

1st Battalion Distance Learning - Week 6 (May 18 - May 22)

Check out our YouTube page for optional helpful videos from our staff!

<https://tinyurl.com/wlayoutube>

Distance Learning Planner - Week 6 (May 18 - May 22)

Main Content Areas (60 min/week in two 30 min sessions)

Content Area	Task(s)
English & Social Studies	Language Arts: Read a story and answer some comprehension questions learning the difference between implicit and explicit.
Math & Science	Finding Gear RATIOS using two gears, gear trains, and gear speeds. Students will use Ratios, A:B or A/B, and the Gear Speed Formula to find the Rotations Per Minute, RPM of the second gear.
Health & Life Management	school safety rules. 1-Complete the following chart by writing some of your schools safety rules for specific areas. Assignment 2 safety in the home-Read each of the following situations. For each situation, suggest ways that injuries can be prevented by practicing safe habits
Criminal Justice & Public Safety	This week you will be looking at school shooter assessments and how they can be unreliable to an extent. Your assignment will be to read over the packet on school shooters. Then write a 1 page paper over a school shooter and be sure to find out what the shooter habits were. Did they suffer from depression or was it a more psychological factor. I ask every cadet to take this assignment seriously as this is a very serious topic
Spanish	Activity 17, page 23 in workbook
Health	Write a letter to a classmate explain the problem and persuading him or her to help prevent violence. Be sure to give the classmate specific ideas to help prevent or stop the violence issue. assignment 2 analyzing conflict What to do: think about the types of conflicts you have on a daily basis either at home or at school what type of conflicts do you have most often.

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Supplemental Areas (30 min/week)

Area	Task(s)
Career Exploration	Complete Career Logic Puzzle #5 Careers in Education OR join a Zoom class online and learn from an industry guest speaker (industry is to be determined). You do not need to do both but you may if you like. A zoom invite will be emailed Monday May 18th. Send any questions to MAJ Klontz kklontz@wlademy.org <i>All Career Exploration Zoom classes are on Wednesdays from 1345-1445</i>
CPT Robertson's CTE	Going on week #6 of CTE : Awesome job for some of the students. This week, work on things that can be fixed at home or in the shop. Some of you are working on car engines and some of you are fixing small engines that's good, keep up the good job working. If any questions please email me at robertson@wlademy.org also please email me once a week and let me know how things are going. Cpt. Robertson
8th pd Science Lab	This week's experiment is simple. You will test if ice melts faster in freshwater or saltwater. <ol style="list-style-type: none"> 1. Grab two large glasses. Fill both about $\frac{2}{3}$ of the way with tap water. To one glass, add some salt. Use about 1 tablespoon for each cup of water in the glass. Stir the salt until dissolved. If there is some left at the bottom of the glass, that is okay. 2. Before adding ice to the glasses, make a prediction about which cup the ice will melt faster in and why. Write this down before starting the experiment. 3. Add about 1 cup of ice to each glass. Start a timer and do not stir the glasses. 4. Time how long it takes the ice to melt in each glass. 5. On your sheet of paper, record how long it took the ice to melt in each glass. 6. Write 3 sentences about (1) what your prediction was, (2) if your result matched or disagreed with your prediction, and (3) why you think you got the results you did. <p>As an extension, you can try the same experiment but with sugar or epsom salt, or de-icing salt instead of table salt.</p>
Cadet Government Project	<i>We will have a Zoom Meeting check-in on Wed. May 20th from 1515 to 1545.</i> Please email me to get more info. Continue working on your motivational video project. Email ideas/videos to MAJ Klontz kklontz@wlademy.org <i>All Cadet Government Zoom Meetings are on Wednesdays from 1515-1545</i>

Additional Expectations for all cadets:

- Read for 30 minutes a day and document your reading on the attached "Daily Reading Journal" form. *This will be done instead of a book report.*
- Perform 30-60 minutes of physical a day

Schedule of OPTIONAL Zoom meetings for the week

Class/Company	Date	Time
PT. First and Second period	Every Monday	1000Hrs
PT. Third and Fourth period	Every Tuesday	0900Hrs
PT. Fifth and Sixth period	Every wednesday	1000Hrs
PT. Seventh Period	Every Thursday	1000Hrs
Career Exploration Zoom Meetings	Every Wednesday	1345-1445
Cadet Government Zoom	Every Wednesday	1515-1545

Daily Reading Journal

Name: _____

Read for at least 30 minutes a day. Fill out one box for each day's reading.

Return via email to your language arts instructor

CPT North - snorth@wlademy.org

CPT Frost - gfrost@wlademy.org

Date:	Title of Book:
Pages:	Two sentences about what you read: _____ _____ _____ _____ _____

Date:	Title of Book
Pages:	Two sentences about what you read: _____ _____ _____ _____ _____

Date:	Title of Book
Pages:	Two sentences about what you read: _____ _____ _____ _____ _____

Date:	Title of Book:
Pages:	Two sentences about what you read: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Date:	Title of Book:
Pages:	Two sentences about what you read: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Career Exploration - Return to MAJ Klontz - kklontz@wlademy.org

Name _____ Date _____ Period _____

Career Logic Puzzle #5: Animal-Related Careers

Four workers, each having a different animal-related career, met at a conference today. They each work in a different city. Use the clues and logical reasoning to determine the career and city of each of the four conference attendees.

Directions: If a clue or logical reasoning rules out a worker-career, career-city, or worker-city pair, place an X in the appropriate box. If a clue or logical reasoning confirms a worker's career or city, place an O in the appropriate box. Hint: because each worker has only one career and city, there can be only one O in that *section* of rows and columns of the grid (the rest of boxes in that *section* of rows and columns will have an X). When the grid is complete, list the workers' careers and cities on the lines provided.

		Career				City			
		Groomer	Trainer	Veterinarian	Zookeeper	Austin	Chicago	Denver	Miami
Worker	Devon								
	Kara								
	Raj								
	Sara								
City	Austin								
	Chicago								
	Denver								
	Miami								

1. Kara, who is not the zookeeper, worked fewer hours last week than the groomer.
2. The trainer lives in Denver and worked the most hours last week.
3. Devon, who worked the fewest hours last week, does not live in Chicago.
4. Raj is not the groomer.
5. Sara does not live in Chicago or Miami.

Devon _____ Kara _____
 Raj _____ Sara _____

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SPANISH ADJECTIVES - ADJETIVOS: Where, When, and How to use Them in Spanish
(Channel: MaestroKaplan)

https://www.youtube.com/watch?v=_FgQEknTxUI

Watch the above video and complete activities 16-18 on page 23 of the workbook. This information is also located on page 59:

GRAMÁTICA Using Adjectives to Describe: Gender

Adjectives describe nouns. Like articles, they match the gender of the nouns they describe. In Spanish, adjectives usually follow the noun.

Masculine adjectives
often end in **-o**.



Feminine adjectives
often end in **-a**.



agree
el chico **guap**
the good-looking boy

agree
la chica **guap**
the good-looking girl

Most adjectives that end with **-e** match both genders.

el chico **paciente** **same word** la chica **paciente**

Many adjectives that end with a **consonant** match both genders.

el chico **fenomenal** **same word** la chica **fenomenal**

Some add **-a** to become feminine.
These adjectives must be learned.

becomes

el chico **trabajador**
the hard-working boy

la chica **trabajadora**
the hard-working girl

Activity 17 "Los gemelos"

Write sentences showing that these twins are alike. Follow the example. I have highlighted/underlined the adjectives you will need to use and modify based on the gender and number of the noun in parenthesis. For this activity and activity 16 it should only be singular, so you just need to make sure the adjective fits with the gender of the noun.

Example:

Félix es cómico. (Felicitas) Felicitas es cómica también. (Felicitas is female so you use 'cómica')

One more example: # 1 is done for you.

1. Rico es alto. (Rita) Rita es alta. (Rita is female, so you use 'alta')

ACTIVIDAD 17 Los gemelos

Write sentences showing that these twins are alike.

modelo: Félix es cómico. (Felicitas) Felicitas es cómica también.

1. Rico es alto. (Rita) Rita es alta
2. Jorge es serio. (Josefina) _____
3. Beto es moreno. (Betina) _____
4. Rafael es fuerte. (Raquel) _____
5. Chuy es paciente. (Chela) _____
6. Carlos es trabajador. (Carolina) _____

ADA.

Distance Learning Week #6 Math/Science - Gear Ratio Worksheet:

Name: _____

Gear ratios are written Driven gear to Driving gear. Always remember to simplify the fraction to its lowest common denominator.

In all of the following examples Gear A is the driving gear and Gear B is the driven gear. They are written in a Ratio, such as A:B, or A/B. Always simplify.

# of teeth	RATIO	HOW MANY TIMES
A= 10; B=20	_____	If A turns one time, B will turn _____.
A= 40; B=10	_____	If A turns one time, B will turn _____.
A= 36; B=60	_____	If B turns one time, A will turn _____.
A= 12; B=60	_____	If A turns one time, B will turn _____.
A= 84; B=36	_____	If A turns one time, B will turn _____.

Multiple Gears in a Train:

In gear-trains in a line the ratio will change from set to set, but ends as a ratio from the first to the last.

Example: A has 10 teeth; B has 50 teeth; C has 40 teeth; the ratio for A:B is 5:1; the ratio for B:C is 4:5. Multiply 5:1 x 4:5 and you have 4:1. *Simpler to ignore all idler gears. C:A - 4:1*

In all of the following examples Gear A is the driving gear, Gear B is the idler, Gear C is the driven gear.

# of teeth	RATIO	HOW MANY TIMES
A= 10; B=20; C=10	_____	If A turns one time, C will turn _____.

A= 10; B=40; C=5 _____

If A turns one time, C will turn _____.

A= 12; B=36; C=60 _____

If C turns one time, A will turn _____.

A= 84; B=12; C=36 _____

If B turns one time, C will turn _____.

A= 36; B=60; C=84 _____

If A turns one time, C will turn _____.

What are the purposes of an idler gear?

In Gear-trains with multiple gears the ratio will change from set to set. If there are two sets of gears on a given shaft, both spin at the same RPM. The ratio from gear set to gear set is calculated separately then multiplied together.

Example: A has 8 teeth; B has 36 teeth; the ratio for the A:B is 9:2. B has 8 teeth; C has 60; the ratio for B**:C is 15:2. Multiply 9:2 x 15:2. The net gear ratio is 135:4**

RATIO

HOW MANY TIMES

A= 10; B=20; B**= 5; C=10 _____

If A turns one time, C will turn _____.

A= 10; B=40; B**= 5; C=5 _____

If A turns one time, C will turn _____.

A= 36; B=12; B**= 36; C=3 _____

If C turns one time, A will turn _____.

A= 10; B=60; B**= 5; C=60 _____

If B turns one time, C will turn _____.

A= 12; B=48; B**= 8; C=6 _____

If A turns one time, C will turn _____.

Finding the Speed in a Gear Train - Gear Speed Calculation

A motor drives a shaft with a 36 tooth drive gear, n1, moving at 120 RPM. The driven gear, n2, has 18 teeth, Use the variable 'n' in the Gear Formula, $n1/\text{Gear Ratio} = 120/0.5 = 240 \text{ rpm} = n2$, where n is the number of revolutions by each gear. Use the number of teeth listed below for n2 to find the speed of the second gear.

Driven gear – 36 tooth How fast is the second gear turning? _____

Driven gear – 60 tooth How fast is the second gear turning? _____

Driven gear – 84 tooth How fast is the second gear turning? _____

Driven gear – 12 tooth How fast is the second gear turning? _____

Weekly Assignment

May 18-22

What is implicit and explicit?

Language Arts/Social Studies

Note: There seems to have been some problems with past assignments. If you have any questions, just email me. I usually get back to you as soon as I can to answer the questions:
gfrost@wlademy.org

Directions: Read the following story “Salvador Late or Early by Sandra Cisneros and then answer the questions below. In order to become effective readers, we must understand what the author is trying to communicate to the reader. While many things are stated in the text, many other important parts of the message are “inferred.” Below is a simple story about a boy named Salvador and in this short account, we learn a lot about him through both implicit and explicit means. Let’s look at these terms:

- **Explicit:** Is stated clearly and exact. Words on the page that describe exactly what his happening.
- **Implicit:** implied though not plainly expressed. This is where, you, the reader add meaning to what you are reading even though it is not always stated in the text.

As readers we also experience what we are reading through our five senses:

- Seeing
- Hearing
- Feeling or touch
- Tasting
- Smelling

In a narrative, like this one, we can gain an understanding or an empathy with the character(s) through the use of sensory images or description.

“Salvador Late or Early”

Sandra Cisneros

Salvador with eyes the color of caterpillar, Salvador of the crooked hair and crooked teeth, Salvador whose name the teacher cannot remember, is a boy who is no one's friend, runs along somewhere in that vague direction where homes are the color of bad weather, lives behind a raw wood doorway, shakes the sleepy brothers awake, ties their shoes, combs their hair with water, feeds them milk and corn flakes from a tin cup in the dim dark of the morning.

Salvador, late or early, sooner or later arrives with the string of younger brothers ready. Helps his mama, who is busy with the business of the baby. Tugs the arms of Cecilio, Arturito, makes them hurry, because today, like yesterday, Arturito has dropped the cigar box of crayons, has let go the hundred little fingers of red, green, yellow, blue, and nub of black sticks that tumble and spill over and beyond the asphalt puddles until the crossing-guard lady holds back the blur of traffic for Salvador to collect them again.

Salvador inside that wrinkled shirt, inside the throat that must clear itself and apologize each time that it speaks, inside the forty-pound body of boy with its geography of scars, its history of hurt, limbs stuffed with feathers and rags, in what part of the eyes, in what part of the heart, in that cage of the chest where something throbs with both fists and knows only what Salvador knows. Inside that body too small to contain the hundred balloons of happiness, the single guitar of grief, is a boy like any other disappearing out the door, beside the schoolyard gate, where he has told his brothers they must wait.

Collects Cecilio and Arturito, scuttles off dodging the many schoolyard colors, the elbows and wrists criss-crossing, the several shoes running. Grows smaller and smaller to the eye, dissolves into the bright horizon, flutters in the air before disappearing like a memory of kites.

Name: _____

Directions: You will do a close reading and then answer the following questions in a complete sentence. Mark an with an “X” if the answer was explicit (in the narrative) or implicit (not in the narrative):

Question	Your answer	Explicit	Implicit
What color are Salvador’s appearance?			
What is the color of a caterpillar?			
Why can’t his teachers remember his name?			
Is Salvador’s family rich or poor? How do you know?			
How does Salvador help his younger siblings?			
What is their mother doing while they are getting ready for school?			
Describe the relationship Salvador has with his siblings.			
What usually happens to Arturito’s crayons?			

Why is Salvador usually late for class?			
Why is Salvador usually running out of class once the bell rings at the end of the day?			
In your own words what is “a geography of scars?”			
Why do you think Cinesros uses “flutters in the air before disappearing like a memory of kites” to describe Salvador and his siblings leaving the school yard			

In a short paragraph (approximately three sentences), Sandra Cineros uses a lot of imagery in her description of this boy Salvador. What is one of the images she uses and why do you think she uses it?

Reteaching Activity 20-1

School Safety Rules

Practicing safe habits in school is important for the safety and health of students, teachers, and faculty. One way to develop a safe atmosphere at school is to follow the rules.

Directions: Complete the following chart by writing some of your school's safety rules for specific areas. If your school has not established clear rules for these areas, write some rules that you think could help in protecting the safety of students, teachers, and faculty.

Rules of the Cafeteria

Rules of the Classrooms

Rules of the Halls

Rules of the Gym

Rules of the Auditorium

Enrichment Activity 20-1

Safety in the Home

Directions: Read each of the following situations. For each situation, suggest ways that injuries can be prevented by practicing safe habits.

Lesson 1

1. Alberto has a younger brother who is two and likes to put everything in his mouth. Alberto's mother has a heart condition and has to take several medications each morning to keep her healthy. She keeps these medicines on her bathroom sink. Alberto is not sure that this is safe.

2. Savannah's older brother is learning to hunt birds as a hobby. He just got a gun and has decided to store it in his dresser drawer. He has told everyone in the house to be careful going through his things.

3. Steve's grandmother keeps all of her good dishes in a high cabinet above the refrigerator. One day when he was over for dinner he saw her pull over a kitchen chair and start to pull some of the dishes down from the high cabinet. The chair was very wobbly.

4. Maria is awakened in the middle of the night by the sound of her home fire alarm. As she jumps out of bed, she sees smoke coming out of the bathroom door down the hall. She is not sure if she should see what is on fire and try to put it out. She is not sure if she should call the fire department.

School Shootings – Threat assessment

There are numerous incorrect assumptions about school shooters and shootings:

- School Violence is an epidemic
- All school shooters are alike
- The shooter is always a loner
- The shooters are exclusively motivated by revenge
- Easy access to weapons was the most significant risk factor

Threat: an expression of intent to do harm or act out violently against someone or something.

Direct Threat: Identifies a specific act against a specific target and is delivered in a straightforward, clear and explicit manner. **Ex.** "I am going to place a bomb in the school gym."

Indirect Threat: Vague, unclear and ambiguous. The plan, the intended victim, the motivation, and other aspects of the threat are masked. **Ex.** "If I wanted to I could kill everyone at this school."

Veiled Threat: Strongly implies, but not explicitly threatens violence.

Conditional Threat: Extortion Cases – "If you don't pay me 1 million dollars I will bomb the school."

Threats assessment

Low Level Threat: Poses minimal risk to victim and public safety. The threat was vague and indirect and lacks realism or the ability to be carried out.

Medium Level Threat: One that could be carried out – although it may not appear too realistic. More direct and concrete, threatener has thought it out. Specific statements such as “I am serious” or “I really mean this.”

High Level Threat: Poses imminent and serious danger to the safety of others. Threat is direct, specific and plausible. It includes steps that will be taken to carry it out.

The FBI’s National Center for the Analysis of Violent Crime (NCAVC) has a four pronged threat assessment for schools

1. The student’s personality
2. Family dynamics
3. School dynamics and the student’s role in those dynamics
4. Social dynamics

Your assignment is to write a 1 page article off of a school shooter determine what the case was. Were the suspects loners look at there personality type and write a 1 page article off of your findings make sure to look at all sides of the spectrum. The news may publicized the shooter as if they were depressed but that's not always the issue. We see shooters who suffer with all kinds of disorders or just struggling to fit in. Please take this assignment seriously as this is a serious matter.