of people like the world had never seen. And the people were all running. They were running as fast as they could go, like something was chasing them, or like they were chasing something. As they grew closer, Dennis could just make out the people's faces. Their eyes were wild.

"Start the car," said Dennis.

Name: _____ Date: _____

Directions: Answer the following multiple choice and written response questions. Circle the correct letter for the multiple choice questions and write complete sentences to answer the written responses.

1. What news do Dennis and Mac hear on the radio while at the ranch?
- A. There is a cattle farm that hires young men to work over the summer.
 - B. Thousands of people are running as fast as they can across the country.
 - C. There is a bad disease spreading among people.
 - D. Food is getting moldy on dinner plates because people are not staying at home.

2. What is the sequence of events at the beginning of this story?
- A. The story begins after the disease has struck and then takes the reader back in time to a point before the disease.
 - B. The story begins before the disease has struck and then takes the reader forward in time to a point after the disease has ended.
 - C. The story begins as the disease is striking and then takes the reader back in time to a point before the disease.
 - D. The story begins as the disease is striking and then takes the reader two years into the future.

3. The Muskrat says that the disease is "real bad."
What evidence in the story supports his statement?
- A. T.J. wants to go into town even though The Muskrat has advised people to stay in their homes.
 - B. After The Muskrat warns people about the disease, an old Earl Scruggs song comes on the radio.
 - C. The Greersons tell the boys not to worry, saying that the disease will end soon.
 - D. The disease is very contagious, and doctors have not been able to figure out a cure.

4. Why do Dennis and Mac decide to drive to the nearest big city?
- A. They want to find a person.
 - B. They are running out of food and need more.
 - C. They see thousands of people running.
 - D. They both like being outdoors.

5. What is this story mainly about?
- A. A married couple who own a ranch, the young men they hire to work for them one summer, and the music they listen to together
 - B. Two young men, a mysterious disease, and what happens when they go out to explore after the disease hits

- C. A radio DJ, the music he likes to play, and the effect that his song choices have on the people who listen to them
- D. A long line of people running through a flat piece of pastureland and what happens when two young men see them

6. Read the following sentence: "More and more people were getting sick. The **symptoms** were strange. People would become violently ill, then fall into a long, deep sleep."

What does the word **symptoms** mean?

- A. Fears of getting sick
- B. Signs of a disease
- C. Serious injuries
- D. Suggestions that doctors give to patients

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

Dennis and Mac are frightened after leaving the ranch _____ the towns and cities they visit have no people in them.

- A. although
- B. as a result
- C. because
- D. however

8. What happens to people when they get sick with the disease described in the story?

9. What are the people Dennis and Mac see at the end of the story doing?

10. Is there a connection between the disease and the people Dennis and Mac see at the end of the story? Explain why or why not, using evidence from the story.



McKeesport Area School District
Flexible Instruction Days –Founders Hall Lesson Plan

GRADE/SUBJECT: 7 th Grade Math			LESSON TITLE: Better Bargain Unit Rate Project	
<input type="checkbox"/> LESSON 1: 1 st or 2 nd 9-Weeks	<input type="checkbox"/> LESSON 2: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 3: 2 nd or 3 rd 9-Weeks	<input checked="" type="checkbox"/> LESSON 4: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 5: 3 rd or 4 th 9-Weeks
STANDARD(S): 7.RP.A.1 Compute unit rates associated with ratios of rational number quantities measured in like or different units.				
INSTRUCTIONAL OUTCOMES: Students will: <ul style="list-style-type: none"> • Understand ratio concepts and use ratio reasoning to solve real-world mathematical problems • Understand that when comparing Unit Price of items, the better buy is the item that costs less per unit • Be able to compute the unit rate of an item • Compare the unit rates for the same item that may have varying units in order to determine the cheaper amount per unit 				
STUDENT PARTICIPATION: Students will: <ol style="list-style-type: none"> 1. Read the directions for the Better Bargain Unit Rate Project. 2. Fill in the blank areas inside the table with the unit rate price (Round the cost to the nearest cent). 3. Compare the two unit prices located in the same row for each product from Sam’s Club and Giant Eagle, then determine which one is the better buy (cheaper value). 4. Write down which store had the better bargain in the last column of the table for every row. 5. Complete the Better Bargain Activity in which you get to choose an item to compare from two different ads, cut out and glue both of them, calculate the unit price, and determine the better buy. 				
ACCOMMODATIONS: <ul style="list-style-type: none"> • Accommodations (For struggling learners/advanced learners) will be reflected by the handouts that are distributed to each student prior to the cold weather days. • Calculators are permitted. 				
HANDOUTS & RESOURCES <ul style="list-style-type: none"> • Better Bargain Unit Rate Project • Better Bargain Activity • Refer to the <i>Open Up Math Resources Grades 6-8</i> website below if additional guidance is necessary to complete the assignment from this unit rate lesson. <p align="center">No account required!</p> <p align="center">https://openupresources.org/math-curriculum</p>				
EVIDENCE OF LEARNING Students will demonstrate their: <ul style="list-style-type: none"> • Understanding of Unit Rate by being able to determine the unit cost that is the better bargain 				

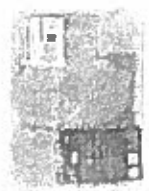







Name: _____

Score: _____ / 28

Better Bargain Unit Rate Project

Pd: _____

DIRECTIONS: Calculate the Unit Price by finding the Cost (\$) per unit (1 item). For example, \$ / lb. or \$ ÷ bottle

Product 1	Original Date	Unit Rate	Product 2	Original Rate	Unit Rate	Better Bargain
	Giant Eagle: 2.4 lbs for \$11.98			Sam's Club: 4.2 lbs for \$17.98		
	Giant Eagle: 12 eggs for \$1.99			18 eggs for \$2.63		
	48 bottles for \$5.00			40 for \$2.99		
	11 oz for \$7.49			40 oz for \$14.83		

Name: _____

Better Bargain Unit Rate Activity

Pd: _____

Score : _____ / 5

Find the cost of a product in a magazine, newspaper, or online and compare it with another company's cost for the same product. The units can vary. Then cut these ad items out along with their cost and unit amount. Glue or tape them to this piece of paper. Don't Forget to label the company for where each product came from. Lastly, calculate the unit price for both to determine which of the advertised product is the "Better Bargain". Circle the item to show which one was the better deal.



McKeesport Area School District
Flexible Instruction Days –Founders Hall Lesson Plan

GRADE/SUBJECT: 7 th Grade Science			LESSON TITLE: More Than Just A Guess	
<input type="checkbox"/> LESSON 1: 1 st or 2 nd 9-Weeks	<input type="checkbox"/> LESSON 2: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 3: 2 nd or 3 rd 9-Weeks	<input checked="" type="checkbox"/> LESSON 4: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 5: 3 rd or 4 th 9-Weeks
STANDARD(S): 3.1.7. A9 Science as Inquiry <ul style="list-style-type: none">• S8. A.1.1.2 Explain how certain questions can be answered through scientific inquiry and/or technological design• 3.2.5. A6 Use appropriate tools and technologies to gather, analyze, and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations * In order to understand this lesson, students must have learned the Nature of Science Unit.				
INSTRUCTIONAL OUTCOMES: Students will: <ul style="list-style-type: none">• Understand the difference between a guess and a hypothesis• Make an educated guess about the outcome of an experiment				
STUDENT PARTICIPATION (<i>Lesson steps</i>): Students will: <ol style="list-style-type: none">1. Review the definition of a hypothesis2. Read each experiment and develop an <i>If...Then...</i> statement for a possible outcome				
ACCOMMODATIONS: For struggling learners: <ul style="list-style-type: none">• Review notes to answer the following question: What is a hypothesis? A copy will be provided for students who do not have their notebooks at home.• Students may underline/highlight text to help them answer the question. For advanced learners: <ul style="list-style-type: none">• Regarding the passage, students may be asked to annotate reasons for their choices.• Regarding the questions, students may be asked to include more details not present in the passage.				
HANDOUTS (<i>exact names of ALL accompanying handouts</i>) & RESOURCES (<i>materials, websites, books, etc.</i>) <ul style="list-style-type: none">• Writing utensil• Notes / handout				
EVIDENCE OF LEARNING Students will demonstrate their: <ul style="list-style-type: none">• Understanding of a hypothesis by correctly writing an <i>if/then</i> statement that explains the outcome of the experiment.				

Name _____

Period _____

More Than Just a Guess

Hypothesizing is more than just a guess. It is a smart guess that you arrive at after making some careful observations of facts or events.

Read the description of an event. Then make a smart guess (a hypothesis) about each one.

Make sure the hypothesis is something that could be tested through scientific inquiry.

1. Ozzie left his plate out on the counter after lunch. On the plate he left a piece of an egg sandwich, some apple slices, a strawberry, a piece of banana, and some chips. When he returned two hours later, the plate was full of fruit flies. He noticed that the flies were mostly settled on the apples, strawberry, and banana.

Write a hypothesis that could be tested.

2. Ozzie sets a paper clip on the surface of a glass of water. The paper clip does not sink. When he sets a thumbtack on the water, it does sink.

Write a hypothesis that could be tested.

3. Ozzie notices that his pet rat is not interested in a round toy that is sitting in the middle of the floor. When he kicks the toy and it rolls around, the rat perks up and chases it.

Write a hypothesis that could be tested.

4. Ozzie slices some potatoes, because he intends to make potato chips. He lets them soak in very salty water. (He thinks this will make them into nice, salty chips when he fries them.) When he comes back several hours later to fry the chips, the slices are very limp.

Write a hypothesis that could be tested.

5. When Ozzie is getting ready to wash dishes, he mistakenly bangs two pot lids together. He notices that sound. Then, while washing the lids, he bangs them together under water. He is surprised that the sound is louder and clearer than before.

Write a hypothesis that could be tested.

6. Ozzie had a liter bottle full of water. He wanted to empty the water. He turned the bottle upside down. It took a very long time to empty. The water just did not seem to want to come out, even though he was holding the bottle directly upside down.

Write a hypothesis that could be tested.
