



George A. Mercer Middle School

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Dr. Christian Pantin, Principal



Date: February 12, 2025

From: Mercer Middle School's Exceptional 8th Grade Team of Legendary Educators

Dear Parent/Guardian of our 8th Grade Mercer Raider Scholar,

On February 14, 2025, Savannah Chatham County Public Schools will have an e-Learning half-day. Students will stay home and learn remotely. Our schedule for the half-day and information about the learning packet activities are listed below. The e-Learning day begins at 7:30am and ends at 11:10am.

Schedule:

7:30am – 8:10am: 8th Grade Language Arts Activity
8:15am – 8:55am: 8th Grade Math Activity
9:00am – 9:40am: 8th Grade Science Activity
9:45am – 10:25am: 8th Grade Social Studies Activity
10:30am – 11:10am: 8th Grade Connections/Life Skills Activity

For questions or concerns, please email your scholar's teacher using the information below:

- 8th Grade Language Arts/9th Grade Lit./Comp.: Ms. Grant – Moya.Grant@sccpss.com
- 8th Grade Mathematics/Algebra 1: Ms. Murphy – Johnnae.Murphy@sccpss.com
- 8th Grade Science/HS Physical Science: Mr. Chambers – Don.Chambers@sccpss.com
- 8th Grade Social Studies: Mrs. Williams – Tomekia.Williams@sccpss.com
- 8th Grade Language Arts.: Mrs. Nelson – Julane.Nelson@sccpss.com
- 8th Grade Mathematics: Ms. Reyes – Anna.Reyes@sccpss.com
- 8th Grade Science: Ms. Ogden – Kelcee.Ogden@sccpss.com
- 8th Grade Social Studies: Mrs. Hazlett – Grace.Hazlett@sccpss.com
- 8th Grade Support Teacher: Ms. Rawls – Brittany.Rawls@sccpss.com
- 8th Grade Support Teacher: Ms. Kitchens – Marquenita.Kitchens@sccpss.com

NOTE: Please ensure your scholar submits all completed activities to his/her Homeroom Teacher on or before Friday, February 21, 2025, for attendance and grading purposes.

Yours truly,

Dr. Christian Pantin

Principal, George A. Mercer Middle School

Lesson 7

Active and Passive Voice



Introduction

Sentences can be stated in the active voice or the passive voice.

- In the **active voice**, the subject of the sentence clearly *performs* the action.

subject **action**
[Maddy] won the All-Around Student Achievement Contest.

- In the **passive voice**, the subject *receives* the action expressed by the verb. The verb consists of a form of the helping verb *be* plus the past participle of the main verb.

subject **helping verb** **past participle**
The [All-Around Student Achievement Contest] was won by Maddy.

- In the passive-voice sentence example, the subject of the sentence changed, but the overall meaning did not. Maddy performed the action of winning, but she was not the subject. The contest, which was the direct object of the action in the first sentence, is the subject of the second sentence.



Guided Practice

Underline the simple subject in each sentence. Then write *A* for *active* or *P* for *passive* to identify the voice of each sentence.

Hint

In the passive voice, the person who performs the action isn't always identified.

Example:

The award will be presented on Friday. The sentence doesn't tell *who* will present the award. *Award* is the simple subject, but it doesn't perform the action.

- Maddy is considered one of the best writers in school. _____
- She writes amazing articles for the school newspaper. _____
- Her report on ways to reduce waste in the cafeteria was chosen as Article of the Year. _____
- This year's spring play was also written by Maddy. _____
- The eighth grader even excels in math and science. _____
- Last year, she received a chance to go to Science Camp in Washington, DC. _____
- Camp applications were distributed to all students. _____
- Many students took advantage of the opportunity and applied. _____



Independent Practice

For numbers 1 and 2, which is the best way to change the voice in each sentence from active to passive without changing the meaning?

- 1 The committee chose three students to attend Science Camp.
- A Science Camp was chosen for three students to attend.
 - B Three students were chosen by the committee to attend Science Camp.
 - C Science Camp was chosen for three students by the committee.
 - D Three students who attended Science Camp were chosen by the committee.
- 2 The Science Camp sent the students a letter of acceptance.
- A The Science Camp was sent a letter of acceptance for the students.
 - B A letter of acceptance to the students was received from the Science Camp.
 - C A letter of acceptance was received by the Science Camp for the students.
 - D The students were sent a letter of acceptance by the Science Camp.

Answer Form

1	(A)	(B)	(C)	(D)	
2	(A)	(B)	(C)	(D)	
3	(A)	(B)	(C)	(D)	Number
4	(A)	(B)	(C)	(D)	Correct / 4

For numbers 3 and 4, which is the best way to change the voice in each sentence from passive to active without changing the meaning?

- 3 Music Camp was applied to by more students than to Drama Camp this year.
- A More students applied to Music Camp than to Drama Camp this year.
 - B More students will apply to Music Camp than to Drama Camp this year.
 - C More students applied to Drama Camp than to Music Camp this year.
 - D Music Camp had more students apply to it than to Drama Camp this year.
- 4 Maddy, a smart and friendly girl, is liked by everyone.
- A Maddy, a smart and friendly girl, will be liked by everyone.
 - B Maddy, who is a smart and friendly girl, likes everyone.
 - C Everyone likes Maddy, a smart and friendly girl.
 - D Everyone is liked by Maddy, a smart and friendly girl.

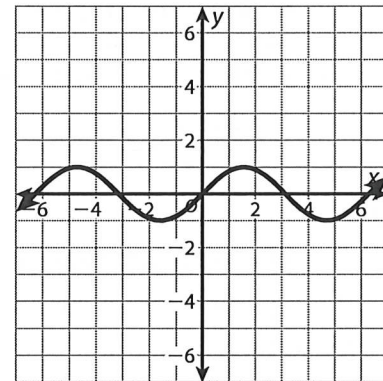


► Solve the problems.

- 1 Lacey rents golf equipment and takes a golf lesson. She pays \$15 for each hour of the lesson and \$10 for equipment rental. If the lesson is more than 3 hours long, she only pays \$5 for equipment rental. Is the total cost of Lacey's lesson a function of the number of hours scheduled? Use a table to help explain your answer. Show your work.

SOLUTION _____

- 2 Kaia says the graph does not represent a function. Is Kaia correct? Explain your reasoning.



SOLUTION _____

- 3 The rule below defines a function. The table shows input and output values of the function. Which function represents the rule?

Input: x , a number; Output: y , 3 less than 2 times x

Input, x	-2	-1	0	1	2
Output, y	-7	-5	-3	-1	1

A $y = 2x - 3$

B $y = -2x + 3$

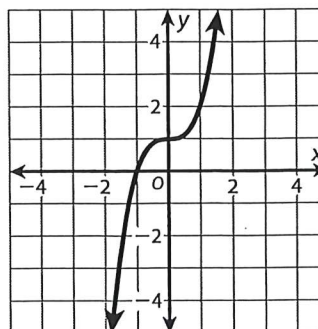
C $y = -3x + 2$

D $y = -x$



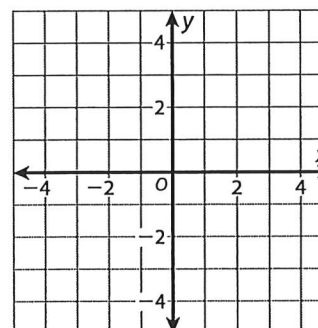
- 4 The graph shows a function. The equation that represents the function is $y = x^3 + 1$.

Choose *True* or *False* for each statement.



	True	False
a. Each input has exactly one output.	<input type="radio"/>	<input type="radio"/>
b. The graph shows a nonlinear function.	<input type="radio"/>	<input type="radio"/>
c. Some inputs have more than one output.	<input type="radio"/>	<input type="radio"/>
d. The graph can be represented by an equation in the form $y = mx + b$.	<input type="radio"/>	<input type="radio"/>

- 5 A function is represented by the equation $y = x(x + 3)$. Complete the table and graph for the function. Does the equation represent a linear function? Explain your reasoning.



Input	-2	-1	0	1
Output				

SOLUTION _____

Civil Rights: Who's & What's

Directions: BEFORE the unit, write what you *think* each term means. AFTER the presentation, you will write down new information about each term.

<p>Herman Talmadge</p> <p>Who I think this is:</p> <p>Definition:</p>	<p>Benjamin Mays</p> <p>Who I think this is:</p> <p>Definition:</p>
<p>White Primary</p> <p>What I think this means:</p> <p>Definition:</p>	<p>Brown v. Board of Education</p> <p>What I think happened:</p> <p>Definition:</p>
<p>Martin Luther King, Jr.</p> <p>Who I think this is:</p> <p>Definition:</p>	<p>Student Non-violent Coordinating Committee</p> <p>What I think this means:</p> <p>Definition:</p>

Civil Rights: Who's & What's

Directions: BEFORE the unit, write what you *think* each term means. AFTER the presentation, you will write down new information about each term.

<p>Sibley Commission</p> <p>What I think this is:</p> <p>Definition:</p>	<p>Albany Movement</p> <p>What I think happened:</p> <p>Definition:</p>
<p>Charlayne Hunter & Hamilton Holmes</p> <p>Who I think they are:</p> <p>Definition:</p>	<p>March on Washington</p> <p>What I think happened:</p> <p>Definition:</p>
<p>Civil Rights Act</p> <p>What I think this means:</p> <p>Definition:</p>	<p>Maynard Jackson</p> <p>Who I think this is:</p> <p>Definition:</p>

A NEW GENERATION

What are some uses for induction?

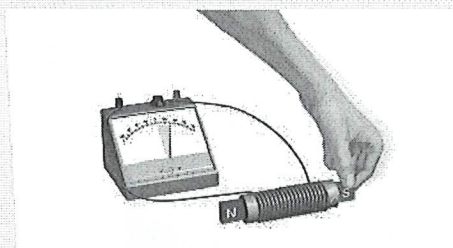
Electric current can produce a magnetic field. In the early 1830s, scientists wondered if the opposite is true. Can a magnetic field create an electric current? English scientist Michael Faraday showed that it could. He connected a galvanometer to a wire coil. When he moved a magnet back and forth inside the coil, the galvanometer needle moved, indicating current. American physicist Joseph Henry made a similar discovery.

Using a magnetic field to create an electric current in a wire is called **electromagnetic induction**. When electric charges move through a wire, the wire carries a current. Magnetic force from a magnet moving inside a coil of wire can make the electric charges in the wire move. When the magnet stops moving inside the coil, the electric current stops.

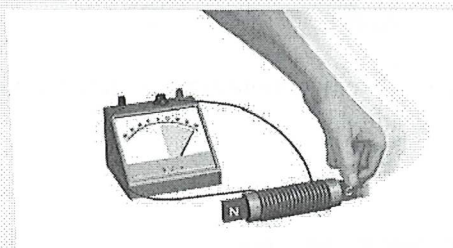
Visualize It!

13 State What are two ways to increase the current in the wire?

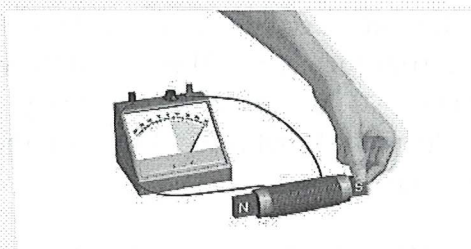
14 Claims • Evidence • Reasoning What would happen to the current if the magnet and coil were not moving? Explain your reasoning.



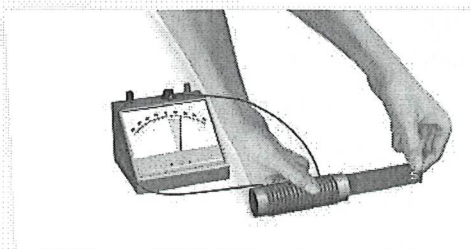
An electric current is induced when you move a magnet through a coil of wire.



The current increases if you move the magnet through the coil faster.



The current also increases if you add more loops of wire.



The current can also be induced by reversing the motion—moving the coil over the magnet.

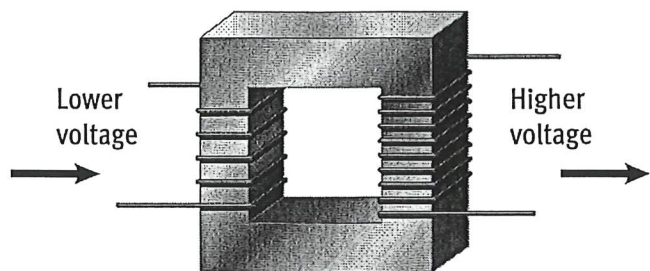
Active Reading

- 15 Identify** As you read, underline the sentence that explains the purpose of transformers.

To Change Voltage

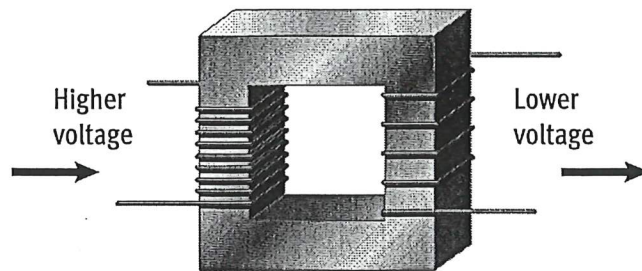
An important device that relies on electromagnetic induction is a transformer. **Transformers** use induction to increase or decrease the voltage of alternating current. For example, transformers on power lines increase voltage to send it miles away and then decrease it for a single home. Most transformers are iron “rings” with two coils of wire. The current in the wire on the primary side makes an electromagnet. Because the current alternates, the magnetic field changes. This induces a current in the wire on the secondary side.

Step-Up Transformer



In a step-up transformer, there are more turns of wire on the secondary side.

Step-Down Transformer



In a step-down transformer, there are more turns of wire on the primary side.

Do the Math

Sample Problem

Imagine the voltage on the primary side of a step-down transformer is 300 volts and the wire has 1,200 turns. The wire on the secondary side has 720 turns. What is the voltage on the secondary side?

The number of volts to wire turns on a transformer coil can be expressed as a ratio. This ratio is equal for both sides of the transformer. Cross-multiply to find the answer to the problem.

$$\frac{300 \text{ volts}}{1,200 \text{ turns}} = \frac{X \text{ volts}}{720 \text{ turns}}$$

$$300 \times 720 = 216,000$$

$$216,000 / 1,200 = 180$$

$$X = 180$$

Answer: 180 volts

You Try It


- 16 Calculate** The voltage on the primary side of a step-down transformer is 500 volts, and the wire has 1,500 turns. The wire on the secondary side has 600 turns. What is the voltage on the secondary side?


ACTIVITY II


MY STRENGTHS & WEAKNESSES

Introduction

This activity will guide us in identifying our likes, dislikes, strengths, weaknesses. It will also help us in achieving the following **Learning Outcomes**.

-  **Learning Outcomes** : **Participants will be able to:**
- Identify their strengths and weaknesses
 - Get deeper insight likes and dislikes of self
 - Improve their strengths and overcome their weaknesses

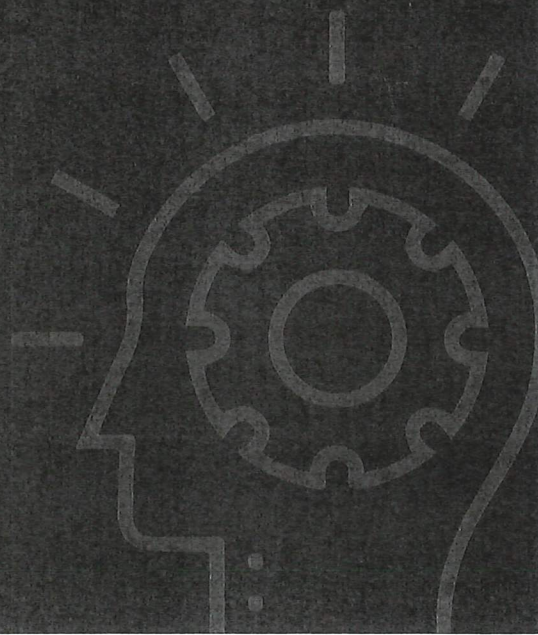
 **Advance Preparation** : **Worksheets, Pens**

 **Methodologies** : **Brainstorming, Discussion and Filling up of Worksheet**

 **Duration** : **30 Minutes**

Process

- Initiate the activity by brainstorming with the participants about the importance and relevance of introspection.
- Distribute the following worksheet to the participants.
- Instruct the participants to introspect honestly and fill up the following worksheet.



WORKSHEET

INTROSPECTION

Make a list of your strengths and weaknesses in the space provided below:

My Strengths		My Weaknesses	
1		1	
2		2	
3		3	
4		4	
5		5	

Make a list of your likes and dislikes in the space provided below:

My Likes		My Dislikes	
1		1	
2		2	
3		3	
4		4	
5		5	

Generate a discussion using the following questions:

- Have you ever introspected about your likes, dislikes, weakness and strengths?
- Was it easy to identify your likes, dislikes, weakness and strengths?
- What were your feelings while doing this exercise?

Write down the responses and reinforce the following key points:

- It is very important to introspect and know about our likes and dislikes, strengths and weaknesses.
- Recognising our weaknesses help us to overcome them.
- Identifying true inner qualities helps us to focus on our strengths.
- Knowing our inner self builds confidence and enhances self-esteem.