

# **Lewis County Middle School**

## **8<sup>th</sup> Grade NTI Day 21**

### **Contents:**

- **Language Arts**
- **Math**
- **Science**
- **Social Studies**

**School Phone: 606-796-6228**

### **Teams:**

**William.maynard@lewis.kyschools.us**

**Julee.howard@lewis.kyschools.us**

**Karen.jones@lewis.kyschools.us**

**John.liles@lewis.kyschools.us**

**Rick.robinette@lewis.kyschools.us**

**Alexis.enix@lewis.kyschools.us**

**Bj.thornsberry@lewis.kyschools.us**

**Chris.bryan@lewis.kyschools.us**



## Language Arts NTI Days 21-30

1. Choose one of these four assignments to complete. Complete that assignment for every day 21-30. That is, if you choose to journal, write a journal entry every day and do not switch to another assignment in the middle.
2. For each NTI day, only complete ONE of the four prompts. Complete the assignment you chose on this first page. (Ex: If you want to read independently, complete #1 only on each day).
3. Rubrics and more detailed instructions are provided on the following pages.
4. Keep this page and the next for reference throughout days 21-30.

	1	2	3	4
Highlight or circle the task you chose	<b>Independent Reading</b> Read a book/article of your choice independently for 20 minutes a day. Complete a reading log for each day.	<b>Journaling</b> Write a 100-200 word journal entry about your experiences during this time. (Include questions for reflection)	<b>i-Ready</b> Complete and pass the lessons assigned to you on i-Ready Reading	<b>Multimedia</b> Use each day's prompt to create your own multimedia project
Expectations	Reading log is completed thoughtfully. It is evident you have read and responded to the text for at least 20 minutes.	Journal entries meet the length requirement, are grammatically correct, original, and appropriate. They demonstrate careful thought about current events and/or your life.	The score on the quiz at the end of the lesson determines your score. Redos are available upon request.	All prompts are completed thoroughly and thoughtfully. Each illustration meets the requirements of each prompt and information is correct with few errors. All art demonstrates effort and care.

### Turn it In: Deadlines

Each assignment will have different requirements for what to turn in each day; however, it is important to note that we ask you to turn your work for 5 days at the end of each week on Google Classroom.

1. Turn in Days 21-25 either on paper or on Google Classroom attached to the assignment named "ELA NTI Days 21-25" as a Google Doc or a picture.
2. Turn in Days 26-30 either on paper or on Google Classroom attached to the assignment named "ELA NTI Days 26-30" as a Google Doc or a picture.

**Keep this page and the next for reference as you complete days 21-30.**

### 1. Independent Reading Rubric

Distinguished	Proficient	Apprentice	Novice	Blank/Incomplete
Every reading log is completed thoroughly and thoughtfully, demonstrating understanding of key points of your chosen text and making connections between your reading and your life and/or other texts	Every reading log is completed thoughtfully, demonstrating understanding of the key points of your chosen text	One or two reading logs may be incomplete or insufficiently detailed; most logs demonstrate knowledge of important details of your chosen text	Two or three reading logs are incomplete or reading logs are minimally complete with little evidence of understanding key elements of the text	Four or more reading logs are incomplete; reading logs are plagiarized (copied); reading logs

### 2. Journal Rubric

Distinguished	Proficient	Apprentice	Novice	Blank/Incomplete
All prompts are written completely, thoroughly, & correctly (grammar/punctuation). Each reflects thoughtful insight on the chosen topic or current events.	All prompts are written completely, thoroughly, and correctly. Each prompt reflects thoughtful insight on the chosen topic or current events.	All prompts are attempted. Most reflect careful thought about the topic with few lapses. 1-2 may be unfinished, but all are attempted.	2-3 more prompts are incomplete or unanswered. Responses reflect some thought about the chosen topic or current events.	3 or more prompts are incomplete or unanswered and/or responses are inappropriate for the chosen topic.

### 3. i-Ready Reading Rubric

Your score on the quiz in addition to your short reflections will determine your grade. You may redo your quizz(es). You must email/contact your English Language Arts teacher for your quiz to be reset. If you complete all three lessons early, continue your learning path for the remaining NTI days 21-30.

Distinguished	Proficient	Apprentice	Novice	Blank/Incomplete
All reflections are completed thoughtfully and thoroughly. Each lesson is passed with a 85% or higher.	All reflections are completed thoroughly and thoughtfully. All lessons are passed at 75% or higher.	All reflections are complete. All lessons are complete and 2 of 3 lessons are passed at 75% or higher.	1-2 reflections may be incomplete. All reflections are attempted, but reveal misconceptions about content and/or do not meet the expectations of the prompt.	3 or more of the reflections are incomplete and lessons are all not attempted/passed.

### 4. Multimedia Prompt Rubric

Distinguished	Proficient	Apprentice	Novice	Blank/Incomplete
All prompts are completed thoughtfully and thoroughly. Each illustration meets or exceeds the requirement of each prompt and all information is correct. Art, while not necessarily perfect, demonstrates that student put creative effort into all parts of the illustrations.	All prompts are completed thoroughly and thoughtfully. Each illustration meets the requirements of each prompt and information is correct with few errors. All art demonstrates effort and care.	All prompts are attempted. Illustrations and accompanying information is mostly correct with some errors in understanding. Most art is completed with evident effort.	1-2 prompts may be incomplete. Illustrations and accompanying information may have misconceptions throughout. Art is uneven and some illustrations display a lack of effort.	3 or more of the prompts are incomplete. Little to no effort is evident in illustrations. Information is mostly incorrect or inappropriate for prompts.

**Day 21: Complete ONLY ONE of the four prompts. You should complete the same number each day. (Ex: Always complete #4 every day from 21-30)**

### **1. NTI Daily Reading Log**

**Directions:** Choose a book or some articles and spend at least 20 minutes a day reading. After you read, record the date, name of the book, the time you spent reading, and the number of pages you read in the reading log for that day. Then, write a summary of a few sentences about what you read. Remember the summary practice you completed in the previous week to help you capture key details in your log.

**Day 21**

Date:	Name of Book:	Time Spent Reading:	Number of Pages Read:
-------	---------------	---------------------	-----------------------

Day 21 Summary: (1-2 sentences about what you read)

---

---

---

### **2. Journaling Directions and Rubric**

Journaling is a great way to reflect on things that happen during your day, get to know yourself better, reduce stress, clarify your thoughts and feelings, and (of course) become a stronger writer.

**Reminder:** This journal will remain confidential. That is, it will stay between you and your teacher unless you write something that shows that you want to hurt yourself or others or you write something that shows someone wants to hurt you. (Everything must be in accordance with applicable state and federal law regarding confidentiality)

**Directions:** Each day, complete a 100-200 word writing in a physical or online journal (like a Google Doc). You can either respond to the daily prompts or simply record important events in your life, consider current events, or make a gratitude/happiness record. You might consider how a journal record of your perspective during current events might be interesting to study in the future. You can write more, but keep in mind that your goal is 100-200 words.

**Turn in your journal entries weekly on Google Classroom. That is, turn in days 21-25 together and days 26-30 together.**

**Day 21:** Consider what makes you feel thankful and/or happy. What is something you are grateful for?

### 3. i-Ready Reading Directions and Rubric

Complete the three lessons assigned to you on i-Ready Reading. Aim to work 20-30 minutes per day. Log your i-Ready work time in the chart below and the score you get on quizzes. Turn in a copy of this log each week. That is, turn in days 21-25 on Google Classroom and days 26-30 separately on Google Classroom.

#### Day 21: Analyzing the Development of Central Ideas in Informational Text

Date:	Lesson Title:	Time spent working:
Lesson Complete? Quiz Score:	In one complete sentence, what is something you learned from this lesson today?	

### 4. Multimedia Prompts Directions and Rubric

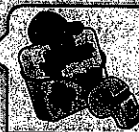
**Directions:** For each day, create a thoughtful image that meets the requirements of each prompt. Feel free to be creative! Fill the page with color/drawings. Put effort into your assignment and take pride in each day's work. You can take pictures of these images and submit them on Google Classroom, via email, or on paper.

**Day 21:** Define metaphor, simile, and idiom on a piece of paper. Create an example of each and illustrate each. Be creative! Fill the page with color/doodles! Ex: "Her eyes shined like the sun" - draw a girl with eyes that reflect light/are bright

# Are YOU Ready?

Complete these exercises to review skills you will need for this module.

NTI Math  
Day 21  
this page only



Personal  
Math Trainer

Online  
Assessment and  
Intervention

my.hrw.com

## Find Common Denominators

**EXAMPLE** Find the LCD of 3, 5, and 10.

3: 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, ...

5: 5, 10, 15, 20, 25, 30, 35, ...

10: 10, 20, 30, 40, 50, ...

List the multiples of each number.

Choose the least multiple the lists have in common.

LCD(3, 5, 10) = 30

Find the LCD.

1. 8, 12 \_\_\_\_\_ 2. 9, 12 \_\_\_\_\_ 3. 15, 20 \_\_\_\_\_ 4. 8, 10 \_\_\_\_\_

## Multiply Decimals by Powers of 10

**EXAMPLE**  $3.719 \times 100$

$3.719 \times 100 = 371.9$

Count the zeros in 100: 2 zeros.

Move the decimal point 2 places to the right.

Find the product.

5.  $0.683 \times 100$  \_\_\_\_\_ 6.  $9.15 \times 1,000$  \_\_\_\_\_ 7.  $0.005 \times 100$  \_\_\_\_\_ 8.  $1,000 \times 1,000$  \_\_\_\_\_

## Connect Words and Equations

**EXAMPLE** Two times a number decreased by 5 is -6.

Two times  $x$  decreased by 5 is -6.

$2x - 5$  is -6

$2x - 5 = -6$

Represent the unknown with a variable.

Times means multiplication.

Decreased by means subtraction.

Place the equal sign.

Write an algebraic equation for the sentence.

9. The difference between three times a number and 7 is 14. \_\_\_\_\_
10. The quotient of five times a number and 7 is no more than 10. \_\_\_\_\_
11. 14 less than 3 times a number is 5 more than half of the number. \_\_\_\_\_

# Are YOU Ready? (cont'd)

Complete these exercises to review skills you will need for this module.

## Find Common Denominators

12. Explain how to find the least common denominator (LCD) of 12 and 18. Find the LCD.

## Multiply Decimals by Powers of 10

13. How can you find the product  $8.14 \times 1,000$  without multiplying? Explain.

## Connect Words and Equations

14. Write an algebraic equation for the following sentence, explaining each step of your reasoning:

Twelve less than twice a number is nine more than the number.

15. Sarah's age is four more than twice her brother's age. Write two equivalent algebraic equations that can be used to find their ages.



# Science Day 21

## 14.1 Evidence from Rocks

Earth's environment has been changing slowly since it was formed 4.6 billion years ago. These changes are the driving force behind evolution. **Geology** is the study of Earth's formation and structure. Geologists study rocks to find clues to Earth's formation. Evidence from rocks and fossils allows us to understand the evolution of life on Earth.

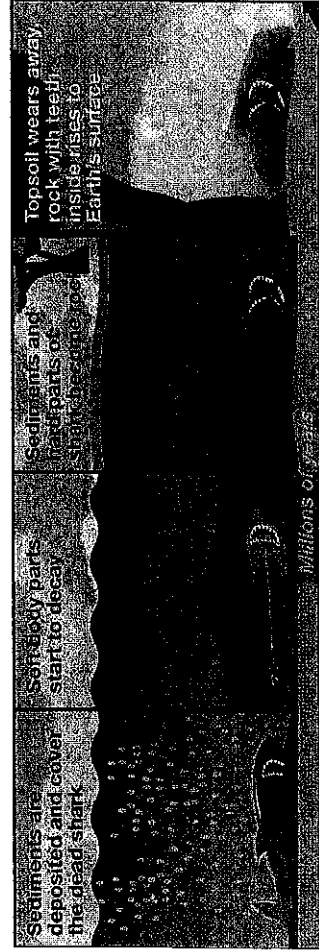
### Fossil formation

#### Tonguestones and shark's teeth

In 1666, Nicholas Steno, a Danish anatomist, studied a shark's head and noticed that the shark's teeth resembled mysterious stones called "tonguestones" that were found inside of local rocks. At this time, people believed that tonguestones had either fallen from the moon, or that they grew inside the rocks. Steno theorized that tonguestones looked like shark's teeth because they actually were shark's teeth that had been buried and became fossils.

#### Fossil formation

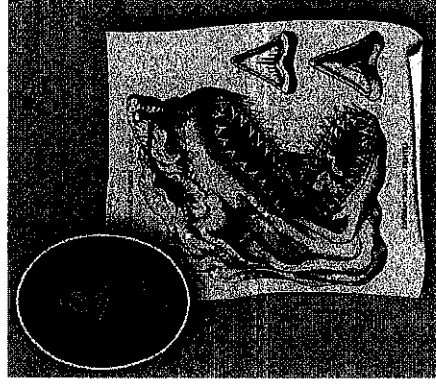
Steno concluded that when a shark dies, sediments are deposited over its body. After a short time, the shark's soft parts decay, but the teeth do not. Over many years, layers of sediment cover the teeth. Over many more years, the layers of sediment are pressed together and become sedimentary rock. The shark's teeth become part of the rock. Steno's work led him to develop some important principles in geology, explained in this section.



Name \_\_\_\_\_  
Team \_\_\_\_\_

### VOCABULARY

**geology** – the study of Earth's formation and structure



**Figure 14.1:** This illustration is from Nicolas Steno's 1667 paper titled "The Head of a Shark Dissected."

### STUDY SKILLS

Make a concept map out of the following terms. The terms come from this chapter and Chapter 11.

- evolution
- adaptation
- fossil
- record
- natural selection
- geology
- rock
- sedimentary rock
- superposition
- paleontologist
- relative dating

## The formation of sedimentary rock

**The rock cycle** The **rock cycle** is the process of rock formation and recycling. Sedimentary rock formation is part of the rock cycle. (The other two types of rocks are *igneous* and *metamorphic*.) When rocks are unearthed and exposed to Earth's atmosphere, they are subject to weathering and erosion. This breaks rocks up into sediments.

**Sedimentary rock layers form horizontally** Sediments are washed from the land and transported into bodies of water. They settle to the bottom because of gravity. Any change in the composition of material being deposited shows up as a distinct *horizontal* layer. Over time, those layers of sediment become layers of rock. Parts of organisms that do not decompose may become fossils within the layers (Figure 14.2).

**Rock layers form from the bottom up** The relative age of each layer of sedimentary rock can be determined by applying an idea called superposition. **Superposition** states that the bottom layer of sedimentary rock is older than the layer on top because the bottom layer formed first. Stacking old newspapers in the order in which you received them illustrates superposition (Figure 14.3). The oldest newspaper will be on the bottom, and the newest on top.

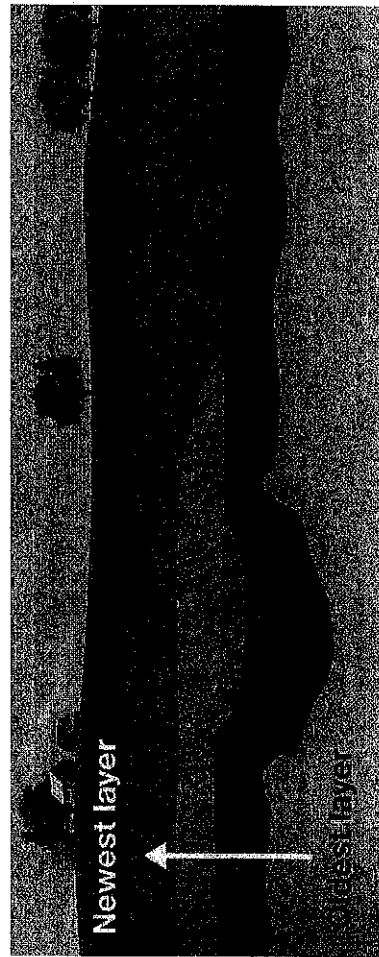


Figure 14.2: Fossil formation.

## VOCABULARY

**rock cycle** - the process of rock formation and recycling.

**superposition** - the principle that states that in layers of sedimentary rocks the lowest layers were the earliest to be deposited.

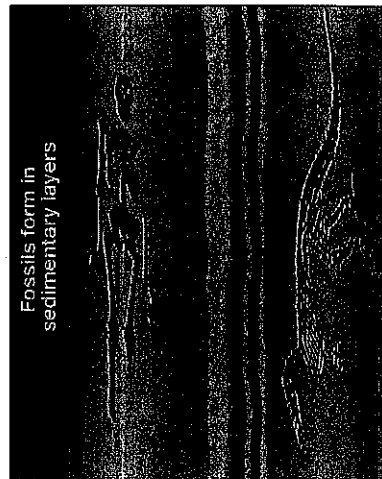
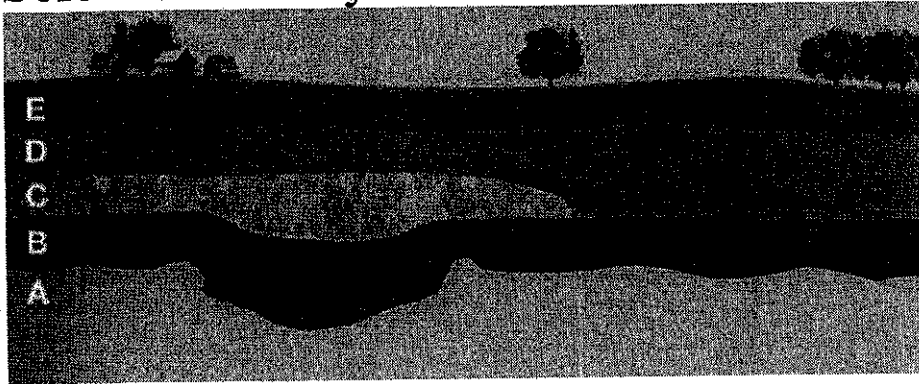


Figure 14.3: A stack of newspapers illustrates superposition.

Name \_\_\_\_\_ Team \_\_\_\_\_

## Science NTI Day 21- Evidence from Rocks



1. In the photo above, layer \_\_\_\_\_ is the youngest and layer \_\_\_\_\_ is the oldest.
  - a) A, E
  - b) E, A
  - c) E, D
  - d) A, C
2. Paleontologist dug into the above site and found shell fossils in layer A. What does this indicate?
  - a) They were placed there after layers B, C, D and E were formed.
  - b) Layer A may have been an aquatic (sea, river, pond, etc...) environment.
  - c) The paleontologists are mistaken.
  - d) None of the above.
3. Superposition states that rock layers near the surface of Earth are more recent than rock layers further from the surface.
  - a) True
  - b) False
4. Evidence from rocks and \_\_\_\_\_ allows us to understand how life on the Earth has changed.
  - a) Newspapers
  - b) Fossils
  - c) Geology
  - d) Decomposition



## Day 21: Maynard/Robinette

# Understanding States' Rights and the 10<sup>th</sup> Amendment

In American government, states' rights are the rights and powers reserved to state governments rather than the federal government. Since the Constitutional Convention of 1787, the question of the rights of the states to govern themselves has been the focus of American politics. It has influenced everything from the Civil War to today's marijuana legalization movement.

### Key Takeaways: States' Rights

States' rights refer to the political rights and powers granted to the states by the U.S. Constitution. Under the doctrine of states' rights, the federal government is not allowed to interfere with the powers of the states. These powers are protected by the 10th Amendment to the U.S. Constitution. Conflicts between states' rights and the powers of the federal government have been a part of public debate for over two centuries.

### The 10th Amendment

The debate over states' rights started with the writing of the Constitution and the Bill of Rights. During the Constitutional Convention, the Federalists argued for a powerful federal government. Meanwhile, the Anti-Federalists opposed the Constitution unless it contained a set of amendments guaranteeing certain rights of the people and the states. In the end, the Federalists agreed to include the Bill of Rights.

Article I, Section 8 of the Constitution lists the powers of the federal government, including the power to make laws. Other rights are shared by the federal government and the states. The Bill of Rights' 10th Amendment says that all other rights and powers are reserved to either the states or the people.

In order to prevent the states from claiming too much power, the Federalists added the Supremacy Clause to the Constitution. It says that all laws passed by state governments must comply with the Constitution. Whenever a state law conflicts with a federal law, the federal law must be applied.

### The Alien And Sedition Acts

The issue of states' rights versus the Supremacy Clause was first tested in 1798. That year, the Federalist-controlled Congress enacted the Alien and Sedition Acts. The laws made it a crime to print or make statements that criticized the federal government.

Anti-Federalists Thomas Jefferson and James Madison believed the Acts' restrictions on freedom of speech went against the Constitution. Together, they secretly wrote the Kentucky and Virginia Resolutions. In these statements, Jefferson and Madison called on the state legislatures to nullify federal laws they considered unconstitutional. Madison, however, would later come to fear that such unlimited states' rights could weaken the union. He would argue that in approving the Constitution, the states had yielded their rights to the federal government.

### The Issue Of States' Rights In The Civil War

While slavery and its abolition were the primary causes of the Civil War, the question of states' rights also played a role. Supporters of states' rights continued to believe the states should have the right to nullify federal laws.

In 1828 and again in 1832, Congress passed protective trade tariffs. While these tariffs helped the industrial Northern states, they hurt the agricultural Southern states. Outraged by what it called the "Tariff of Abominations," the South Carolina legislature enacted an Ordinance of Nullification. The state declared that the federal tariffs did not apply within South Carolina.

On December 10, 1832, President Andrew Jackson responded by issuing a "Proclamation to the People of South Carolina." He demanded that the state observe the Supremacy Clause and threatened to send troops to enforce the tariffs. In the end, Congress passed a compromise bill reducing the tariffs in the Southern states. The South Carolina legislature repealed its Ordinance of Nullification.

The so-called Nullification Crisis of 1832 made President Jackson a hero to nationalists. However, it reinforced the feeling among Southerners that they were losing their rights to the Northern majority.

Over the next three decades, the main battle over states' rights shifted from economics to slavery. The agricultural economy of the Southern states depended on slave labor. Did the Southern states have the right to maintain the slave trade in defiance of federal laws abolishing it?

By 1860, that question, along with the election of anti-slavery President Abraham Lincoln, drove 11 Southern states to break away from the union. Though secession was not meant to create an independent nation, Lincoln viewed it as an act of treason. He believed the Southern states had broken federal law.

### **Civil Rights Movement**

In 1866, the U.S. Congress passed America's first civil rights law. Since then, opinions have been divided on whether the federal government overrides states' rights in attempting to ban racial discrimination nationwide. Indeed, key parts of the 14th Amendment dealing with racial equality were largely ignored in the South until the 1950s.

During the civil rights movement, southern politicians supported racial segregation. They passed state-level "Jim Crow" laws that limited the rights of African-Americans. These politicians denounced anti-discrimination laws like the Civil Rights Act of 1964 as federal interference. Several southern states passed resolutions arguing that they still had the right to nullify federal laws.

### **Current States' Rights Issues**

The United States has a federalist government, meaning power is shared between the central government and the states. As a result, questions of states' rights will continue to be a part of public debate for years to come. Two examples of current issues include marijuana legalization and gun control.

### **Marijuana Legalization**

At least 10 states have passed laws allowing their residents to use marijuana. However, the use of marijuana continues to be a violation of federal drug laws. During the Obama administration, the federal government declined to enforce these laws in states where marijuana use was legal. The Trump administration rolled back that hands-off approach. However, in 2018, former Attorney General Jeff Sessions clarified the administration's position. He said that federal law enforcement officers would go after dealers and drug gangs rather than casual users.

### **Gun Control**

Both the federal and state governments have been passing gun control laws for over 180 years. Due to an increase in gun violence, state gun control laws are now often more restrictive than federal laws. Gun rights advocates claim the states have exceeded their power. They say the states have ignored both the Second Amendment and the Supremacy Clause of the Constitution.

In 2008, the U.S. Supreme Court tried the case *District of Columbia v. Heller*. The court ruled that a District of Columbia law completely banning its citizens from owning handguns violated the Second Amendment. Two years later, the Supreme Court ruled that its *Heller* decision applied to all U.S. states and territories.

Other current states' rights issues include same-sex marriage and the death penalty.

Answer the following and return to either Mr. Maynard or Mr. Robinette:

Day 21

1. Read the following paragraph from the section "The 10th Amendment."

*The debate over states' rights started with the writing of the Constitution and the Bill of Rights. During the Constitutional Convention, the Federalists argued for a powerful federal government. Meanwhile, the Anti-Federalists opposed the Constitution unless it contained a set of amendments guaranteeing certain rights of the people and the states. In the end, the Federalists agreed to include the Bill of Rights.*

What conclusion is BEST supported by this paragraph?

- a. The 10th Amendment was part of a compromise between the powers given to the federal government and the states.
- b. The 10th Amendment ensures that the federal government maintains ultimate power over the rights of the states.
- c. The Bill of Rights was written solely to protect the laws that states created for themselves from federal interference.
- d. The Bill of Rights illustrates that the ideas of the Anti-Federalists had more power in Congress than the Federalists.

2. The sentence below from the section "The Issue Of States' Rights In The Civil War" helps to prove the claim that the 10th Amendment caused conflicts between the Southern states and the federal government.

*He demanded that the state observe the Supremacy Clause and threatened to send troops to enforce the tariffs.*

Which sentence from the section provides further support for the claim?

- a. While these tariffs helped the industrial Northern states, they hurt the agricultural Southern states.
- b. The so-called Nullification Crisis of 1832 made President Jackson a hero to nationalists.
- c. The agricultural economy of the Southern states depended on slave labor.
- d. By 1860, that question, along with the election of anti-slavery President Abraham Lincoln, drove 11 Southern states to break away from the union.

3. What is the MAIN reason the author includes the section "Civil Rights Movement"?

- a. to emphasize how agreement about states' rights grew over time
- b. to describe what caused Congress to pass the Civil Rights Act
- c. to illustrate continuing problems with nullification of federal laws
- d. to contrast the acceptance of the 14th Amendment in different states

4. How are the sections organized to help to develop understanding?

- a. They describe specific issues covered in the Constitution first, followed by examining reasons for including them.
- b. They describe the argument in favor of states' rights first, followed by the contrasting argument for federal power.
- c. They are organized using cause and effect to illustrate how different presidents have approached the 10th Amendment.
- d. They are organized in chronological order to illustrate how the debate over the 10th Amendment has affected issues over time.

