

2020

Erie Rise Leadership
Academy Charter School

Parent Lesson Plan

[PARENT LESSON PLAN]

7th Grade, Week of 4/20

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INTRODUCTION

Hello Parents!

Included in this packet is a week's worth of printed ELA, Mathematics, and Science/Social Studies work for your students while they are at home. Each day is separated into the 3 content areas for the printed material. If you have access to the digital curriculum, a pacing guide is also provided outlining the digital component assigned for each specific day. If you need technology, please contact the school and we can make it available to you. Also remember, USATestPrep is always an option!

We know some of this material maybe be challenging, but try your best to complete it! Hopefully we will see you back in the classroom soon and will be able to go over all the information.

Printed materials may be turned into to the distribution centers once completed, but it is not a requirement.

Mrs. Will will be available on Youtube Live every day from 10AM-11AM to assist with curriculum questions and/or any resource questions for parents or students.

Stay safe and healthy everyone!

Missing seeing everyone's smiling face! Remember to wash your hands!

Educationally Yours ,
Mrs. Veronica Will

HELPFUL INFORMATION

Distribution Sites/Information

Food/Curriculum distribution will take place at:

Erie Rise Leadership Academy Charter School
1006 West 10th Street
Erie, PA 16502

Tuesday and Friday from 10AM-12PM

Leadership Team

Mr. Aubrey Favors, Interim CEO, HR: 814 812-3026

Mrs. Veronica Will, Principal: 814 873-5158

Mr. Kirk Paskell, Transportation: 814 566-0002

Mr. Homer Smith, PR: 814 392-3413

Mrs. Pearl Jeffries, Social Services: 814 722-5056

DIGITAL LESSON PACING GUIDE

ConnectED Instructions

Please see attached instructions for accessing the digital curriculum.

USATestPrep Instructions

Please see attached instructions for accessing this test-prep site.

If you have access to high speed internet, below are the assignments the teachers have assigned for the various content areas:

Digital Pacing Guide

	Monday	Tuesday	Wednesday	Thursday	Friday
ELA/ Writing 7th grade	Connect Ed. Assignment: Re-Read 2- The Outsiders and activities	Connect Ed. Assignment: Watch- The Outsiders and activities	Connect Ed. Assignment: Skill-Point of View and activities	Connect Ed. Assignment: Skill- Textual Evidence and activities	Connect Ed. Assignment: Watch- Textual Evidence and activities
Math	USA Test Prep Class Dojo	USA Test Prep Class Dojo	USA Test Prep Class Dojo	USA Test Prep Class Dojo	USA Test Prep Class Dojo
Science	Complete USA Test Experimentation Class Dojo	Complete USA Test Simple Machines Class Dojo	Complete USA Test I HAVE A QUESTION! Class Dojo	Complete USA Test Properties of Minerals and Rocks Class Dojo	Complete USA Test Circuit Diagram Class Dojo
Social Studies	Connect Ed- "Monday April 20 th "	Khan Academy- Ancient Persia	Khan Academy- The Election of 1800	Khan Academy- Jefferson's Presidency and the Turn of the Nineteenth Century	Khan Academy- The Louisiana Purchase and its Exploration

ELA PRINT MATERIAL

ELA- Mrs. Norgard

Monday- Explain and Support Inferences Pages 7-8

Tuesday- Determine Theme and Summarize Text Pages 9-10

**Wednesday- Determine the Meaning of Words and Phrases in a Text
Pages 11-12**

Thursday- Describe Characters, Settings, and Events Pages 13-14

**Friday- Explain Differences Between Poetry, Drama, and Prose Pages
15-18**

MATH PRINT MATERIALS

GRAYSON-WAYNE

3 Printed Workaheets from USATest Prep

Chapter 7 Packets

Coach PSSA Practice Packets

Chapter on Angles

*****Please complete 1-2 lessons per day along with USATest Prep assignments.**

8148449220 Texts only please

Daily Class Dojo Check Ins

SCIENCE/SOCIAL STUDIES PRINT MATERIAL

Social Studies-Alimahmoodi:

Chapter 32: New Challenges

Day 1 (Monday 4/20)

1. Read Chapter 32 Lesson 3
2. Answer the review questions at the end of the lesson

Day 2 (Tuesday 4/21)

1. Chapter 32 Lesson 3 Guided Reading
 - a. Use yesterdays reading to help you answer the questions
2. Chapter 32 Lesson 3: Primary Source Activity "Twenty First Century Challenges *Globalization*"

Day 3 (Wednesday 4/22)

1. Chapter 32 Lesson 3 Study Guide
2. Chapter 32 Lesson 3 Quiz
 - a. Use all previous material from this lesson to help you

Day 4 (Thursday 4/23)

1. Complete Chapter 32 Vocabulary Builder Worksheet

Day 5 (Friday 4/24)

1. Read and highlight the Chapter 32 Summary

Directions-Read and Understand the Lesson and the Vocabulary.

Finish the homework by answering the questions at the end of the page.

Use <https://www.khanacademy.org/> for the packets.

5 Printed Worksheets from USATest Prep

Finish the previous work.

Monday-What is a Fair Test?

Tuesday-Solution Design

Wednesday-Inverse Operations

Thursday-Edible Soil Profile

Friday-Fungi Responses

Daily Class Dojo Check Ins

ADDITIONAL RESOURCES (EDUCATIONAL)

Included are a list of hand selected resources for students with internet to use at home.

[Print](#)

Global interdependence offers both opportunities and challenges for the people of the world.

The Global Economy

Why do nations depend upon one another?

Today nations are interdependent (ihn•tuhr•dee•PEHN•duhnt)—that is, one country's economic well-being depends on the well-being of the others. Countries rely on one another for raw materials and for markets in which to sell goods. In other words, the nations of the world take part in a global economy.

Technology Drives Change

Key to the growth of the global economy has been the technology revolution. The invention that has driven this revolution is the computer. In the 1960s, scientists developed the integrated circuit, a small electronic device. A decade later, they came up with even more powerful circuits called microprocessors. These developments made it possible to make small, fast computers that store large amounts of information.

Global Trade

The world's people and nations are closely connected. Technology has led to the rise of globalization (gloh•buh•luh•ZAY•shun), the linking of the world's economies and societies. Because of technology, the physical distance between countries no longer prevents them from interacting with each other.

The use of cell phones, the Internet, and the computer has come together in a way that allows people to connect, interact, research, create, and work from anywhere, at any time.

The United States's huge economy makes it a leader in world trade. The United States exports and imports a large number of goods and services. However, it spends hundreds of billions of dollars more on imports than it earns from exports. The result is a massive trade deficit. A trade deficit occurs when a country spends more on imports than it earns from exports.

The U.S. economy depends on selling American-made products. For this reason, Republican and Democratic presidents since World War II have supported free trade. Free trade means the removal of trade barriers so that goods flow freely among countries. The United States and other nations have been members of the World Trade Organization (WTO). It arranges trade agreements and settles trade disputes among countries.

Some experts believe that trade agreements, such as NAFTA, help spur economic growth. Others complain that they contribute to outsourcing—moving the production of U.S. goods and services to countries such as Mexico. Because workers are paid less in Mexico, the cost of goods may go down. Critics charge that the result is a loss of U.S. jobs. Supporters say that the resulting economic growth can lead to more and better American jobs. They call for investing in education to provide tomorrow's workers with the skills to prosper in the global economy.

Americans have debated trade policies since colonial days. Globalization ensures that this lively debate will continue.

Determining Cause and Effect What causes a trade deficit?

Thinking Like a HISTORIAN

Oil and the Economy

The United States buys many goods and services from other countries. In fact, it imports so many products that for years it has run a trade deficit. A key reason for this deficit is petroleum. The United States uses huge amounts of oil, and it purchases much of this oil from foreign sources. Changes in the price of oil can quickly increase or decrease the trade deficit.

Challenges for the Future

What are the key environmental and social issues facing the U.S.?

The trend toward globalization has made people aware of threats to the environment. Many fear that Earth's resources will soon be unable to support a rapidly rising population. The spread of human settlements into natural areas has already strained water and food resources and damaged wilderness areas.

Polluted Air and Water

Burning fossil fuels, such as oil, coal, and natural gas, pollutes the air. The pollution mixes with the air's water vapor to make acid rain, which is rain containing high amounts of chemical pollution. Acid rain harms trees, rivers, lakes, even the stone used in buildings. The United States has acted to reduce the volume of chemicals released into the air. Still, air and water pollution are serious problems.

Most fossil fuels are made from petroleum, or oil. Petroleum is a natural resource that is limited in supply. People use oil for fuel and for making many other goods. The United States uses large amounts of oil, and it does not have enough to meet its own needs.

Oil is found deep underground, including under the ocean floor. New technology has made it possible to get oil from very deep parts of the ocean. There are risks, however. In 2010 an oil-drilling rig in the Gulf of Mexico blew up, injuring and killing workers.

The blast caused a massive leak of oil into the Gulf of Mexico. Stopping the leak took nearly four months. Meanwhile, fish and wildlife and many natural habitats were choked with oil. The area affected ran along the coast from Louisiana to Florida. The spill was the largest in the history of ocean drilling.

A process known as fracturing, or fracking, can be used to extract gas and oil from shale rock deep underground. Improvements to the process led to its greater use in the early 2000s and to rapid growth in America's gas and oil industry. The technology also helped reduce the United States' dependence on foreign energy. Critics of the process, though, have raised concerns about its environmental impact.

In the United States, some state and local governments have tried to limit air pollution. The federal Environmental Protection Agency (EPA) also can make rules about environmental issues. For example, it can take steps to limit pollutants from cars.

President Obama agreed to have the EPA set limits on chemical pollutants. Obama also asked automakers to improve vehicle fuel efficiency by 2011 and to put a million electric cars on the road by 2015, although this goal was not met. Automakers now offer a "hybrid" gasoline electric car that uses less gasoline.

New Concerns About Nuclear Power

On March 11, 2011, a massive earthquake rocked the nation of Japan. The quake produced a tsunami—a large ocean wave that slammed ashore, causing flooding and property damage.

The disaster left more than 25,000 people dead or missing. It also damaged a nuclear power plant, crippling its system for cooling nuclear material. As a result, the plant released large amounts of radioactive material into the air, some of which reached the United States.

The Japanese nuclear emergency once again raised questions about what role nuclear energy should play in the United States' energy future. How can people balance the need for reliable energy with the dangers that different forms present? What can be done to ensure the safety of the many nuclear plants already in operation around the world? These questions present a challenge as the nation works to find alternative energy sources.

A Changing Society

The U.S. population continues to change. Better health care has helped increase the number of older Americans. The foreign born population is also growing. The number of Latinos—some of whom are immigrants, but most of whom were born in the U.S.—has risen sharply. Between 1980 and 2010, the Latino population soared from under 15 million to about 50 million.

Many immigrants have followed the nation's laws for entry to the United States. Currently, however, there are about 11 million immigrants who are in the United States illegally. Americans disagree about whether or not the U.S. should grant amnesty, or forgiveness, to immigrants already in the country illegally and allow them to become citizens. To prevent future illegal immigration, some Americans call for stronger border enforcement and a crackdown on those who hire illegal immigrants. In 2010 Arizona passed a law expanding police powers for identifying illegal immigrants in the state. The law sparked debate about how far the nation should go in combatting illegal immigration.

Social Unrest and Violence

Besides immigration, other societal issues also present challenges for our country. In the 2010s, a number of shootings, many police related, led to unrest, especially in the African American community. One of the triggering events for the wave of unrest was the shooting of an unarmed African American youth, Trayvon Martin, in Florida in 2012. The shooter, a neighborhood watch participant, claimed self-defense, and was never convicted of any wrongdoing. In 2014, a police officer in Ferguson, Missouri, shot Michael Brown, an unarmed African American teenager. Protests against police violence toward African Americans and against the unfair treatment of African Americans in the justice system quickly broke out in Ferguson. An organization of protestors called #BlackLivesMatter (using the hashtag symbol of a popular social media website) soon helped to organize protests across the country. The public outrage led to the government re-examining police oversight and policies, as well as the treatment of minorities in general.

During the same time period, the United States was shocked by numerous incidents involving gun violence. In December 2012, a 20-year old shooter killed 20 elementary school children and six staff members at the Sandy Hook elementary school in Newtown, Connecticut. Another shocking massacre occurred in June 2015, when a gunman entered a Bible study class in a Charleston, South Carolina, church and opened fire. Nine were killed. In December 2015, another mass shooting happened in San Bernardino, California. A married couple entered the husband's Christmas party and killed 14 coworkers and injured seven others before they were killed by police. The Obama administration asked Congress to pass legislation strengthening gun control. He wanted better background checks on people trying to purchase guns. Such checks would identify people with a criminal record, a history of mental problems, or those with known terrorist ties. Laws strengthening gun control, however, remain a matter of great controversy among Americans.

Summarizing How is the population of the United States changing?

Meeting Challenges

How can the United States successfully face current and future challenges?

As we head further into the twenty-first century, the United States will continue to face challenges, both at home and abroad. Global terrorism remains a concern that tests the nation's diplomatic and military capabilities. Maintaining a strong economy is an ongoing struggle. And keeping the peace and providing equal justice for all Americans will continue to be a focus across the country.

Still, Americans' beliefs in freedom and individual liberty have kept the country strong. Citizens everywhere remain involved in the political process. They protest perceived injustices peacefully, and many get out to vote for their beliefs on Election Day. Also, Americans continue to give back to their country and their communities. Many volunteer in the military to protect our nation. Others volunteer closer to home, caring for those less fortunate or for the environment. The American people's allegiance to our founding principles, and to one another, hold great promise for overcoming any future challenges.

Identifying How do the American people help the country face its challenges?

LESSON 3 REVIEW

Review Vocabulary

1. Write a short paragraph in which you use these vocabulary terms:
a. interdependent b. globalization
c. free trade d. outsourcing

2. Write two sentences that explain the significance of a trade deficit and acid rain.

Answer the Guiding Questions

3. **Analyzing** How has technology contributed to globalization?

4. **Identifying** What environmental concerns have become more serious issues in recent years?

5. **Identifying Cause and Effect** How did President Obama respond to the incidents of gun violence occurring during his administration?

6. **INFORMATIVE/EXPLANATORY** Write an essay that describes the work of an individual or group whose efforts are addressing a challenge facing our nation or our world.

Primary Source Activity

The logo for 'networks' features the word 'networks' in a bold, lowercase sans-serif font. A stylized graphic of a network or starburst pattern is positioned behind the letter 'o' in 'works'.

New Challenges

Lesson 3 *Twenty-First Century Challenges*

Globalization

Globalization has linked the world in new ways, but it has also brought about economic and cultural shifts. As businesses expand into new markets, they bring with them new products that were not available before. We can see the results of globalization in places that were once isolated and now have cell phone service. In addition, globalization often brings jobs to people in poor countries, helping to raise their standard of living.

On the other hand, our interconnected world means that crisis has a much longer reach. For example, as the American economy slowed in 2008, polls in 15 of 23 countries showed increased concern, compared to polls taken in 2007. In addition, some people object to the transfer of jobs, the use or misuse of natural resources, and even the loss of a country's culture that globalization can bring.

Directions: Read the following opinions about globalization and its effects.

Reading 1 *From an economic report for the Dallas Federal Reserve*

"American consumers will get better goods and services and lower prices. . . .

Trade leads to prosperity. Just look at the past six decades of relatively open trade.

Protectionism [a policy focused on protecting a nation's own economic interests] leads to stagnation [lack of progress] and decline. . . .

Despite the World Trade Organization, NAFTA and other advances, trade policy continues to be a contest between free trade advocates and protectionist forces, between consumers' broad interest in abundance and producers' narrow interest in scarcity. The producers will win if Main Street Americans don't comprehend their stake in open trade and aren't vigilant [alert] against protectionist poison."

—W. Michael Cox and Richard Alm,
Federal Reserve Bank of Dallas, Annual Report 2002

Primary Source Activity *Cont.*



New Challenges

Reading 2 From the Millenium Report

"[T]he central challenge we face today is to ensure that globalization becomes a positive force for all the world's people, instead of leaving billions of them behind in squalor [filthy conditions]. Inclusive globalization must be built on the great enabling force of the market, but market forces alone will not achieve it. It requires a broader effort to create a shared future, based upon our common humanity in all its diversity."

—Kofi Annan, UN Secretary General,
"We the Peoples: The Role of the United Nations in the 21st Century," 2000

Directions: Answer the following questions.

Analyzing Primary Sources

1. **Identifying** According to Cox and Alm, what are the advantages of free trade?

2. **Identifying Point of View** What is Kofi Annan's biggest concern about the effects of globalization?

3. **Describing** What do Cox and Alm say that tells you their position on free trade?

Primary Source Activity *Cont.*



New Challenges

4. **Explaining** Why do Cox and Alm think protectionism is poison?

Critical Thinking

5. **Contrasting** Annan and Cox and Alm all think that globalization and free trade have positive benefits. How are their perspectives different?

Lesson Quiz 32-3

New Challenges

DIRECTIONS: Matching Match each item with the correct statement below.

- | | |
|---|------------------------------|
| _____ 1. large ocean waves caused by earthquakes | A. acid rain |
| _____ 2. needed to control illegal immigration | B. border enforcement |
| _____ 3. transfer of work to other countries | C. EPA |
| _____ 4. makes rules about environmental issues | D. outsourcing |
| _____ 5. contains high amounts of chemical pollutants | E. tsunamis |

DIRECTIONS: Multiple Choice Indicate the answer choice that best answers the question.

- _____ 6. What event fueled protests by Black Lives Matter?
- A.** the shooting of Michael Brown in Ferguson, Missouri
 - B.** the Arizona law cracking down on illegal immigration
 - C.** the killing of nine people at a Charleston Bible Study
 - D.** a mass shooting in San Bernardino, California
- _____ 7. What helped the global economy grow in the 2000s?
- A.** a cultural revolution
 - B.** a financial revolution
 - C.** a technology revolution
 - D.** a trade revolution
- _____ 8. A trade deficit occurs when a country does which of the following?
- A.** earns more from exports than imports
 - B.** engages in free trade
 - C.** imports more than it earns from exports
 - D.** engages in globalization
- _____ 9. In 2010 which event had a major impact on fish and wildlife in the Gulf of Mexico?
- A.** earthquake
 - B.** hurricane
 - C.** oil leak
 - D.** tsunami
- _____ 10. Which location was rocked in 2011 by a major earthquake?
- A.** Japan
 - B.** Mexico
 - C.** New Orleans
 - D.** Gulf of Mexico

Guided Reading



New Challenges

Lesson 3 *Twenty-First Century Challenges*

ESSENTIAL QUESTION

What motivates people to act?

The Global Economy

Answering Questions As you read the section, answer the questions below.

1. Which type of technology has contributed most to globalization and to the growth of a global economy?

2. Why do critics object to free trade agreements?

3. What argument supports free trade?

Guided Reading *Cont.*



New Challenges

Defining Define the following terms. Use each in a sentence about the U.S. economy.

1. trade deficit

Definition:

Sentence:

2. outsourcing

Definition:

Sentence:

Guided Reading *Cont.*



New Challenges

Challenges for the Future

Specifying In the left column, list four concerns about the global environment. In the right column, list four government policies for protecting the environment in the United States.

Environmental Issues	Government Policies
1.	5.
2.	6.
3.	7.
4.	8.

Identifying Central Issues Fill in the missing words in the following passage.

The U.S. population is growing and changing. Because of improvements in (1) _____, the number of older Americans has increased. The number of Latinos living here has increased, too; most of these people were born in (2) _____. About 11 million immigrants in the country are (3) _____. They do not have official permission to be in the United States. Some Americans want to prevent future illegal immigration by strengthening (4) _____ and cracking down on (5) _____. Other people believe that these immigrants help the economy. One big question people ask is whether or not these immigrants should be given (6) _____.

Guided Reading *Cont.*



New Challenges

Meeting Challenges

Giving Examples Answer the following questions by providing at least two examples of actions that people have taken to make a difference.

1. How did Malala Yousafzai show her support for a woman's right to education?

2. How did Lilly Ledbetter contribute to the equal pay and civil rights movements?

3. How can we support our veterans and their families?

New Challenges

Lesson 3 Twenty-First Century Challenges

ESSENTIAL QUESTION

How do new ideas change the way people live?

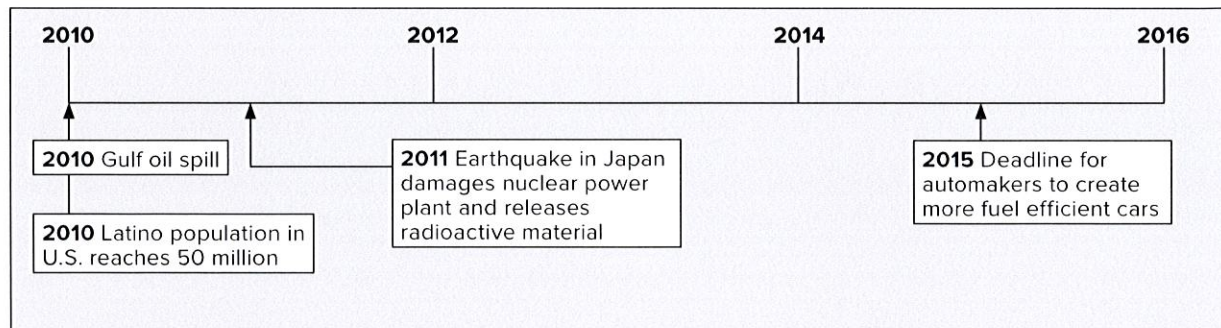
GUIDING QUESTIONS

1. *Why do nations depend upon one another?*
2. *What are the key environmental and social issues facing the U.S.?*
3. *What can individuals and groups do to face the challenges of our world?*

Terms to Know

- interdependent** relying on each other
- globalization** the increasing economic interaction between people, companies, and governments of different nations
- trade deficit** what happens when the value of imports is greater than the value of exports
- free trade** the free flow of goods and services among countries through the removal of tariffs and other trade barriers
- outsourcing** the practice of moving the production of goods or services to another location where the cost of labor is cheaper
- acid rain** rain containing high amounts of chemical pollutants from the burning of fossil fuels

When did it happen?



What do you know?

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

Now...		Later...
	What invention triggered the technology revolution?	
	What human actions are affecting the world's environment?	

New Challenges

Lesson 3 Twenty-First Century Challenges, *Continued***Marking the Text**

- Underline the words in the text that show the meaning of the word *interdependent*.

**Determining Cause and Effect**

- How did the invention of computers lead to globalization?

**Explaining**

- Why does the United States have a trade deficit?

**Analyzing**

- Why might free trade agreements lead to outsourcing?

**Marking the Text**

- Underline the text that explains the possible effects of outsourcing.

The Global Economy

Today, the countries of the world are **interdependent** (ihn • tuhr • dee • PEHN • duhnt). That means that the health of one country's economy depends on the health of other countries' economies. Countries rely on each other for raw materials and markets to sell goods.

The global economy has grown because of the invention of the computer. Scientists developed a small electronic device called an integrated circuit in the 1960s. In the 1970s, they came up with even more powerful circuits called microprocessors. This made it possible to make small, fast computers that store a lot of information.

Technology has led to **globalization** (gloh • buh • luh • ZAY • shun), or the linking of the world's economies and societies. Businesses and people share information all over the globe.

The United States is a leader in world trade. However, it buys many more goods from other countries than it sells. This causes a **trade deficit**, because the United States spends more on imports than it earns from exports.

To help Americans sell products in other countries, many presidents have supported free trade. **Free trade** means removing barriers to trade, such as tariffs. The United States and other nations are members of the World Trade Organization (WTO). It sets up trade agreements and settles differences among countries.

NAFTA is a free trade agreement. Some experts think it has helped the economy to grow. Others say it leads to **outsourcing**—moving the production of U.S. goods and services to other countries. In many of these countries, workers are paid less. This can lower the price of goods. However, critics say that outsourcing can cause Americans to lose jobs. Free-trade supporters say that the economic growth actually creates more and better American jobs.

Challenges of the Future

Globalization had made people more aware of threats to the environment. Many fear that Earth's resources will soon be unable to support the large population.

Pollution is another concern. Burning fossil fuels, such as oil, coal, and natural gas, pollutes the air. When the pollution mixes with the air's water vapor it creates acid rain. **Acid rain** contains large amounts of chemical pollution. It can damage trees, lakes, rivers, and even the stone used in buildings. The United States has acted to reduce the number of chemicals released into the air. However, air and water pollution are still serious problems.

New Challenges

Lesson 3 Twenty-First Century Challenges, *Continued*

Limited resources are also a challenge. Petroleum, or oil, is a natural resource that is nonrenewable. That means that it cannot be replaced. Americans use a large amount of oil for fuel and to make other goods. The United States does not have enough oil to meet its own needs.

Oil is found deep underground. New machines make it possible to get oil from very deep parts of the ocean. There are risks, however. In 2010, an oil-drilling rig in the Gulf of Mexico blew up, injuring and killing workers. Oil poured into the ocean and polluted the waters from Louisiana to Florida. It took four months to stop the leak. The oil killed many animals and damaged natural areas.

A process known as fracturing, or fracking, is used to extract gas and oil from shale rock underground. It has helped the United States to become less dependent on foreign energy, but critics have concerns about its effect on the environment.

Some state and local governments have tried to limit air pollution. The federal Environmental Protection Agency (EPA) can also make rules to control pollution. President Obama had the EPA set limits on chemical pollution. He also asked automakers to make cars that used less gas and to create more electric cars by 2015. Some automakers now offer a “hybrid” car that uses gas and electricity.

Nuclear energy is also a concern. In March 2011, a large earthquake struck Japan. It caused a tsunami—a large ocean wave that flooded and destroyed property in many areas. The disaster left more than 25,000 people dead or missing. It also damaged a nuclear power plant. The plant released large amounts of radioactive material into the air. Some of it reached the United States. These problems started the debate over the safety of nuclear power. Many people wonder if nuclear power is safe enough to use.

Changes in society have also created challenges. Because of better health care, there are now more older people in the United States. The immigrant population is also growing. The Latino population grew from under 15 million in 1980 to about 50 million in 2010. Many followed the nation’s laws to enter the country. However, there are currently about 11 million immigrants who are in the country illegally.

Americans disagree about how illegal immigrants should be treated. Some think they should be allowed to become citizens. Others think the United States should work harder to prevent illegal immigration. In 2010, an Arizona law created conflict by giving the police more powers to identify illegal immigrants.

 **Describing**

6. What are some of the effects of acid rain?

 **Identifying**

7. What area was affected by the oil spill in the Gulf of Mexico?

 **Summarizing**

8. How has the population of the United States changed?

New Challenges

Lesson 3 Twenty-First Century Challenges, *Continued*

 **Reading Check**

9. How do the American people help the country face its challenges?

FOLDABLES

10. Place a one-tab Foldable along the dotted line to cover Check for Understanding. Write the title *Worldwide Economy* on the anchor tab. Write *Globalization* in the middle and draw five arrows around the title. List five words or phrases that you remember about globalization. Use your memory map to help complete Check for Understanding.

There are also concerns about the treatment of minorities by the justice system. The shooting deaths of several unarmed African Americans fueled protests by members of the African American community, including a group called Black Lives Matter. Equally troubling was a series of mass shootings across the country. Twenty elementary school children and six staff members were killed at Sandy Hook Elementary School in Connecticut. Nine died as a gunman shot Bible Study participants at a church in South Carolina. And a married couple killed 14 and wounded seven others in San Bernardino, California. President Obama pushed for stronger gun control laws, requiring better background checks for those wishing to purchase guns. Americans remain divided over this issue.

Meeting Challenges

The United States continues to face challenges at home and around the world. Global terrorism tests the country's military strength. Growing the economy remains a struggle. Providing equal justice for all Americans is also an issue.

America's beliefs in freedom and personal rights have kept the country strong. Citizens remain involved in politics. Some protest peacefully against injustices. Many vote in elections. Citizens also give back to their country and their communities. Some protect the country by joining the military. Others volunteer close to home. They may help care for those less fortunate in the community, or help protect the environment. Because the American people remain fully committed to the country's founding principles, future challenges will be met and overcome.

Check for Understanding

List two positive effects of globalization.

How has technology helped the economy grow?

Chapter Summary

New Challenges

Lesson 1 *The Global War on Terror*

- A small group of al-Qaeda terrorists attacked the United States on September 11, 2001, by flying hijacked planes into the World Trade Center and the Pentagon. This attack began the war on terror. Because al-Qaeda planned the attacks from bases in Afghanistan, the American military attacked al-Qaeda forces in Afghanistan.
- In 2003 President Bush formed a military coalition that invaded Iraq and removed the Iraqi government. Some Iraqis resisted the presence of foreign troops. Over time, continued U.S. involvement increased Americans' opposition to the war.
- In 2005 a strong hurricane hit New Orleans, flooding the city. Criticism of the government's response to the disaster, combined with a declining economy and opposition to the Iraq war, weakened public support for Bush.

Lesson 2 *The Obama Administration*

- In 2009 Democrat Barack Obama became the first African American president of the United States. Facing the worst economic crisis since the Great Depression, he approved huge amounts of money to aid struggling businesses and jobless Americans. After a long fight with Congress, in 2010 President Obama signed a new law that brought major changes to the nation's health care system.
- In 2010 President Obama ended U.S. combat operations in Iraq, concentrating instead on fighting the Taliban and al-Qaeda in Afghanistan. The following year, U.S. troops succeeded in locating and killing the al-Qaeda leader, Osama bin Laden.
- In 2011 people in several Arab countries rose up against oppressive dictatorships. When the Libyan dictator, Muammar al-Qaddafi, mounted counterattacks against his own people, the United States joined an international military effort to stop him.
- In the summer of 2014, President Obama took a stand against a militant group called Islamic State of Iraq and Syria (ISIS) by authorizing airstrikes and offering support to those fighting ISIS. He also provided humanitarian support to civilians affected by the fighting.

Chapter Summary

New Challenges

Lesson 3 *Twenty-first Century Challenges*

- Globalization and laws that removed trade barriers made imported goods cheaper for Americans. However, they also helped create a large trade deficit.
- The U.S. Congress has enacted policies over the years to control or reduce chemicals that cause air and water pollution.
- Two disasters brought up questions about energy. In 2010 an oil rig exploded in the Gulf of Mexico, resulting in the largest oil leak in the history of ocean drilling. It affected coastal areas from Louisiana to Florida. In 2011 a massive earthquake and tsunami struck Japan, leaving more than 25,000 dead and damaging a nuclear power plant. The damaged plant released large amounts of radioactive material.
- A large number of immigrants live in the United States illegally. Some Americans think that these illegal immigrants should be deported. Other Americans think that they should be given amnesty and be allowed to become legal immigrants.
- In the 2010s, a number of shootings, many police related, led to unrest. Incidents including the shooting of Trayvon Martin in Florida and Michael Brown in Ferguson, Missouri, led to protests against the unjustified use of force by the police and the unfair treatment of African Americans in the justice system.
- The U.S. continues to be plagued by mass shootings. Examples of mass shootings include incidents at Sandy Hook Elementary School in Newton, Connecticut, in 2012, A Bible study class at a Charleston, South Carolina, church in June 2015, and at a county health department event in San Bernardino, California, in December 2015.
- While the United States will continue to face challenges such as global terrorism, keeping the economy strong, and providing equal justice for all, our nation's core beliefs keep the country strong. Americans remain deeply involved in the course of the country and their communities through the political process and volunteerism.

Vocabulary Builder Activity

New Challenges

A. Content Vocabulary

Directions: From the box, select a vocabulary term that best fits each blank in the sentences. Not all words will be used.

bailout
terrorism
insurgent
levee

interdependent
globalization
trade deficit

free trade
outsourcing
acid rain

The September 11, 2001, attacks on the United States were acts of (1) _____, carried out by followers of Osama bin Laden. President Bush reacted by declaring a war on terror, which included an invasion of Iraq to overthrow its leader, Saddam Hussein. Rebel groups, or (2) _____ in Iraq attacked U.S.-led troops, and the war in Iraq dragged on.

Disaster would strike again in August 2005 when Hurricane Katrina hit the Gulf of Mexico coast. As a result of rising waters, (3) _____ failed, and the city of New Orleans suffered great damage. Thousands were left homeless and at least 1800 people died.

By the time President Bush left office, the United States was suffering from a severe economic crisis. The crisis was not limited to just the United States. Countries around the world also suffered, showing that societies and economies of countries around the world are closely linked. This phenomenon, called (4) _____, ignores physical distance and instead proves how (5) _____ the countries of the world really are, relying on each other for their economic well-being.

Vocabulary Builder *Cont.***networks****New Challenges**

Directions Write **T** if the statement is true, or **F** if the statement is false.

- _____ 6. *A trade deficit* results when a country spends more on imports than it earns from exports.
- _____ 7. *Free trade* eliminates the need for trade agreements among countries.
- _____ 8. *A bailout* helps a company in financial trouble stay in business.
- _____ 9. The practice of *outsourcing* jobs to other countries is often criticized for taking jobs from American workers.
- _____ 10. *Acid rain* is a result of global warming.

Vocabulary Builder *Cont.*



New Challenges

B. Academic Vocabulary

Directions: Use each of these words in a sentence to illustrate your understanding of the definition:

1. decade

2. prior

3. aware

1. _____

2. _____

3. _____

Vocabulary Builder *Cont.***New Challenges****C. Combined Vocabulary Reinforcement**

Directions Select academic or content vocabulary words from this chart to complete the following sentences. You may need to change the form of the word to fit the sentence.

bailout	interdependent	free trade
terrorism	decade	outsourcing
insurgent	prior	acid rain
levee	trade deficit	aware
globalization		

1. _____ to the technological innovation that allowed _____, most people were probably not _____ how each country's well-being affected the other.
2. The global economy has made countries _____, relying on one another for raw materials and for markets to sell their products.
3. In the _____ preceding the 1970s, scientists developed the integrated circuit and paved the way for the eventual development of the microprocessor.
4. Because the United States spends more money on imports than it earns from exports, the United States is said to have a _____.
5. Critics of _____ argue that the practice takes jobs away from American workers.
6. Before the attacks on the World Trade Center and the Pentagon, most Americans viewed _____ as violence that occurred in other countries.

Vocabulary Builder *Cont.*



New Challenges

7. _____ occurs when chemical pollution from the burning of fossil fuels mixes with water vapor.
8. Economic growth stimulated by _____ is possible because countries have removed the barriers preventing the flow of goods among countries.
9. People who rebel and fight against their government are called _____.
10. Companies facing financial ruin are sometimes rescued by a government _____.
11. A _____ is used to retain, or hold back, a river or waterway and prevent floods.

7th Grades

Monday-Specific heat, heat of vaporization, and density of water

Introduction

Let's imagine that it's a hot day. You've just been out in the sun for awhile, and you're sweating quite a bit as you sit down and grab a glass of cool ice water. You idly notice both the sweat beads on your arms and the chunks of ice floating at the top of your water glass. Thanks to your hard work studying the properties of water, you recognize both the sweat on your arms and the floating ice cubes in your glass as examples of water's amazing capacity for hydrogen bonding.

How does that work? Water molecules are very good at forming [hydrogen bonds](#), weak associations between the partially positive and partially negative ends of the molecules. Hydrogen bonding explains both the effectiveness of evaporative cooling (why sweating cools you off) and the low density of ice (why ice floats).

Here, we'll take a closer look at the role of hydrogen bonding in temperature changes, freezing, and vaporization of water.

Water: Solid, liquid, and gas

Water has unique chemical characteristics in all three states—solid, liquid, and gas—thanks to the ability of its molecules to hydrogen bond with one another. Since living things, from human beings to bacteria, have a high water content, understanding the unique chemical features of water in its three states is key to biology.

In liquid water, hydrogen bonds are constantly being formed and broken as the water molecules slide past each other. The breaking of these bonds is caused by the energy of motion (kinetic energy) of the water molecules due to the heat contained in the system.

When the heat is raised (for instance, as water is boiled), the higher kinetic energy of the water molecules causes the hydrogen bonds to break completely and allows water molecules to escape into the air as gas. We observe this gas as water vapor or steam.

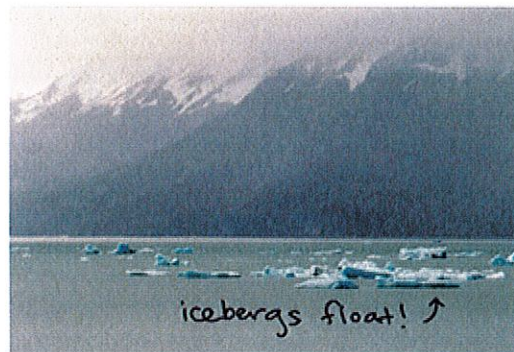
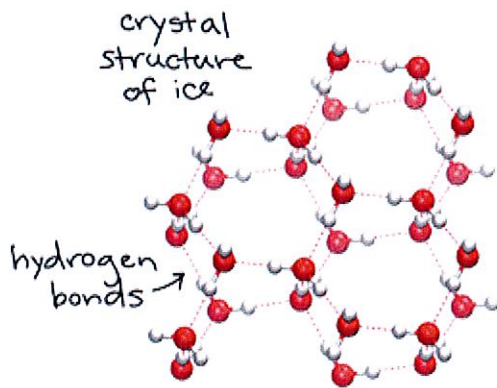
On the other hand, when the temperature drops and water freezes, water molecules form a crystal structure maintained by hydrogen bonding (as there is too little heat energy left to break the hydrogen bonds). This structure makes ice less dense than liquid water.

Tuesday-Density of ice and water

Water's lower density in its solid form is due to the way hydrogen bonds are oriented as it freezes. Specifically, in ice, the water molecules are pushed farther apart than they are in liquid water.

That means water expands when it freezes. You may have seen this for yourself if you've ever put a sealed glass container containing a mostly-watery food (soup, soda, etc.) into the freezer, only to have it crack or explode as the liquid water inside froze and expanded.

With most other liquids, solidification—which occurs when the temperature drops and kinetic (motion) energy of molecules is reduced—allows molecules to pack more tightly than in liquid form, giving the solid a greater density than the liquid. Water is an anomaly (that is, a weird standout) in its lower density as a solid.



(Left) Crystal structure of ice, with water molecules held in a regular 3D structure by hydrogen bonds. (Right) Image of icebergs floating on the surface of the ocean.

Image: modified from OpenStax Biology. Modifications of work by Jane Whitney (left), image created using Visual Molecular Dynamics (VMD) software (Humphrey, 1996), and by Carlos Ponte (right).

Because it is less dense, ice floats on the surface of liquid water, as we see for an iceberg or the ice cubes in a glass of iced tea. In lakes and ponds, a layer of ice forms on top of the liquid water, creating an insulating barrier that protects the animals and plant life in the pond below from freezing.

Why is it harmful for living things to freeze? We can understand this by thinking back to the case of a bottle of soda pop cracking in the freezer. When a cell freezes, its watery contents expand and its membrane (just like the soda bottle) is broken into pieces.

Wednesday-Heat capacity of water

It takes a lot of heat to increase the temperature of liquid water because some of the heat must be used to break hydrogen bonds between the molecules. In other words, water has a high **specific heat capacity**, which is defined as the amount of heat needed to raise the temperature of one gram of a substance by one degree Celsius. The amount of heat needed to raise the temperature of 1 g water by 1 °C is has its own name, the **calorie**.

[\[Like in nutrition information?\]](#)

Because of its high heat capacity, water can minimize changes in temperature. For instance, the specific heat capacity of water is about five times greater than that of sand. The land cools faster than the sea once the sun goes down, and the slow-cooling water can release heat to nearby land during the night. Water is also used by warm-blooded animals to distribute heat through their bodies: it acts similarly to a car's cooling system, moving heat from warm places to cool places, helping the body keep an even temperature.

Thursday-Heat of vaporization of water

Just as it takes a lot of heat to increase the temperature of liquid water, it also takes an unusual amount of heat to vaporize a given amount of water, because hydrogen bonds must be broken in order for the molecules to fly off as gas. That is, water has a high **heat of vaporization**, the amount of energy needed to change one gram of a liquid substance to a gas at constant temperature.

Water's heat of vaporization is around 540 cal/g at 100 °C, water's boiling point. Note that *some* molecules of water – ones that happen to have high kinetic energy – will escape from the surface of the water even at lower temperatures.

As water molecules evaporate, the surface they evaporate from gets cooler, a process called **evaporative cooling**. This is because the molecules with the highest kinetic energy are lost to evaporation (see the [video on evaporative cooling](#) for more info). In humans and other organisms, the evaporation of sweat, which is about 99% water, cools the body to maintain a steady temperature.

Homework-Word Definitions

Hydrogen bond-

Solid water-

Liquid water-

Solidification-

Water density-

specific heat capacity-

calorie-

heat of vaporization-

evaporative cooling-

Homework- Answer the questions?

Why is it harmful for living things to freeze?

What is water bonding?

When is the water density lower, during liquid or solid form? Why?

Why is it harmful for living things to freeze?

Friday-Quiz

1. When gas molecules slow down and come together to form a liquid. This is the opposite of evaporation. _____
2. Water in the form of a gas. _____
3. A molecule made of 2 hydrogen atoms and 1 oxygen atom. Water can exist in all 3 phases of matter on earth- ice, water and water vapor (gas). _____
4. When a liquid turn into a gas. This is the opposite of condensation. _____
5. When a solid turn into a gas (without first becoming a liquid) _____
6. When a solid, with the addition of heat, turns into a liquid. This is the opposite of freezing. _____
7. Molecules in this phase assume the volume and shape of the container it is in. It will fill up the entire space. _____
8. Molecules in this phase has the greatest temperature and highest energy and are constantly moving around at a fast rate. _____
9. When a liquid cool down and becomes a solid. This is the opposite of melting

Word bank

condensation, freezing, gas, melting, sublimation, evaporation, condensation

water molecule, water vapor

Explain and Support Inferences

Reading: Literature

DIRECTIONS: Read the story. Then, answer the questions.

WATERLAND

"Hurray!" cried Meghan. "Today is the day we're going to Waterland!" It was a hot July day, and Meghan's mom was taking her to cool off on the water slides. Meghan's new friend, Jake, was going too. Just then, Meghan's mom came out of her bedroom. She did not look very happy. "What's the matter, Mom? Are you afraid to get wet?" Meghan teased. "I'll bet you'll melt, just like the Wicked Witch of the West!"

Mrs. Millett didn't laugh at the joke. Instead, she told the kids that she wasn't feeling well. She was too tired to drive to the water park. Meghan and Jake were disappointed. "My mom has chronic fatigue syndrome," Meghan explained. "Her illness makes her really tired. She's still a great mom."

"Thank you, dear," said Mrs. Millett. "I'm too tired to drive, but I have an idea. You can make your own Waterland, and I'll rest in the lawn chair." Meghan and Jake set up three sprinklers. They dragged the play slide to the wading pool and aimed the sprinklers on the slide. Meghan and Jake got soaking wet. Mrs. Millett sat in a lawn chair and rested. The kids played all day.

"Thank you for being so understanding," Meghan's mom said. "Now, I feel better, but I'm really hot! There's only one cure for that." She stood under the sprinkler with all her clothes on. She was drenched from head to toe. Meghan laughed and said, "Now you have chronic wet syndrome." Mrs. Millett rewarded her daughter with a big, wet hug. It turned out to be a wonderful day after all at the backyard Waterland.

Strategy

As you read, pay attention to details from the story. Use the details to explain the story and to make inferences.

Test Tip

Use what you already know and the details from the story to make inferences.

1. How do you think Mrs. Millett feels about not being able to take the children to Waterland?

- (A) She is glad she won't have to spend her whole day with children.
- (B) She feels sorry for herself and is glad she got out of it.
- (C) She is disappointed she can't take the children.
- (D) She is hurt and confused.

Write how you know.

3. How do you think Meghan feels about her mother's illness?

2. In this story, *fatigue* means the same as _____.

- (A) to be excited
- (B) to be tired
- (C) to be sad
- (D) to be sick

Explain and Support Inferences

Reading: Literature

DIRECTIONS: Read the story. Then, answer the questions.

THE FIRST DAY

"I don't know about this, Mom." Henry frowned. It was the first day of school, and he was walking with his mom. "Maybe I should just stay home with you and start kindergarten next year." Henry's mom laughed and fluffed his hair with her hand. They continued up the path to school.

The path was curved with lots of trees on either side. The sun came down between the branches and lit Henry's mom's face. "You're going to love school! You get to learn fun new things and make a bunch of friends," she told him.

"Sadie's older brother said the teacher was mean and the math is hard, though!" Henry was ignoring his mom's comforting words.

They continued to walk up the path until they reached a bright red door, which led to a light blue hallway. At the end of the hallway was another, smaller red door that read "Mrs. Selway's Kindergarten Room" in yellow bubble letters. Standing at the door was a short, round, older woman with silver hair.

"You must be Henry!" she said. He looked back at his mom. As she nudged him forward, Mrs. Selway opened the door, and Henry saw something he couldn't believe. Dozens of kids were playing, laughing, and having a great time! Suddenly, Henry was a little excited. After hugging his mom, he turned around and ran straight into the classroom thinking, "Maybe this won't be so bad after all."

Strategy

When explaining an event or describing a character in the story, use details that are written in the story.

Test Tip

Look at the characters' words and actions to determine their feelings.

1. How do you think Henry was feeling on his first day of kindergarten?

- (A) excited
- (B) sleepy
- (C) nervous
- (D) sick

2. What does the word *comforting* mean in the story?

- (A) make something softer
- (B) make someone feel better
- (C) make someone nervous
- (D) make something louder

What details from the story support your inference?

Write how you know.

Determine Theme and Summarize Text

Reading: Literature

DIRECTIONS: Read the story. Then, answer the questions.

Maggie and Isabel went to the park on Saturday. They headed for the slides. However, they couldn't decide who should go first. Isabel said she should go first because she was older. Maggie said she should go first because Isabel was always first. Just then, their mother came over and said, "Why don't you each get on one slide and start down at the same time?" That's just what they did.

Strategy

Use ideas, events, and details from a story to determine its theme.

Test Tip

Find a story's theme by looking for details that tell what a major character learns during the story.

1. What is this story about?

- (A) a problem that is solved
- (B) an argument at the park
- (C) sisters who get along well
- (D) brothers who lost their dog

What details helped you determine what the story is about?

2. Who solves the problem in the story?

- (A) the coach
- (B) Maggie
- (C) Isabel
- (D) the mother

3. What was the problem in the story?

4. What was the solution to the problem?

5. Using details from the story, which theme best fits the story?

- (A) If you can't agree, keep talking until you do.
- (B) Always tell people how you feel.
- (C) Try looking for a new solution if you can't agree.
- (D) Other people can help you solve problems.

Write how you know.

6. Write a summary of the story.

Determine Theme and Summarize Text

Reading: Literature

DIRECTIONS: Read the story. Then, answer the questions.

Joel's hockey team had played well all season, and this was their chance to win the tournament. He was the best player.

He glanced around at his teammates. "Guys," he said, "let's skate really hard and show them how great we are!"

The team cheered and started to walk out to the ice. Joel turned around to grab his helmet, but it wasn't there. He looked under the benches and in the lockers, but his helmet wasn't anywhere. He sat down and felt his throat get tight. If he didn't have a helmet, he couldn't play.

Just then, there was a knock on the door. Joel's mom peeked her head around the locker room door. "Thank goodness," she said. "I got here just in time with your helmet."

Strategy To discover the theme, ask yourself what the overall lesson or message of the passage is.

1. What is this story about?

- (A) a problem that is solved
- (B) an argument that is solved
- (C) a hockey team trying to win
- (D) hockey equipment

Write how you know.

2. Who solves the problem in the story?

- (A) the coach
- (B) Joel
- (C) Joel's teammates
- (D) the mother

5. If the story on page 9 and on this page appeared together in a book of similar stories, a good title for the book would be _____.

- (A) *Sports Bloopers*
- (B) *Mom to the Rescue*
- (C) *Sisters Who Argue*
- (D) *How to Play Hockey Without a Helmet*

3. What was the problem in the story?

4. Which theme fits the story best?

- (A) Play hard and you will win.
- (B) Don't lose important things.
- (C) People close to you will help you.
- (D) Remember that it's only a game.

Determine the Meaning of Words and Phrases in a Text

Reading: Literature

DIRECTIONS: Read the story. Then, answer the questions.

A percussionist, someone who plays a lots of instruments, came to my school today. His name is Marco.

Marco said that by participating, or taking part, in the arts, you are helping your brain develop. This means that music, literature, and theater make you smarter! He told us about percussion and all of the different instruments he plays. One kind of instrument is a keyboard instrument, like the xylophone or marimba.

Another instrument he told us about is the timpani. Timpani are big round drums. All you need to make them change pitch is a little foot pedal, almost like a gas pedal, at the bottom of the drum.

He also told us about auxiliary instruments. Triangles, wood blocks, and maracas all are considered auxiliary, which means they are support instruments. These instruments are mostly for effect to help set a mood for different songs.

The last kind of percussion instrument Marco told us about was hand drums. Bongos and congas are both types of hand drums, along with more eccentric, or rare, drums like the cahone and djembe.

Thanks to Marco, I know a lot more about percussion and the arts than I did this morning, and I'm even thinking about trying music myself. It's cool to see how many instruments there are and how they can benefit, or help, you!

Strategy

While reading, identify word clues in a story to see how ideas are related and to determine word meanings.

Test Tip

The author doesn't always tell you what new words mean. You can use the context and what you already know to find the meanings.

1. Which three following instruments belong in the percussion family?

- (A) drums
- (B) timpani
- (C) guitar
- (D) triangle

3. If you *participate* in an activity, what are you doing?

- (A) quitting the activity
- (B) taking part in the activity
- (C) watching an activity
- (D) referring to an activity

2. What are auxiliary instruments?

Which words in the story helped you with your answer?

4. What is a synonym for *eccentric*?

Determine the Meaning of Words and Phrases in a Text

Reading: Literature

DIRECTIONS: Read the story. Then, answer the questions.

"Daddy, Daddy!" Sarah shouted, as she entered the kitchen carefully carrying the fragile glass jar in her hands. It was dusk, and the sun was almost completely set. Sarah's dad turned from the sink to greet her, only to find a large glass jar of fireflies thrust into his face. "Look, look!"

Calmly, Sarah's dad examined the jar of illuminating bugs. "Isn't it cool how they light up like that?" Sarah exclaimed. "It is!" her father replied. "Every time they light up like that, they are actually taking a big gulp of oxygen, or air. It's how they breathe! When the light goes out, they're all out of breath."

"If they can't breathe anymore, they will die. But, we can help them live longer if we keep them out of the jar and in the backyard. There's more oxygen out there than there is in that jar," her dad said, smiling.

Shocked, Sarah immediately ran outside, only to return with a sad face and an empty jar. She began to cry, so her dad asked what was wrong. "I miss them!" Sarah exclaimed.

Taking Sarah's hand, her dad led her outside to the moon rising and the fireflies floating in and out of sight. "We can still see them, silly! We can even see more of them. Don't cry. You're helping them live longer, happier lives."

Maybe Sarah's dad was right. They looked a lot prettier floating around in the grass than a jar, anyway.

Strategy

Try replacing an unknown word with different meanings to see if that meaning makes sense in the sentence.

1. What does the word *illuminating* mean?

- (A) flying
- (B) shining
- (C) sleeping
- (D) eating

Write how you know.

2. Why do fireflies need oxygen?

3. What time of day is *dusk*?

- (A) early morning
- (B) mid-afternoon
- (C) early evening
- (D) late night

Which words from the story helped you answer?

4. How did Sarah's father convince Sarah to let the fireflies out of the jar?

Describe Characters, Settings, and Events

Reading: Literature

DIRECTIONS: Read the story. Then, answer the questions.

THE FOX AND THE GRAPES

One warm summer day, a fox was walking along when he noticed a bunch of grapes on a vine above him. Cool, juicy grapes would taste so good. The more he thought about it, the more the fox wanted those grapes. He tried standing on his tiptoes. He tried jumping high in the air. He tried getting a running start before he jumped. But, no matter what he tried, the fox could not reach the grapes. As he angrily walked away, the fox muttered, "They were probably sour, anyway!"

MORAL: A person (or fox) sometimes pretends he or she does not want something he or she cannot have.

Strategy

As you read, pick out specific details from the story to describe the setting, characters, and events.

Test Tip

Use a character's words and actions to understand the reasons behind them.

1. Describe the setting of the fable.

2. Why did the fox want the grapes so badly?

- (A) He was warm and thirsty.
- (B) He was hungry.
- (C) He didn't want anyone else to get them.
- (D) He wanted to make grape jelly.

3. The fox was very determined to get the grapes. What details in the story help you understand what the word *determined* means?

4. What detail supports the moral, "A person (or fox) sometimes pretends that he or she does not want something he or she cannot have."

- (A) "The more he thought about it, the more the fox wanted those grapes."
- (B) "He tried standing on his tiptoes."
- (C) "But, no matter what he tried, the fox could not reach the grapes."
- (D) "As he angrily walked away, the fox muttered, 'They were probably sour anyway!'"

5. Describe the character of fox using details from the story.

Test Tip

A moral is a lesson that fables teach on how you should or should not act.

Describe Characters, Settings, and Events

Reading: Literature

DIRECTIONS: Read the story. Then, answer the questions.

It was Friday, and school had just ended. Maria stepped off the bus and began to walk home. As she approached her front yard, she noticed something different. There was barking coming from the backyard. "What could that be?" thought Maria. "We don't have a dog."

However, when she walked into her backyard, she found just that. A dog! "Woof, woof, woof!" it greeted her with its tail wagging. "Surprise!" Maria's parents yelled. "We got you a puppy. His name is Spot." Maria let out a squeak in surprise and jumped into the air. "I can't believe it!" she shouted.

Maria and Spot began to run to each other until he jumped up and rolled onto the ground. Maria giggled, and Spot licked her face. "Do you want to take him for a walk?" Maria's father asked. Maria nodded her head with a big grin on her face.

Her dad showed her how to put on Spot's leash, and they all went to the front yard to walk Spot. He pulled and tugged, but after a while, he began to walk with Maria. It made her happy. While they walked, Maria's dad told her about all of the responsibilities of owning a dog. "I promise to take care of him," she said.

When they got home, Maria sat in the backyard with Spot and fed him dog treats. He wagged his tail and licked his lips. Then, he flopped over so Maria could rub his belly. Maria patted him gently, smiling the whole time. Over and over, she told herself how happy she was.

When her dad called her to come in for bed, Maria got up and Spot followed. Before they got inside, she whispered, "I love you, Spot." Spot let out a soft "woof," and they walked in together.

Strategy As you read, ask yourself *Who? What? Where? When? How? and Why?* Use the answers to find details about characters, settings, and events.

Test Tip The setting of a story is not only where the story happens, but also when it happens.

1. Describe the setting of this story. Use details from the story.

2. Do you think Maria is a responsible girl? Explain your answer.

3. How does Maria feel about getting a new puppy?

- (A) upset
- (B) overwhelmed
- (C) scared
- (D) excited

Write how you know.

Explain Differences Between Poetry, Drama, and Prose

Reading: Literature

DIRECTIONS: Read the poem. Then, answer the questions.

BACKPACK

My backpack's so heavy
It must weigh a ton.
With thousands of books—
My work's never done.

My arms are so sore
I can't lift a pen.
My breath is so short
I need oxygen.

When I stoop over,
it makes me fall down.
I think I'll just stay here
All squashed on the ground.

Strategy

Learn which elements, or features, are part of poems, stories, and plays. Use these features to identify the genre you are reading and to understand why words, phrases, and sentences are organized in a certain way.

Test Tip

Poems use rhyme and rhythm as well as colorful language. Poems are organized by stanza instead of by paragraph and by line instead of by sentence.

1. Who do you think the speaker, or narrator, of the poem is?

- (A) a coach
- (B) a student
- (C) a swimmer
- (D) a parent

Write how you know.

2. What might have led to the poet writing this poem?

- (A) a sale on backpacks that hold many books
- (B) a student complaining about too much homework
- (C) a child complaining about a heavy backpack
- (D) a dog running away with a child's backpack

3. Summarize this poem in a sentence.

4. In which stanzas does the narrator describe the effects of having a heavy backpack?

- (A) Stanzas 1 and 2
- (B) Stanzas 2 and 3
- (C) Stanzas 1 and 3
- (D) Stanzas 1, 2, and 3

5. How is this poem different from a story about a backpack?

Explain Differences Between Poetry, Drama, and Prose

Reading: Literature

DIRECTIONS: Read the poem. Then, answer the questions.

POLAR BEARS

<p>With fur like a snowstorm And eyes like the night, Two giant old bears Sure gave me a fright.</p> <p>They came up behind me As quiet as mice, And tapped on my shoulder. Their paws were like ice.</p>	<p>As high as a kite, I jumped in the air, And turned round to see Those bears standing there.</p> <p>"We're sorry we scared you," The bears said so cool. "We just came to ask you To fill up our pool!"</p>
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Strategy While reading, identify the meaning of figurative language, and use the meaning to understand a poem or story.

Test Tip Figurative language includes words and phrases that have meanings beyond their literal meanings. Figurative language is language used for descriptive effect. Similes use *like* or *as* to compare things that may seem different.

1. Which two elements would be used if this poem were written as a story?

- (A) sentences and paragraphs
- (B) no rhyming words
- (C) no figurative language
- (D) stanzas and lines

2. How does the poem use rhyme?

4. eyes like _____

This means: _____

5. as quiet as _____

This means: _____

6. as high as _____

This means: _____

7. Rewrite Stanza 3 using sentences without figurative language.

DIRECTIONS: Fill in the blanks to complete the similes from the poem. Then, write what each simile means on the line.

3. fur like _____

This means: _____

Explain Differences Between Poetry, Drama, and Prose

Reading: Literature

DIRECTIONS: Read the play. Then, answer the questions.

Act 1, Scene 1

A cold winter's day, out in the snowy backyard of John's house.

John is standing in his yard. He is watching some geese fly overhead. Suddenly, a large, white paw can be seen tapping his left shoulder.

John (smiling, turning around): Yes?

Bear #1 and Bear #2 stand behind John.

As John's visitors come fully into view, John jumps into the air with a shriek.

Bear #1: Oh, we are so sorry. We didn't mean to scare you.

John: You are talking to me.

Bear #2: Well, yes, sir. We are talking to you. We were wondering . . .

John cuts him off.

John: Wait a minute! You are polar bears. You have white fur and black eyes. Your paws are freezing cold. I know I'm awake. But, you're talking to me.

Bear #1 to Bear #2: This may take a while.

The bears sit on their haunches, waiting.

John (to himself): Bears. Are talking. To me.

Finally, John shakes his head and walks toward the fence.

Bear #2 to Bear #1: We can wait.

Act 1, Scene 2

John's backyard. The bears are still sitting patiently. John is muttering to himself by the fence.

John (returning to the bears): Okay. So, you're talking polar bears. I can deal with that.

The bears stand up. John takes a step backward.

Bear #1 (to John): Are you going to be all right?

John (stammering): Yes, I think so. Ahem, so what can I do for you two gentle—, um, bears?

Bear #2: We were just wondering if you could fill our pool for us.

John looks from Bear #2 to Bear #1. They watch him expectantly.

John (shrugging): Polar bears are asking me to fill their pool. Ok, why not? Lead the way.

John and bears walk off stage right.

End Scene

Explain Differences Between Poetry, Drama, and Prose

Reading: Literature

Strategy

Compare a poem, story, and play and identify how they have different structures, or formats.

Test Tip

A play uses stage directions to tell what characters do, how they move, and how they speak. The dialogue appears after the speaker's name.

1. What is the setting of Act 1, Scene 1?

2. How do the stage directions help you visualize the action in the play?

3. How is the play similar to the poem on the previous page?

- (A) They both have talking polar bears.
- (B) They both have a character named John.
- (C) They both take place in the summer.
- (D) They both give details about the setting.

4. In which scene does John learn why the polar bears are in his yard?

5. Compare the play to a poem and story. Note the elements or formats of each type of writing and tell what is different.

Common Conversion Table

Name:
Teacher:

Class:
Date:

Directions: Memorize these common conversions to help convert quickly!

Fraction	Decimal	Percent
$\frac{1}{2}$	0.5	50%
$\frac{1}{3}$	0.333...	33.333...%
$\frac{2}{3}$	0.666...	66.666...%
$\frac{1}{4}$	0.25	25%
$\frac{3}{4}$	0.75	75%
$\frac{1}{5}$	0.2	20%
$\frac{2}{5}$	0.4	40%
$\frac{3}{5}$	0.6	60%
$\frac{4}{5}$	0.8	80%
$\frac{1}{6}$	0.1666...	16.666...%
$\frac{5}{6}$	0.8333...	83.333...%
$\frac{1}{8}$	0.125	12.5%
$\frac{3}{8}$	0.375	37.5%
$\frac{5}{8}$	0.625	62.5%
$\frac{7}{8}$	0.875	87.5%
$\frac{1}{9}$	0.111...	11.111...%
$\frac{2}{9}$	0.222...	22.222...%
$\frac{4}{9}$	0.444...	44.444...%
$\frac{5}{9}$	0.555...	55.555...%
$\frac{7}{9}$	0.777...	77.777...%
$\frac{8}{9}$	0.888...	88.888...%
$\frac{1}{10}$	0.1	10%

Percents, Decimals, Fractions

Name:

Class:

Teacher:

Date:

Directions: Drag each tile to the column of the expression which is equal to it.

ITEMBANK:

0.1 1 1% 1/100 10% 10/10

1/10

0.01

100%

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Compare fractions, decimals, and percents

Name:

Class:

Teacher:

Date:

Directions: Categorize equivalent fractions, decimals, percents.

ITEMBANK:

0.2 0.5 0.75 0.8 20% 50% 75% 80% $\frac{1}{2}$ $\frac{1}{5}$ $\frac{3}{4}$ $\frac{4}{5}$

Fifty hundredths

Seventy-five hundredths

Twenty hundredths

Eighty hundredths

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