

Please check the website for additional assignments. <http://www.sunflower.k12.ms.us/>

Click on schools

Click on Gentry

Gentry High School Summer Learning 11th Grade

US History - Login into Zoom each Wednesday. You may call in if you do not have access to a computer.

Create a Gmail email account and email your teacher

hastancill@sunflower.k12.ms.us : You will need to create a gmail account if you do not have one to receive the assignments/get additional information. Once you have created your gmail account email your teacher.

English

Login to Zoom Monday and Wednesday. You may call in if you do not have access to a computer.

You may email your teacher for additional support rreed@sunflower.k12.ms.us

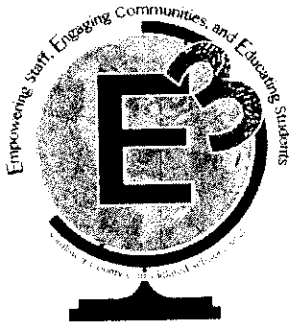
Math-

Login into Zoom Monday and Wednesday. You may call in if you do not have access to a computer.

- **Geometry & Algebra II-** You may email your teacher nswami@sunflower.k12.ms.us for additional support

Additional math activities are attached.

Science-complete the attached science activities



SUNFLOWER COUNTY CONSOLIDATED SCHOOL DISTRICT

Mrs. Miskia Davis, Superintendent
"United for Excellence"

Summer School 2020 Zoom Class for 11th Grade History

Hello Parent,

You are receiving this letter because your student has been selected for virtual summer school. Given the COVID-19 pandemic, we are offering virtual summer school classes to students so they can be better prepared for the upcoming school year!

You student's summer school teacher for **History** is **Harriett Stancill**. Harriett Stancill will be teaching virtual summer school every Monday and Wednesday at **11:00 am**.

On Mondays, Harriett Stancill will be serving students from **Thomas Edwards Sr. High**.

On Wednesdays, Harriett Stancill will be serving students from **Gentry High**.

Here are the steps needed to join the virtual class from your computer:

1. Navigate to sunflower-k12-ms-us.zoom.us.
2. Click the large blue button that says "Join - Connect to a meeting in progress".
3. Enter this meeting ID: **821 3796 1539**
4. Enter this meeting password: **684472**

If you cannot access Zoom from the computer, you can call into the virtual class:

1. Call this number: **(312) 626-6799**
2. Enter this meeting ID: **821 3796 1539**
3. Enter this meeting password: **684472**

If there are any questions, please do not hesitate to reach out to your student's base school!



SUNFLOWER COUNTY CONSOLIDATED SCHOOL DISTRICT

Mrs. Miskia Davis, Superintendent
"United for Excellence"

Summer School 2020 Zoom Class for 11th Grade Math

Hello Parent

You are receiving this letter because your student has been selected for virtual summer school. Given the COVID-19 pandemic, we are offering virtual summer school classes to students so they can be better prepared for the upcoming school year!

You student's summer school teacher for **Math** is **Nagesh Swami**. Nagesh Swami will be teaching virtual summer school every Monday and Wednesday at **10:00 am**. Nagesh Swami will be serving students from **Gentry High**.

Here are the steps needed to join the virtual class from your computer:

1. Navigate to sunflower-k12-ms-us.zoom.us.
2. Click the large blue button that says "Join - Connect to a meeting in progress".
3. Enter this meeting ID: **827 4710 2285**
4. Enter this meeting password: **591742**

If you cannot access Zoom from the computer, you can call into the virtual class:

1. Call this number: **(312) 626-6799**
2. Enter this meeting ID: **827 4710 2285**
3. Enter this meeting password: **591742**

If there are any questions, please do not hesitate to reach out to your student's base school!



SUNFLOWER COUNTY CONSOLIDATED SCHOOL DISTRICT

Mrs. Miskia Davis, Superintendent
"United for Excellence"

Summer School 2020 Zoom Class for 11th Grade ELA

Hello Parent

You are receiving this letter because your student has been selected for virtual summer school. Given the COVID-19 pandemic, we are offering virtual summer school classes to students so they can be better prepared for the upcoming school year!

You student's summer school teacher for **ELA** is **Rhonda McKinney**. Rhonda McKinney will be teaching virtual summer school every Monday and Wednesday at **09:00 am**. Rhonda McKinney will be serving students from **Gentry High**.

Here are the steps needed to join the virtual class from your computer:

1. Navigate to sunflower-k12-ms-us.zoom.us.
2. Click the large blue button that says "Join – Connect to a meeting in progress".
3. Enter this meeting ID: **836 1621 7470**
4. Enter this meeting password: **900551**

If you cannot access Zoom from the computer, you can call into the virtual class:

1. Call this number: **(312) 626-6799**
2. Enter this meeting ID: **836 1621 7470**
3. Enter this meeting password: **900551**

If there are any questions, please do not hesitate to reach out to your student's base school!

World Map and US Map Instructions

10th and 11th Grade

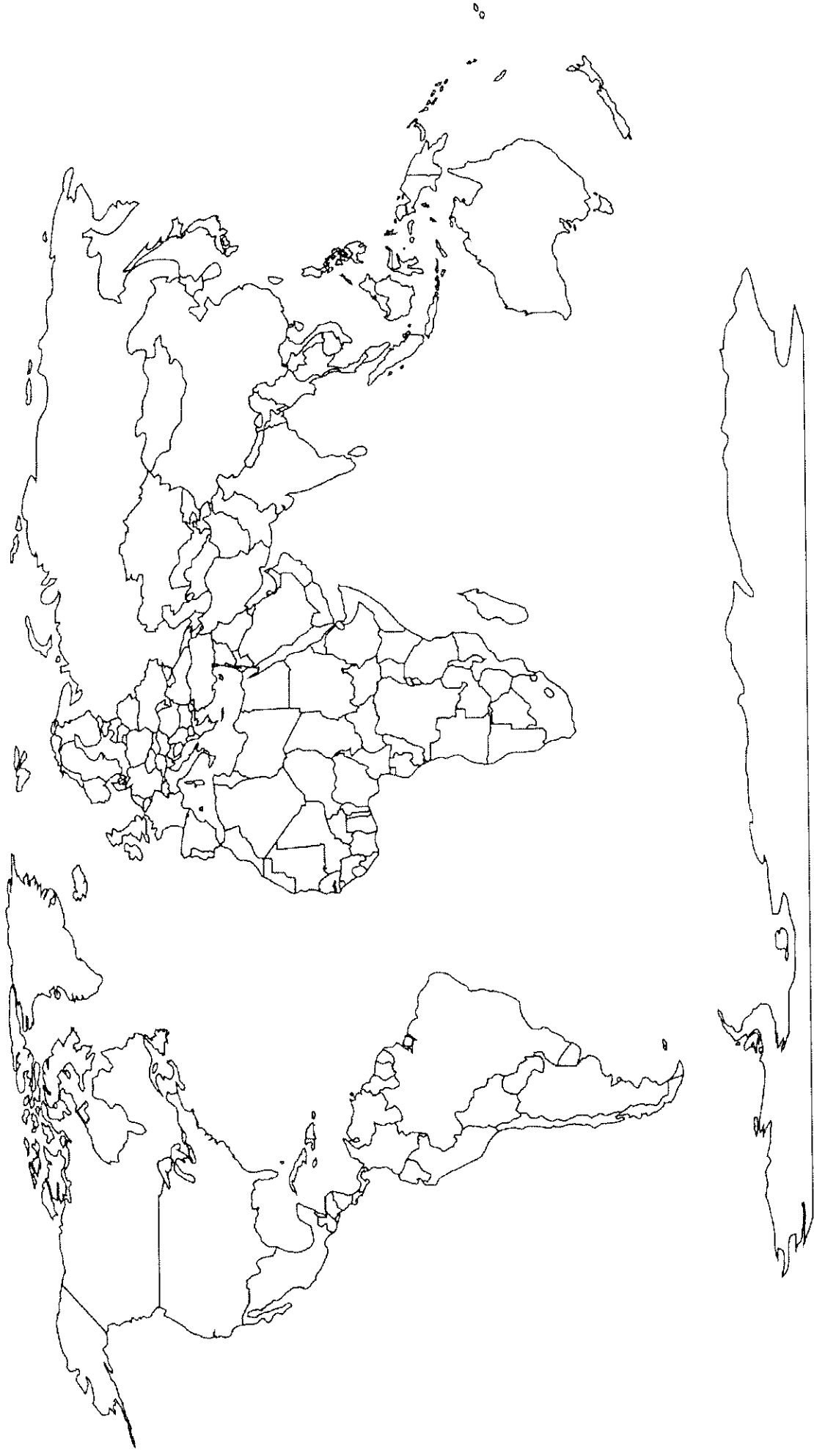
World Map:

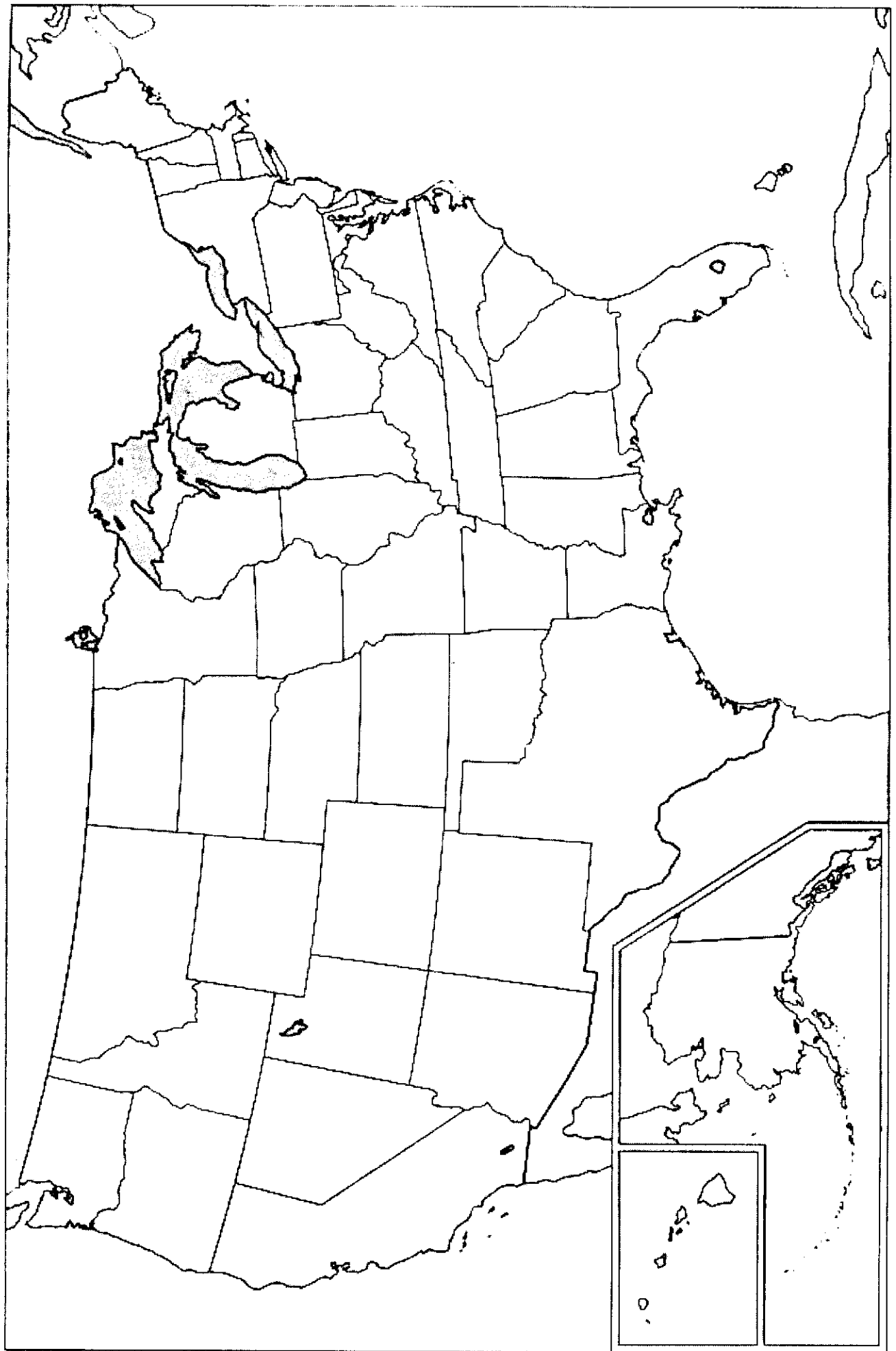
Label the following. Use the letter/number to identify the location, do not write the names. *When you identify the United States you will write "A", the Pacific Ocean, write "8"*

Continents	Countries	Oceans
1. North America 2. South America 3. Antarctica 4. Europe 5. Asia 6. Australia 7. Africa	A. United States B. Canada C. Mexico D. Russia E. Germany F. United Kingdom/Britain G. Japan H. Italy I. Cuba J. China K. North Korea L. South Korea M. Vietnam N. Panama O. France P. Guam Q. Puerto Rico R. Phillipians	8. Pacific 9. bAtlantic 10. Indian 11. Arctic 12. Southern *Color the Pacific and Atlantic Oceans blue. *Trace the path of the Mississippi River in blue.

US Map: Label all 50 states. You will write the name of the state within the actual state. *For the smaller states, draw lines to indicate the states and write the names on the lines.*

World Robinson Projection Map with Country Outlines





World History Vocabulary

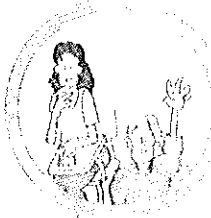
Fill in the table for each word. Look up the definition, write the word in a sentence and either draw or attach a picture for each word. You should have a *DIFFERENT* sentence for each word.

Word	Definition	Sentence	Picture
Democracy			
Communism			

<i>Foreign</i>			
<i>Domestic</i>			
<i>Economy</i>			
<i>Social</i>			

<i>Political</i>			
<i>Immigration</i>			
<i>Militarism</i>			
<i>Diplomacy</i>			

<i>Nationalism</i>			
<i>Push Factor</i>			
<i>Pull Factor</i>			
<i>Tariff</i>			



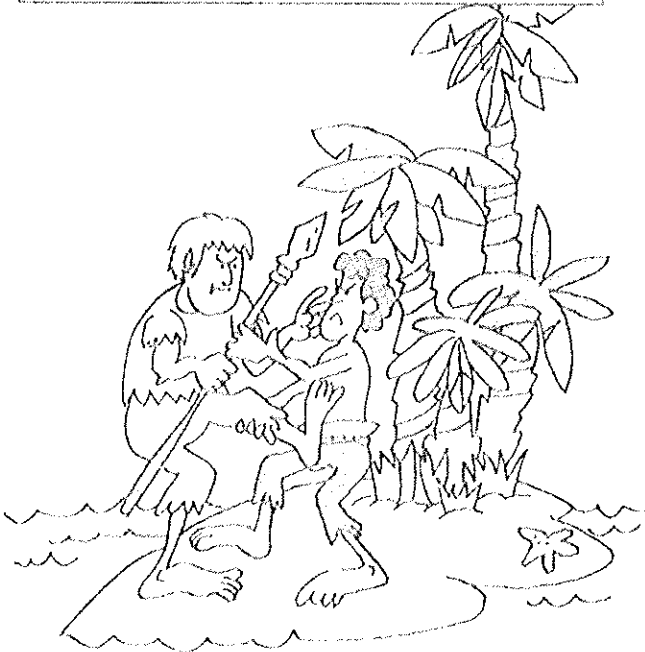
What if there were no rules?

What might happen if there were no rules, laws, or government?

Imagine that you live on an island far away. There are no rules, no laws, and no government. There is no one to tell you what to do.

Name your imaginary far away island:

Where in the world is your island located?



Answer the following questions in your journal under the following title:

Lesson 1 Questions

1. Would anyone have the right to govern you? Would you have the right to govern anyone else? Why?
2. Would you have any rights? What might they be?
3. What might people who were smarter or stronger than others try to do? Why?
4. What might people who were not as smart as others or who were weaker than others try to do? Why?
5. What might life be like for you, your family, and everyone else in a state of nature?

Activity:

Draw a map of your imaginary island and include the following: physical features, a compass rose, a key/legend, and label your map with other features you imagine to exist on your island.

*What would life be like without any government?
How would people protect their rights?*

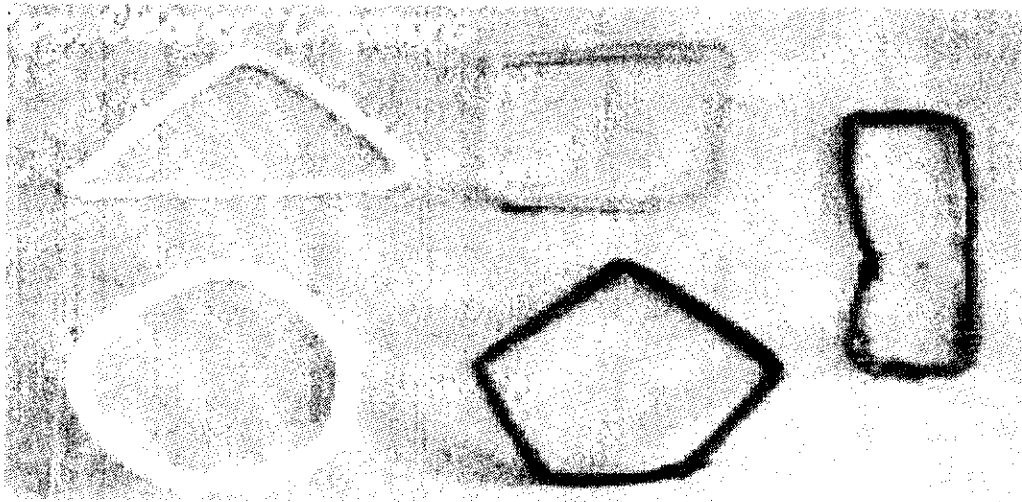
Summer School Packet 2020

Week1

Unit 1 Foundations of geometry (5 Days)

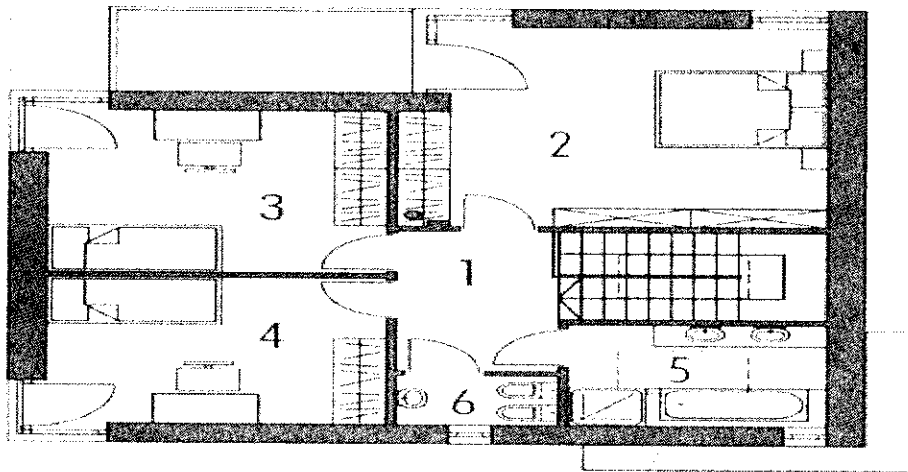
Standard: HSG-CO.A.1

Activity 1: Vocabulary using Pipe Cleaners creations



Define the Terms and use pipe cleaners, ice-cream sticks, and straws to model the following given terms and create a File folder/binder for the following:

1. Lines: Ray, line segment, parallel lines, perpendicular lines.
2. Types of angles based on degrees: Acute angle, obtuse angle, right angle, complementary angles, and supplementary angles.
3. Types of Triangles based on sides length: Scalene, isosceles, and equilateral triangles.
4. Types of Triangles based on degrees: Acute angle triangle, right angle triangle and obtuse angle triangle.
5. Circle: Radius, diameter, circumference, and arcs of a circle.

Week 2**Unit 2 Transformation and the coordinate Plane****Module 1 Identify polygons and calculate area and perimeter****Standard HSG-GPE.B.7****Activity 2: Geometry Architecture (5 days)**

Draw a sketch of your house on a graph paper using rectangles, squares and write dimensions in meters for each side. Use the formulae

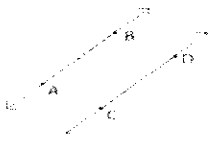
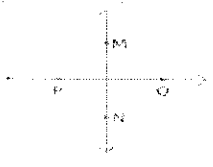
Area of a rectangle = Length X Width

Area of a Square = Side X Side

Now Calculate the following:

1. Find the area of all rooms including living room and bedrooms in your house.
2. Find the total Area of all rooms.
3. Find the area of kitchen and bathrooms.
4. Find the total covered area of your house.
5. Find the perimeter of your house.
6. Find the Area and perimeter of front yard and back yard.
7. Find the cost of creating a circular raised garden bed with a radius of 2 meter if the cost per square meter is \$11.50.

Week 3**Module 2****Parallel and perpendicular lines (5 days)****Standards****HSG-GPE.B.4, HSG-GPE.B.5, HSG-CO.C.12**

Parallel, Perpendicular and Intersecting Lines			
	Description	Figure	Symbol
Parallel Lines	Two lines remain the same distance apart at all times and never intersect.		$AB \parallel CD$
Perpendicular Lines	Two lines that intersect and form right angles.		$PQ \perp MN$
Intersecting Lines	Intersecting lines meet or cross each other.		ST intersect UV

Using chart answer the following questions:

- 1) A line is passed through $(1, -7)$ and $(0, -2)$. Another line is passed through $(2, -6)$ and $(-1, -4)$. Prove that the lines are parallel.
- 2) A line is passed through $(1, 3)$ and $(-2, 4)$. Another line is $y = \frac{4}{3}x$. Prove that the lines are perpendicular.
- 3) A line is passed through $A(5, 6)$ and $B(3, 1)$. Another line is passed through $C(2, -2)$ and $D(7, 1)$. Are AB parallel to CD? Justify.
- 4) A line passes through $(-2, 6)$ and $(1, -3)$. Another line passes through $(-3, 9)$ and $(2, 6)$. Prove that the lines are perpendicular.

Week 4**Module 3** Using tools and Distance formula**Standards:** **HSG-CO.A.2, HSG-CO.A.4**

Watch the video using the link given below:

<https://www.khanacademy.org/math/basic-geo/basic-geometry-pythagorean-theorem/pythagorean-theorem-distance/v/example-finding-distance-with-pythagorean-theorem>

Complete the exercise

1 Review: Pythagorean

theorem. Watch the video
<https://www.khanacademy.org/math/basic-geo/basic-geometry-pythagorean-theorem/pythagorean-theorem-distance/v/example-finding-distance-with-pythagorean-theorem>

2 Solve for d

3 Solve for d

4 Solve for d

5 Distance Between P

6 Find the distance bet

7 Find the distance bet

8 Find the distance bet

Example: Find the distance between the points (5, -1) and (3, 7).

$$\text{Distance} = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$

$$= \sqrt{(3 - 5)^2 + (7 - (-1))^2}$$

$$= \sqrt{(-2)^2 + (8)^2} = \sqrt{4 + 64} = \sqrt{68} \approx 8.25 \text{ units}$$

Find the distance between the points. Round the answer to two decimal places.

1) (1, 3), (5, 7)

2) (-8, -9), (-4, -10)

3) (10, 6), (1, -4)

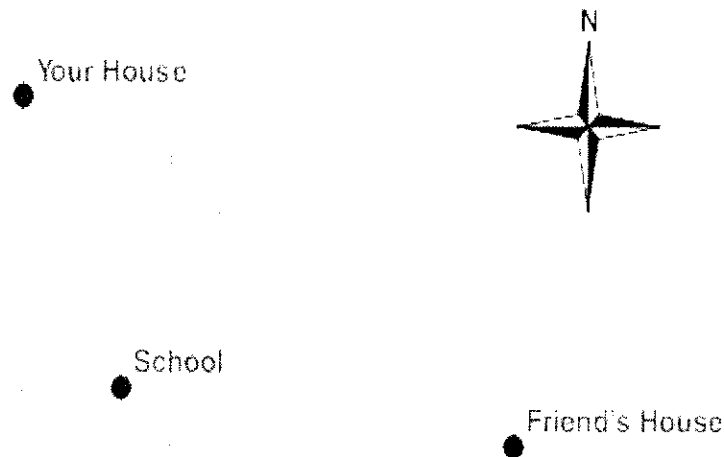
4) (3, 2), (8, 2)

5) (9, -3), (-1, 8)

6) (10, 0), (0, 4)

Answer the following Questions:

Suppose that the city in which you live has a system of evenly spaced perpendicular streets, forming square city blocks. The map below shows your school, your house, which is located two blocks west and five blocks north of the school, and your best friend's house, which is located eight blocks east and one block south of the school.



1. How many blocks would you have to drive to get from your house to your friend's house? Draw a path that you would drive, and calculate the distance.
2. What if you could use a helicopter to fly straight from your house to your friend's house? Draw the path that you would take. How could you find the distance "as the crow flies"?
3. Establish a coordinate-axis system, using the school as the origin. What would the coordinates be for your house? For your friend's house?

Note: Complete all your activities and submit records with calculations.

*******Stay Safe and Take care*******

The Scientific Method

The **scientific method** is a process used by scientists to study the world around them. It can also be used to test whether any statement is accurate. You can use the scientific method to study a leaf, a dog, an ocean, or the entire Universe. We all have questions about the world. The scientific method is there to test if your answer is correct. You could ask, "Why do dogs and cats have hair?" One answer might be that it keeps them warm. A good scientist would then come up with an experiment to test whether the statement was accurate. BOOM! It's the scientific method in action.

1. IDENTIFY THE PROBLEM

The scientific method starts with identifying a problem and forming a question that can be tested. A **scientific question** can be answered by making **observations** with your five senses and **gathering evidence**. The question you ask needs to be something you can *measure*, so you can compare results you are interested in. For example, "How does fertilizer affect plant growth?" would be a testable scientific question. It's important to do **background research** to find out what's already written about your question before starting your experiment.

2. FORM A HYPOTHESIS

The second step in the scientific method is to form a hypothesis. A **hypothesis** is a possible explanation for a set of observations or an answer to a scientific question. A hypothesis must be **testable** and **measurable**. This means that researchers must be able to carry out investigations and gather evidence that will either support or disprove the hypothesis. Many trials will be needed before a hypothesis can be accepted as true. A hypothesis is written as an "If... then..." statement. For example, "If I give my plants fertilizer in the spring, then they will produce more flowers." is a simple hypothesis about how plants grow. In this example, you can measure the number of flowers.

3. DESIGN AN EXPERIMENT

The next step in the scientific method is to test the hypothesis by designing an experiment. This includes creating a list of **materials** and a **procedure**—a step-by-step explanation of how to conduct the experiment. Scientists must be careful in how they design an experiment to make sure that it tests exactly what the hypothesis states. A proper experiment compares two or more things but changes only one **variable**—factors that change in an experiment. This type of experiment is called a **controlled experiment**. For example, when testing the affects of fertilizer on plants, you would test an **experimental group** (with fertilizer) and a **control group** (without fertilizer). Then you would compare the results of the groups.

Types of Variables

- **Independent Variable**—the variable that is tested and changed by the scientist.
 - Ex. The amount of fertilizer used on your plants.
- **Dependent Variable**—the variable that is measured by the scientist and changes as a result of the independent variable.
 - Ex. How many flowers grow on the plant.
- **Controlled Variable**—the variables that are kept the same (constant) throughout the entire experiment.
 - Ex. Same type of plant, same amount of light and water.

4. PERFORM AN EXPERIMENT

Keeping detailed, accurate records is an important part of the scientific method. Before you begin your experiment, create a table in which to record your data. **Data** are the facts, figures, and other evidence gathered through observations. A **data table** provides you with an organized way to collect and record your observations. For example, your data table should list the independent variable (amount of fertilizer) in the first column and the dependent variable (number of flowers) in the second column. Then you can use your table to create a graph. **Graphs** help you understand and use that data. Graphs make it easy to identify trends and make predictions. The **x-axis** of your graph represents the independent variable, while the **y-axis** of your graph represents the dependent variable.

5. ANALYZE THE DATA

The next step in the scientific method is to analyze the data. **Data analysis** is the process of interpreting the meaning of the data we have collected, organized, and displayed in the form of a table or graph. The process involves looking for **patterns**—similarities, differences, trends, and other relationships—and thinking about what these patterns might mean. The scientist then *summarizes* their findings and relates them to their hypothesis. For example, in your analysis of your plant experiment, you would refer to your table/graph to describe any relationships you observed between the plants with and without fertilizer.

6. COMMUNICATE THE RESULTS

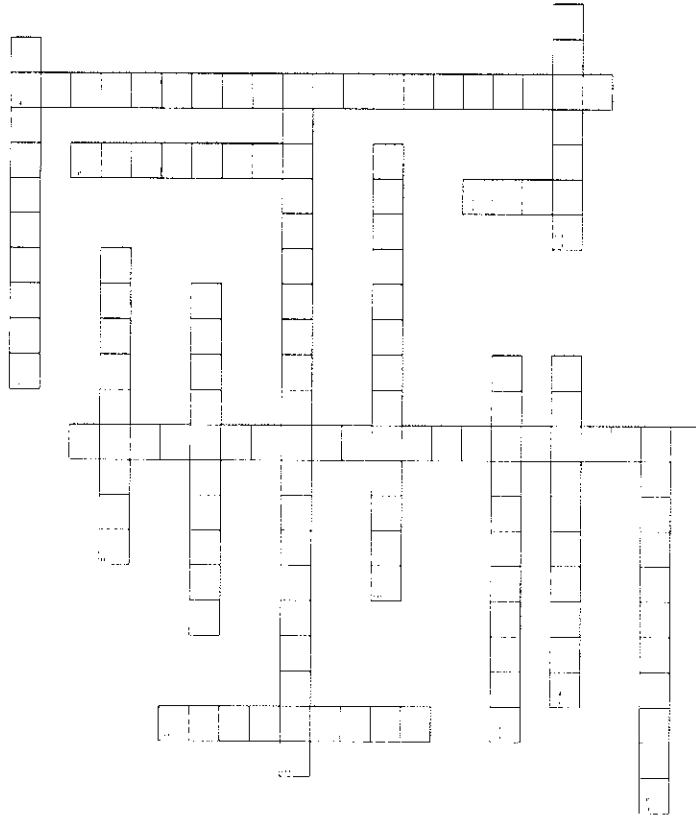
The last step of the scientific method is to communicate the results. After you gathered and analyzed your data, you draw a conclusion about your hypothesis. A **conclusion** is a summary of what you have learned from an experiment. In drawing your conclusion, you should ask yourself whether the data supports your hypothesis. For example, if you found that your experimental group produced 40 flowers and your control group produced 20 flowers, you could draw the conclusion that the fertilizer increased the number of flowers produced and your hypothesis is correct.

WHAT ARE THE 6 STEPS OF THE SCIENTIFIC METHOD?

1. Identify the Problem
2. Form a Hypothesis
3. Design an Experiment
4. Perform an Experiment
5. Analyze the Data
6. Communicate the Results

VOCABULARY

- **Observation**- the process of using the five senses to gather information.
- **Hypothesis**- a possible explanation for a set of observations or an answer to a scientific question. Written as an "if... then..." statement.
- **Procedure**- a step-by-step explanation of how to conduct an experiment.
- **Variable**- a factor that changes in an experiment.
- **Independent Variable**- the variable that is tested and changed by the scientist.
- **Dependent Variable**- the variable that is measured by the scientist and changes as a result of the independent variable.
- **Controlled Variable**- the variables that are kept the same (constant) throughout the entire experiment.
- **Controlled Experiment**- an experiment that compares two or more things but only changes one variable.
- **Data**- the facts, figures, and other evidence gathered through observations.
- **Data Analysis**- the process of interpreting the meaning of the data collected in an experiment, finding patterns in the data, and thinking about what the patterns mean.
- **Pattern**- a similarity, difference, trend, or other relationship found in data.
- **Conclusion**- a summary of what has been learned from an experiment and how the data relates to the hypothesis.



Across

1. A possible explanation for a set of observations or an answer to a scientific question.
5. The variable that is measured by the scientist and changes as a result of the independent variable.
7. The variables that are kept the same (constant) throughout the entire experiment.
8. The step of the scientific method that involves creating a list of materials and writing a procedure.
9. The process of interpreting the meaning of the data collected in an experiment, finding patterns in the data, and thinking about what the patterns mean.
11. The variable that is tested and changed by the scientist.
12. A summary of what has been learned from an experiment and how the data relates to the hypothesis.
13. A similarity, difference, trend, or other relationship found in data.
14. The process of using the five senses to gather information.

Down

2. The step of the scientific method that involves forming a scientific question to test.
3. The step of the scientific method that involves collecting data, creating a table and drawing a graph.
4. A factor that changes in an experiment.
6. A step-by-step explanation of how to conduct an experiment.
10. The facts, figures, and other evidence gathered through observations.

Name _____

Scientific Method: Vocabulary Review

Directions: Write the word of the correct vocabulary word on the line provided.

1. Anything that changes in an experiment _____
2. What you compare your results to... _____
3. Anything that goes wrong in an experiment _____
4. Always state the problem in this form... _____
5. An educated guess _____
6. A way you can add on to your experiment _____
7. Part of experiment you change on purpose _____
8. System of measurement used in science _____
9. List of things you'll use in experiment _____
10. Copying someone else's research _____
11. Part of experiment you measure _____
12. How an experiment can benefit society _____
13. What you do with data... _____

Steps of the Scientific Method

14. _____ the _____
 - a. Be sure it is in _____ form
15. _____
 - a. Use books, magazines, and the _____. Do not _____.
16. Form a _____
 - a. This should be based on your _____.
17. Perform an _____
 - a. The plan should be _____ and in _____ form.
18. Analyze _____
 - a. Represent your data with _____ and _____.
19. Form a _____
 - a. Be sure to identify _____, _____, and _____.

Date:

Scientific Method Lab:

Name:

Skittle Colors



Question/ Problem:

Which color skittle is most common in a fun sized package of skittles?

Materials:

- * One Package of Skittles
- * Calculator
- * Colored Pencils

Develop a hypothesis:

Make an educated guess about the color you think is the most dominant skittle.

Procedure:

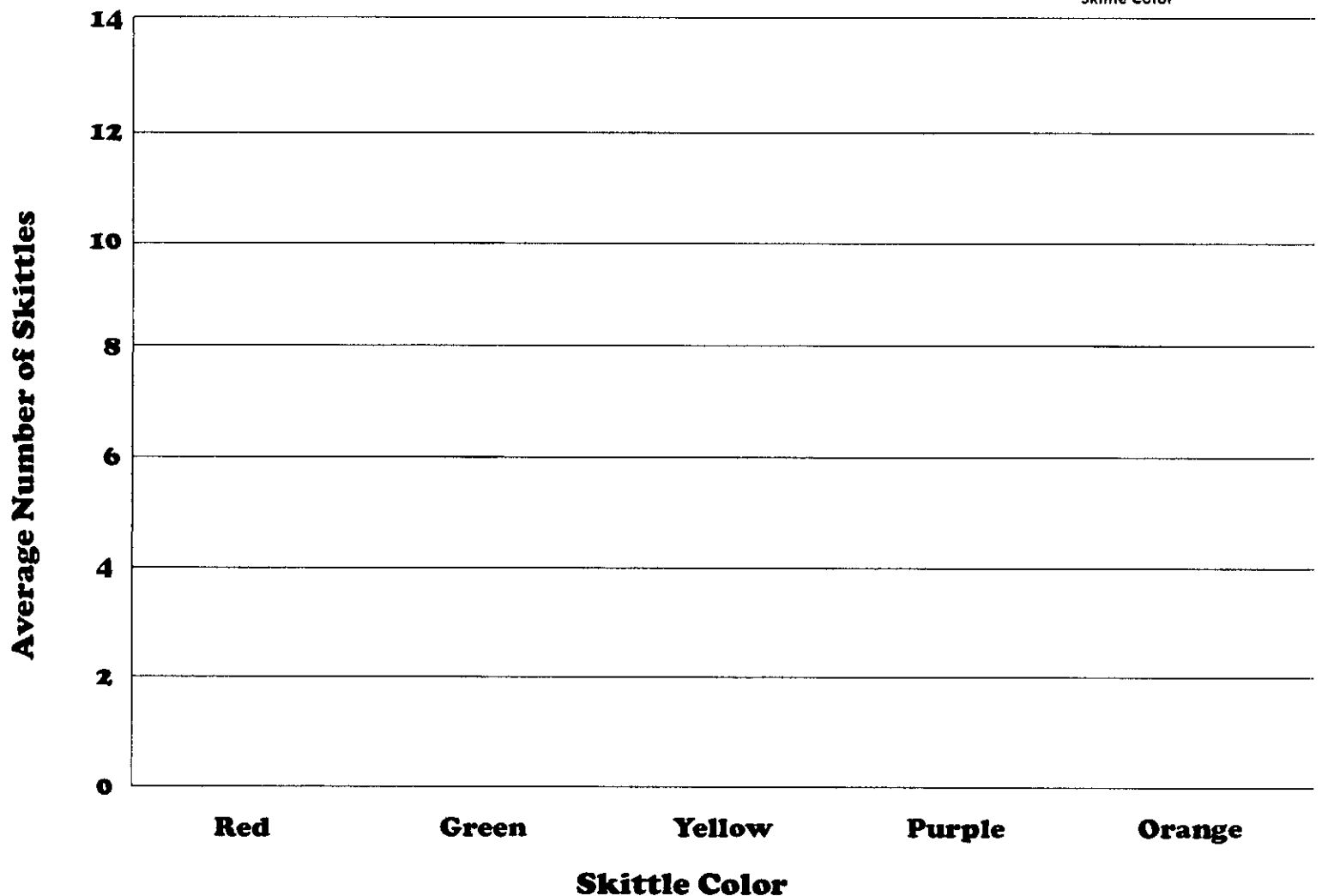
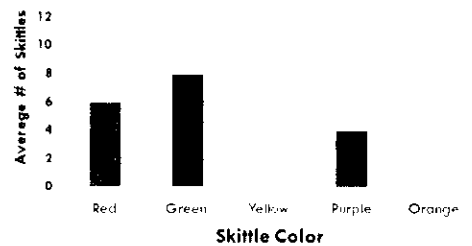
1. Open your package of Skittles and separate each color into piles (red, green, etc.).
2. Count and record how many skittles of each color into the data chart.
3. Count and record the TOTAL number of skittles.
4. Calculate the percentage of each color Skittle.
5. Use the data in the table below to complete the bar graph on the next page.

Color	Amount	Calculations (amount of color/ total # of Skittles) X 100	Percentage %
Red			
Orange			
Yellow			
Green			
Purple			
Total			

Procedure Continued:

6. Use color pencils to complete the following bar graph

7. An example of a completed bar graph is shown on the right →



Post-Lab Questions:
(Use Complete Sentences)

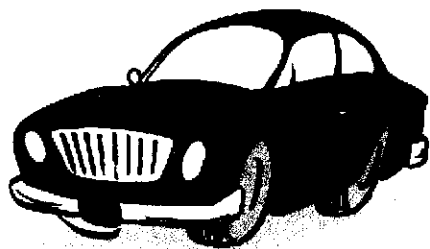
1. Was your hypothesis supported or rejected? Give evidence in your explanation.

2. What was the answer to the original question? Give evidence.

3. What could be done to improve the accuracy of this lab?

4. Explain how the scientific method was or was not followed in this lab.

Name: _____



The Martian and the Car

Marty Martian was sent to Earth by the Martian government to find life. While on Earth, Marty captured a car and brought it back to Mars. He thought he'd found a good example of life on Earth. The Martian government does not believe that the car Marty brought back is alive. Marty must stand trial for failing to perform his Martian duties.

At the trial, Marty spoke in his defense. "I first saw these life forms rolling along roads in great numbers. They were giving off thick clouds of poisonous waste as they moved. They seemed to exhibit herding behavior, as many of the cars moved in the same direction. They appeared to have a great deal of energy, some of them moved faster than 60 kilometers per hour. When one of these life forms stopped or slow down, the others behind it responded. They slowed down and gave off a reddish light from the back, and sometimes they would make honking noises. I observed that they would stop to feed on a liquid substance."

Take the part of Marty's defense attorney and make a good case for the car's being alive. Then be the prosecutor and show that the car is a nonliving thing. List as many reasons as you can.

Defense Attorney

1. _____

2. _____

3. _____

4. _____

5. _____

Prosecutor

1. _____

2. _____

3. _____

4. _____

5. _____



CLAIM, EVIDENCE, REASONING

What is your **CLAIM** regarding the status of the car. Is it a living thing or not? (Write a complete sentence.)

What **EVIDENCE** is there for your claim? (Combine arguments from the list above and write a complete sentence.)

Name _____

The Scientific Method: Independent vs. Dependent Variables

A variable is something that changes. In a science experiment, there will be something that you change on purpose and something that you're measuring. These things are both variables because they are things that change. We give them different names to identify the type of variable that they are.

The independent variable is the part of the experiment that you change. The dependent variable is what you're measuring a change in. The dependent variable changes depending on the independent variable.

Example: You're testing different fertilizers and their effect on the height of grass. The type of fertilizer is the independent variable. This is what you are testing. You will use different types of fertilizer in the experiment because you're trying to find the difference that each fertilizer might have. The height of the grass is the dependent variable. The height of the grass depends on the type of fertilizer used, so the height is the dependent variable.

When the results of an experiment are shown in a graph, the independent variable appears on the x-axis and the dependent variable appears on the y-axis.

Below are problems that will be solved using the scientific method. Identify the independent and dependent variables.

Problem	Independent Variable	Dependent Variable
Which breed of dog is smartest?		
How does caffeine effect the heart rate of daphnia?		
How does temperature effect the viscosity of fluids?		
Who can read backwards faster, boys or girls?		
Does weather effect the visibilty of stars?		
How does the size of eggs laid by a chicken change throughout its life?		