STATIONERY LIST for Sacred Heart Middle School

Please have all items on the first day of school.

Every student MUST have these materials DAILY throughout the ENTIRE school year:

- 2 blue/black ball pens, erasable
- 2 sharpened pencils with an eraser
- soft zippered pencil case
- 12" ruler
- earbuds
- 2 highlighters
- 2 red pens
- scissors
- glue stick
- 5 book sox or brown paper – all hard back textbooks must be covered
- *small* assortment of colored pencils, crayons OR markers – not all three, please
- working computer with internet access to complete online work
- working printer with ink – work may NOT be printed at school
- contact paper, to cover all consumable books at the beginning of the year
- 2 reams of lined wide-ruled paper to keep at home

Supplies to turn into the homeroom teacher on the first day of school for the whole class:

- 2 box of tissues
- bottle hand sanitizer
- 2 containers of Clorox wipes

6th, 7th, and 8th Religion supplies:

- rosary, at school daily, please

* New American Bible, Catholic edition, at home for religion homework

6th, 7th, and 8th Science supplies:

- 2 pocket folder

* Pack of index cards

7th and 8th Math supplies

- 2-pocket folder

* 1 ream lined paper

6th grade Math, Pre-Algebra, and Algebra supplies:

- 1" three-ring binder with 2 dividers
- 2-pocket folder, kept at home
- 3 reams of reinforced edge wide ruled paper (1 in binder, 2 at home)

6th, 7th, and 8th grade English and Reading supplies:

- 2-pocket folder
- Composition book
- 1 ream lined paper
- Pack of index cards

6th grade- copy of Number the Stars by L. Lowry
- copy of Hoot by Carl Hiassen

7th grade- copy of Diary of Anne Frank
- copy of The Giver by Lois Lowry

8th grade- copy of Slackers by Gordon Korman
-copy of The Mousetrap and other plays by Agatha Chrisie

Summer 2022 **Reading and English Language Arts Assignments**
For Students Entering Grade 6 at Sacred Heart School

Students entering grade 6 in September 2022 are responsible for completing four assignments over the summer. Each assignment aligns with a core standard in the English language arts curriculum (listening and speaking, reading informational text, reading literary text and writing).

The assignments provide an opportunity for students to practice their skills and demonstrate their understanding of works of literature and selected pieces of informational text that align with the curriculum in English, Reading, and Social Studies including civics, economics, geography, and Religion.

The works selected offer parents and students suggestions of present day works and classic texts that demonstrate God's virtues of faith, hope, and love and the human virtues of justice, courage, forgiveness, and service. The texts have been carefully selected to introduce students to characters we would like them to emulate. (A complete reading list anchored around these virtues can be found in *A Working Reading List for Catholic School Students, Early Adolescence, grades 6-8* by Kay Burgess, published by the National Catholic Educational Association, 2018).

Listening and Speaking:
Students should read *If* by Rudyard Kipling and commit the poem to memory. They should be prepared to present the selection during the first week of school. They will be scored using the an oral presentation rubric which has been adapted from the Diocese of Allentown Declamation rubric. Students recitation will be evaluated on the following: enunciation and pronunciation, faithfulness of memory, ability to convey meaning, and presentation including hand gestures, eye contact, voice control (ability to be heard).

Reading Informational Text:
Read the three selections found in the packet, Mummies: *Who Owns The Dead*? One article is background information, the second is a word problem using mathematics, and lastly a scientific discussion on the spread of disease and how scientists use mummies to provide clues as to where the disease was at different

times. I will meet with students currently enrolled in the 5th grade at SHS to introduce the topic and the vocabulary words found on the top of the article. Each of the vocabulary words is defined on the second page of the packet, and example sentences are provided. Students in grade 6 study Ancient Egypt as a part of their social studies curriculum, this reading will be helpful to them to build background knowledge for next year.

Writing across the Curriculum:

In a five paragraph essay, students should take one of the positions outlined on page 65 of the packet and write an opinion piece on the topic. They are to use all five of the target vocabulary words. They should cite evidence from what they read in their response. The essay is due the first day of school and should be printed out. Please use Times New Roman 14 as a font. The essay will be graded using a rubric that assesses organization and focus of writing, conventions of standard English (spelling, punctuation, etc.), correct use of targeted vocabulary, style and word usage and use of specific evidence found in the texts.

Reading Literary Text:

Students are free to choose a grade level literary text to read. The work can be by any author they enjoy reading. Students are free to borrow a book from me to read or visit the public library. Students should be prepared to present a brief book talk when they return to school.

Enjoy your summer!

God Bless!

MATH WARRIOR CHALLENGE

Calling all SHS WARRIORS for a Math Challenge:

- Go online to Mathletics.com and play LIVE and do the assigned activities.
- Complete 1,000+ points to earn one certificate in a week (Points awarded Sunday to Sunday).
- Earn FOUR certificates during the summer to complete the challenge.
- Students' Mathletics log-ins will be those used by the students during the school year.
- As needed, the public library is available for internet access and printing.
- ***This is a required summer assignment.***

WARRRIORS will earn…

- A 100% for 4 completed certificates
- A **Homework Pass** will be given for earning 4 certificates!
- **Extra recess during math class** will be given when 100% of a class completes the challenge.

Questions:

- How do WARRIORS earn a certificate?
  A WARRIOR can earn one certificate a week (Sunday to Sunday). They earn a certificate by completing 1,000+ points in the week on mathletics.com. Points are earned by playing Live Mathletics or three times more points are earned by completing assigned activities. WARRIORS are CHALLENGED to complete at least 4 weeks of online math by learning and gaming during the summer.
- Will this *really* help students' math abilities?
  Our school's assessments indicate students improved in math overall at a significant percentage. Additionally, students' computation scores on IOWAs have increased.
- What if the WARRIOR does not have a computer/internet access?
  They may use their public library to complete the Challenge during the summer.
- What if the student enrolls in the summer?
  Unfortunately, new WARRIORS can't participate. They will be excused from the project.
- What if I misplace my log-in?
  The school secretary will have a copy of all the logins. Just call her during summer hours.
- What if the WARRIOR has problems accessing Mathletics online?
  Contact Mathletics for tech-help at (866)387-9139 or email: support.usa@3plearning.com.
- How does the WARRIOR print their certificates?
  They can access them through their Student Console and still print them at home or the public library until the last day of summer. They may not print them at school. Students will print their certificates at home and bring them on the first day of next school year.
- What devices can they use to do Mathletics?
  Students can play on a computer, laptop, tablet, iPad app, or iPhone app.

Grade 7

$\frac{1}{4} = 25\% = .25$

$\frac{1}{2} = 50\% = .50$

$\frac{3}{4} = 75\% = .75$

$\frac{1}{10} = 10\% = .1$

$\frac{1}{5} = 20\% = .2$

$\frac{3}{10} = 30\% = .3$

$\frac{2}{5} = 40\% = .4$

$\frac{3}{5} = 60\% = .6$

$\frac{3}{20} = 15\% = .15$

$\frac{1}{16} = 6\frac{1}{4}\% = .0625$

$\frac{1}{12} = 8\frac{1}{3}\% = .08\overline{3}$

$\frac{7}{10} = 70\% = .7$

$\frac{4}{5} = 80\% = .8$

$\frac{9}{10} = 90\% = .9$

$\frac{1}{8} = 12\frac{1}{2}\% = .125$

$\frac{3}{8} = 37\frac{1}{2}\% = .375$

$\frac{5}{8} = 62\frac{1}{2}\% = .625$

$\frac{7}{8} = 87\frac{1}{2}\% = .875$

$\frac{1}{3} = 33\frac{1}{3}\% = \overline{.3}$

$\frac{1}{30} = 3\frac{1}{3}\% = .0\overline{3}$

$\frac{1}{15} = 6\frac{2}{3}\% = .0\overline{6}$

$\frac{2}{25} = 8\% = .08$

$\frac{2}{3} = 66\frac{2}{3}\% = \overline{.6}$

$\frac{1}{6} = 16\frac{2}{3}\% = .1\overline{6}$

$\frac{5}{6} = 83\frac{1}{3}\% = .8\overline{3}$

$\frac{1}{11} = 9\frac{1}{11}\% = \overline{.09}$

$\frac{1}{9} = 11\frac{1}{9}\% = \overline{.1}$

$\frac{1}{7} = 14\frac{2}{7}\%$

$\frac{3}{25} = 12\% = .12$

$\frac{1}{20} = 5\% = .05$

$\frac{1}{100} = 1\% = .01$

$\frac{1}{50} = 2\% = .02$

$\frac{1}{25} = 4\% = ..04$

$\frac{1}{200} = \frac{1}{2}\% = .005$

$1 = 100\%$

Summer 2022 **Reading and English Language Arts Assignments**
For Students Entering Grade 7 at Sacred Heart School

Students entering grade 7 in September 2022 are responsible for completing four assignments over the summer. Each assignment aligns with a core standard in the English language arts curriculum (listening and speaking, reading informational text, reading literary text and writing).

The assignments provide an opportunity for students to practice their skills and demonstrate their understanding of works of literature and selected pieces of informational text that align with the curriculum in English, Reading, and Social Studies including civics, economics, geography, and Religion.

The works selected offer parents and students suggestions of present day works and classic texts that demonstrate God's virtues of faith, hope, and love and the human virtues of justice, courage, forgiveness, and service. The texts have been carefully selected to introduce students to characters we would like them to emulate. (A complete reading list anchored around these virtues can be found in *A Working Reading List for Catholic School Students, Early Adolescence, grades 6-8* by Kay Burgess, published by the National Catholic Educational Association, 2018).

Listening and Speaking:
Students should read *Can't* by Edgar Guest and commit the poem to memory. They should be prepared to present the selection during the first week of school. They will be scored using the oral presentation rubric which has been adapted from the Diocese of Allentown Declamation rubric. The recitation will be evaluated on the following: enunciation and pronunciation, faithfulness of memory, ability to convey meaning, and presentation including hand gestures, eye contact, and voice control (ability to be heard).

Reading Informational Text:
Read the three selections found in the packet, *When Should the United States Send Troops to other Countries?* One article provides background information, the second is a word problem using mathematics, and the last uses scientific data about how U.S. soldiers are trained, particularly members of an elite Army unit called the

Army Rangers. Each of the vocabulary words are defined on the second page of the packet, and example sentences are provided.

Writing across the Curriculum:
In a five-paragraph essay, students should take one of the positions outlined on page 35 of the packet and write an opinion piece on the topic. They are to use all five of the target vocabulary words (displace, regime, diminish, stable, estimate). They should cite evidence from what they read in their response. The essay is due the first day of school and should be printed out. Please use Times New Roman 14 as a font. The essay will be graded using a rubric that assesses organization and focus of writing, conventions of standard English (spelling, punctuation, etc.,) correct use of targeted vocabulary, style and word usage and use of specific evidence found in the texts.

Reading Literary Text:
Students are free to choose a grade level literary text to read. The work can be by any author they enjoy reading. Students are free to borrow a book from me to read or visit the public library. Students should be prepared to present a brief book talk when they return to school.

Enjoy your summer!

God Bless!

Grade 8

$1^2 = 1$	$\sqrt{1} = 1$
$2^2 = 4$	$\sqrt{4} = 2$
$3^2 = 9$	$\sqrt{9} = 3$
$4^2 = 16$	$\sqrt{16} = 4$
$5^2 = 25$	$\sqrt{25} = 5$
$6^2 = 36$	$\sqrt{36} = 6$
$7^2 = 49$	$\sqrt{49} = 7$
$8^2 = 64$	$\sqrt{64} = 8$
$9^2 = 81$	$\sqrt{81} = 9$
$10^2 = 100$	$\sqrt{100} = 10$
$11^2 = 121$	$\sqrt{121} = 11$
$12^2 = 144$	$\sqrt{144} = 12$
$13^2 = 169$	$\sqrt{169} = 13$
$14^2 = 196$	$\sqrt{196} = 14$
$15^2 = 225$	$\sqrt{225} = 15$
$16^2 = 256$	$\sqrt{256} = 16$
$17^2 = 289$	$\sqrt{289} = 17$
$18^2 = 324$	$\sqrt{324} = 18$
$19^2 = 361$	$\sqrt{361} = 19$
$20^2 = 400$	$\sqrt{400} = 20$

DIOCESE OF ALLENTOWN

THE CONFIRMATION QUESTIONS

(FROM THE BASIC CATECHISM)

WHAT IS CONFIRMATION?

Confirmation is the sacrament in which the Holy Spirit comes to us in a special way to join us more closely to Jesus and His church and to seal and strengthen us as Christ's witnesses.

(Page 107)

WHAT ARE THE SACRAMENTS?

The Sacraments are sacred signs through which Jesus gives us His Spirit and makes us holy and pleasing to Him by grace.

(Page 78)

HOW MANY SACRAMENTS ARE THERE?

There are seven sacraments.

(Page 79)

WHAT ARE THE NAMES OF THE SEVEN SACRAMENTS?

The seven sacraments are: Baptism, Confirmation, Holy Eucharist, Penance, Anointing of the Sick, Holy Orders and Matrimony.

(Page 79)

HOW IS CONFIRMATION GIVEN?

The bishop extends his hands over the person and anoints the forehead in the form of a cross while saying: "Be sealed with the gift of the Holy Spirit." The person being confirmed answers, "Amen," meaning, "Let it be so." The Gift is the Holy Spirit Himself. He is the Gift of the Father and the Son to us.

(Page 109)

WHAT IS CHRISM?

Chrism is a blessed mixture of oil and balm used during the baptismal ceremony, in Confirmation, during the ordination of priests and bishops, and in the consecration of churches, altars, and other things.

(Page 85)

WHO IS THE MINISTER OF CONFIRMATION?

The bishop is the ordinary minister of Confirmation.

(Page 107)

WHAT ARE THE EFFECTS OF CONFIRMATION?

The effects of Confirmation are: an increase of sanctifying grace, the gift of a special sacramental grace and the imprint of a lasting character on the soul.

WHAT ARE THE GIFTS OF THE HOLY SPIRIT?

The gifts of the Holy Spirit are wisdom, understanding, right judgment (or counsel), courage (or fortitude), knowledge, reverent love (or piety) and holy fear.

(Page 59)

Summer 2021 Reading and English Language Arts Assignments
For Students Entering Grade 8 at Sacred Heart School

Students entering grade 8 in September 2021 are responsible for completing four assignments over the summer. Each assignment aligns with a core standard in the English language arts curriculum (listening and speaking, reading informational text, reading literary text and writing).

The assignments provide an opportunity for students to practice their skills and demonstrate their understanding of works of literature and selected pieces of informational text that align with the curriculum in English, Reading, and Social Studies including civics, economics, geography, and Religion.

The works selected offer parents and students suggestions of present day works and classic texts that demonstrate God's virtues of faith, hope, and love and the human virtues of justice, courage, forgiveness, and service. The texts have been carefully selected to introduce students to characters we would like them to emulate. (A complete reading list anchored around these virtues can be found in *A Working Reading List for Catholic School Students, Early Adolescence, grades 6-8* by Kay Burgess, published by the National Catholic Educational Association, 2018).

Listening and Speaking:
Students should read *The Gettysburg Address* and commit the speech to memory. They should be prepared to present the selection during the first week of school. They will be scored using the oral presentation rubric which has been adapted from the Diocese of Allentown Declamation rubric. The recitation will be evaluated on the following: enunciation and pronunciation, faithfulness of memory, ability to convey meaning, and presentation including hand gestures, eye contact, and voice control (ability to be heard).

Reading Informational Text:
Read the three selections found in the packet, *Should the Government Impose a Mandatory Year of Service?* One article provides background information, the second is a word problem using mathematics, and the last uses scientific data on the relationship between volunteering and happiness. Each of the vocabulary

words are defined on the second page of the packet, and example sentences are provided.

Writing across the Curriculum:
In a five-paragraph essay, students should take one of the positions outlined on page 41 of the packet and write an opinion piece on the topic. They are to use all five of the target vocabulary words. They should cite evidence from what they read in their response. The essay is due the first day of school and should be printed out. Please use Times New Roman 12 as a font. The essay will be graded using a rubric that assesses organization and focus of writing, conventions of standard English (spelling, punctuation, etc.,) correct use of targeted vocabulary, style and word usage and use of specific evidence found in the texts.

Reading Literary Text:
Students are free to choose a grade level literary text to read. The work can be by any author they enjoy reading. Students are free to borrow a book from me to read or visit the public library. Students should be prepared to present a brief book talk when they return to school.

Enjoy your summer!

God Bless!

Gettysburg Address can be found at
abrahamlincolnonline, org

SHOULD THE GOVERNMENT IMPOSE A MANDATORY YEAR OF SERVICE?

UNIT 3.07

voluntary | literacy | impose | allocate | rigid

DO THE MATH

Even though the government does not currently **impose** a mandatory national service program, there are service programs supported by the government, which allow Americans to serve local and international communities. In 1961, President Kennedy established the Peace Corps, a **voluntary** service organization where people live and work in a community abroad. In 1993, President Clinton established AmeriCorps, a voluntary civil service program that offers a wide variety of service opportunities in the U.S. AmeriCorps addresses critical community needs, such as mentoring youth and increasing **literacy** achievement. Though **voluntary** service programs are widespread, few people consider service as an alternative to college or getting a job after high school. These programs also have a **rigid** application process and are often competitive. People who do participate often report learning new and valuable skills, engaging more in their communities, and having expanded education and career opportunities.

Option 1: One study found that 17% of job applicants with service on their resumes were called for an interview, compared to 8% of people without service on their resumes. Based on these data, which of the following statements is NOT true?

A. Job applicants with service on their resumes were more likely to be called for an interview.
B. Job applicants without service on their resumes were just as likely to be called for an interview.
C. Fewer than 1 out of 10 job applicants without service on their resumes got called for an interview.
D. Job applicants with service on their resumes were more than two times as likely to get called for an interview.

Option 2: One study looked at whether AmeriCorps volunteers had a different perspective on community service after participating in AmeriCorps. Before serving, 47 percent of AmeriCorps members reported that they planned to become actively involved in their community. After serving, 79 percent of AmeriCorps alumni planned to become actively involved in their community. If 4,000 Americorps volunteers were surveyed, how many more said they planned to become actively involved in their community after Americorps than before?

Discussion Question: Despite the many benefits of service, some argue that **imposing** a mandatory year of service after high school is too **rigid**. They may believe that service should instead be **voluntary** and integrated into high school, college, and even jobs. They say service should be a life-long commitment, rather than a one-year project. This option would also allow people to serve their community, while still making progress in their education or earning a living. In fact, some employers **allocate** time for community service, and studies show this benefits employees. For example, in a 2017 UnitedHealthCare report, 93 percent of volunteers in an employer-volunteer match program reported an improved mood, and 79 percent reported lower stress levels. Does your school **allocate** time for volunteering? Should employers be encouraged to allow time for volunteering? Or is a mandatory service year better for the community?

SERP Institute, 2015

SHOULD THE GOVERNMENT IMPOSE A MANDATORY YEAR OF SERVICE?

UNIT 3.07

voluntary | literacy | impose | allocate | rigid

THINK SCIENTIFICALLY

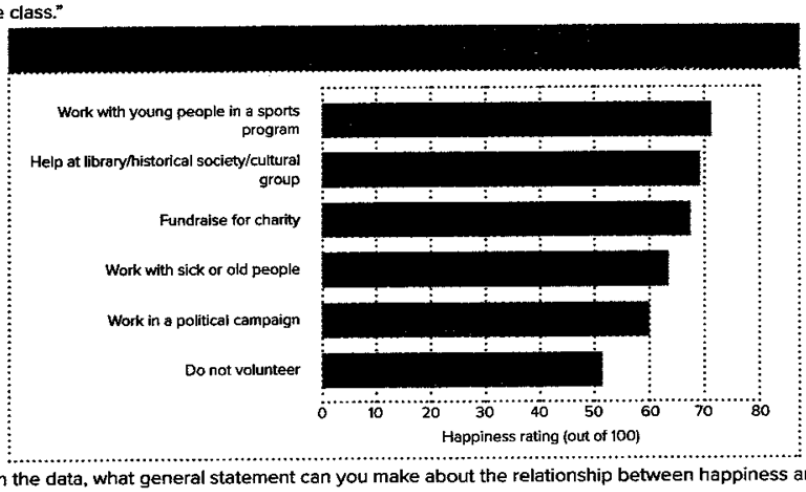
Students in Mr. Seemy's class were divided on whether the government should **impose** a service requirement for all young people the year after high school. Malik commented, "That seems kind of **rigid** to me. I think service should be **voluntary**. Plus, if students want to serve the community, they have plenty of time right now while they're in high school."

Halley responded, "I disagree. I would love to **allocate** more time for service, but it's difficult with so much school work. With a mandatory year of service, students could really commit to projects. Right now I help at the library by tutoring little kids to build up their **literacy** skills, but I feel like I could do a better job if I could be there more."

Mr. Seemy agreed, "**Allocating** more time for youth service could benefit our community, as well as the volunteers."

Halley questioned her teacher: "What are you talking about, Mr. Seemy? How can volunteering benefit the volunteers who are doing the work?"

Mr. Seemy decided to share results from a survey conducted by DoSomething.org in 2012. "DoSomething.org is an organization that helps young people take action on things that they care about. They gave surveys to over 4,000 young people and analyzed the data to determine the relationship between happiness and **voluntary** service. Let me share a graph with the class."



Based on the data, what general statement can you make about the relationship between happiness and volunteering?

Why do you think some kinds of youth service correspond to higher levels of happiness than others? Do any of these differences surprise you?

Is there another way to interpret these data? What else could explain these results?

Do you think mandatory service would have the same benefits as voluntary service? Explain.

SERP Institute, 2015

Word Generation

UNIT 3.07

voluntary | literacy | impose | allocate | rigid

This week's issue: SHOULD THE GOVERNMENT IMPOSE A MANDATORY YEAR OF SERVICE?

Imagine we are ten years into the future. Omar has just graduated from high school. He plans to go to college to become a teacher. However, a new law requires that all young people **allocate** one year to serving the community after high school. Teens can choose from a wide range of service opportunities, such as cleaning up parks, registering voters, or building houses for low-income families. Omar chooses to spend his year doing **literacy** tutoring in an after-school program, which will be good experience before he begins teaching.

Though this is only an imagined future, many people favor imposing a mandatory national service program. Many countries around the world have mandatory service programs for young people, though these programs are often for military service. Other countries, such as France, have mandatory volunteer service programs for youth to learn and apply skills like first aid. People who support service programs argue that helping communities and spending time with people from different backgrounds will create a sense of national unity. In 2017, retired General Stanley McChrystal published an article encouraging "young Americans to spend a service year with peers who are different from them." He said that, "serving together to solve public problems will build attachment to community and country, understanding among people who might otherwise be skeptical of one another, and a new generation of leaders who can get things done."

But others oppose this idea for several reasons. They say service programs can be expensive, especially if the government needs to pay to move youth and support them during their service. Some Americans also dislike the notion of mandatory service because it limits individual freedom. They point out that a **rigid** requirement to spend time doing service could disrupt career or family plans. Some think that young people would get more out of going to college or entering a job-training program. In addition, some worry whether government support would be enough for young people who need to earn money to help their families. Others do support national service but think young people should be free to choose not to participate. For example, former President Barack Obama wanted to develop national service programs. However, he believed participation should be **voluntary**.

People who do want youth service to be mandatory give several reasons. They say that mandatory youth service could help increase civic engagement and care for our communities. Certain programs could help improve literacy rates and protect the environment. Some people even predict that it would help reduce youth crime. Others point out that, as young people plant trees or build homes, they would be learning valuable skills. The experience might help teens decide what to study in college or help make contacts that could lead to a job.

Americans enjoy many freedoms and protections. Therefore, supporters suggest it's only fair to **impose** a requirement for each person to give back through service. However, some say that our freedoms include the right not to serve. What do you think? Should you be required to participate in a year of service after high school?

SERP Institute, 2015

SHOULD THE GOVERNMENT IMPOSE A MANDATORY YEAR OF SERVICE?

UNIT 3.07

voluntary | literacy | impose | allocate | rigid

USE THE FOCUS WORDS

voluntary *(adjective)* by one's own choice; not forced

Sample Sentence: President Barack Obama wanted to develop national service programs; however, he believed participation should be **voluntary**.

Turn and Talk: Should community service be a **voluntary** or mandatory part of school? Explain.

literacy *(noun)* the ability to read and write

Sample Sentence: Volunteers improve community **literacy** by teaching reading and writing in after-school programs.

Turn and Talk: Which part of **literacy** do you prefer: reading or writing? Explain.

impose *(verb)* to force somebody to accept

Sample Sentence: Supporters suggest that it is only fair to **impose** a requirement for each person to give back through service.

Turn and Talk: What consequence does your teacher **impose** for submitting late work?

allocate *(verb)* to set apart for a specific purpose; to distribute

Sample Sentence: A new law requires that all young people **allocate** one year to community service after high school.

Turn and Talk: About how much time do you **allocate** to doing homework each night?

rigid *(adjective)* strict or unbending

Sample Sentence: Some people point out that a **rigid** requirement to spend time doing service could disrupt career or family plans.

Turn and Talk: Would you describe your school dress code as flexible or **rigid**? Explain your answer.

SHOULD THE GOVERNMENT IMPOSE A MANDATORY YEAR OF SERVICE?

UNIT 3.07

voluntary | literacy | impose | allocate | rigid

DEBATE THE ISSUE

Pick one of these positions (or create your own).

A ☐ The United States should **impose** a year of mandatory youth service.

OR

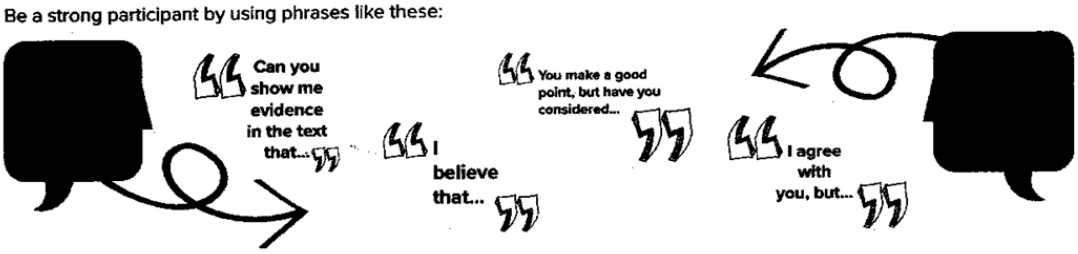
B ☐ The United States should not **impose** a year of mandatory youth service.

OR

CREATE YOUR OWN ☐ _____

Jot down a few notes on how to support your position during a discussion or debate.

Be a strong participant by using phrases like these:



SERP Institute, 2015

SHOULD THE GOVERNMENT IMPOSE A MANDATORY YEAR OF SERVICE?

UNIT 3.07

voluntary | literacy | impose | allocate | rigid

TAKE A STAND

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

voluntary | literacy | impose | allocate | rigid

SERP Institute, 2015