

2020

Erie Rise Leadership
Academy Charter School

Parent Lesson Plan

[PARENT LESSON PLAN]

8th Grade, Week of 4/13

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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

Monday and Wednesday from 9AM until 12PM

Leadership Team

Mr. Terry Lang, CEO: 814 812-0503
Mrs. Veronica Will, Principal: 814 873-5158
Mr. Aubrey Favors, HR: 814 812-3026
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 8th grade	Connect Ed-Skill Character from "It's Not Fair" Complete activities and Access 1 worksheet	Connect Ed-Skill Selecting Words from "It's Not Fair" Complete activities and Access 1 worksheet	Connect Ed-Skill Supporting Ideas and Opinions from "It's Not Fair" Complete activities and Access 1 worksheet	Connect Ed-Intro. To Adventures of Tom Sawyer Complete activities and Access 1 worksheet	Khan Academy- Key Ideas- Drama Read and answer questions from "The Lost Treasure"
Math	USA Test Prep	USA Test Prep	USA Test Prep	USA Test Prep	USA Test Prep
Science	"Monday April 13 th " Turn up the Heat	"Tuesday April 14 th " Friction	"Wednesday April 15 th " Edible Soil Profile	"Thursday April 16 th " Calculating Mean and Median	"Friday April 17 th " Scientific Method
Social Studies	USA Test Prep "Monday April 13 th "	USA Test Prep "Tuesday April 14 th "	USA Test Prep "Wednesday April 15 th "	USA Test Prep "Thursday April 16 th "	USA Test Prep "Friday April 17 th "

ELA PRINT MATERIAL

ELA- Mrs. Norgard

Monday- Read and complete the questions for "See Our Progress"

Tuesday- Read and complete the questions for "The Difficult Journey"

Wednesday- Read and complete the questions for "The Gulls of Salt Lake"

Thursday- Read and complete the questions for "Training for the Presidency"

Friday- Use this day to complete any work that is not done.

MATH PRINT MATERIALS

GRAYSON-WAYNE

Math

3 Printed Material - USATest Prep worksheets

- **3 worksheets**
-

Chapter 6 Packets

- **1-2 lessons per day**
-

Coach PSSA Packets on Probability and Statistics

- **1-2 lessons per day**
-

8148449220 Texts only please

Daily Class Dojo Check-Ins

- **please provide contact information if you haven't already.**
-

*****Please complete atleast 2 lessons per day and work on USATest Prep daily. Contact me for questions**

SCIENCE/SOCIAL STUDIES PRINT MATERIAL

Social Studies-Alimahmoodi:

Chapter 32: New Challenges

Day 1 (Monday 4/13)

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

Day 2 (Tuesday 4/14)

1. Chapter 32 Lesson 1 Guided Reading
2. Chapter 32 Lesson 1 Study Guide "The Global War on Terror"

Day 3 (Wednesday 4/15)

1. Lesson 1 Quiz
 - a. Please use all materials that you have available to you to complete this quiz

Day 4 (Thursday 4/16)

1. Read Chapter 32 Lesson 2
2. Answer the review questions at the end of the reading
3. Chapter 32 Lesson 2 Guided Reading

Day 5 (Friday 4/17)

1. Chapter 32 Lesson 2 Study Guide "New Challenges- the Obama Presidency"
2. Chapter 32 Lesson 2 Quiz
 - a. Please use all materials that you have available to complete this quiz

Science-Ms. Gunther

8th Grade Science Lesson Plan/Worksheet for April ,13-17/20

Directions-Read and Understand the Lesson and the Vocabulary.

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

Use this website: <https://www.khanacademy.org/>

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

814-528-4140 Texts only please

Daily Class Dojo Check Ins

See Our Progress

CCSSR1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

My school appeared on the news last week because we had made an important change in our community. Our 8th grade class had planted a large garden in what was once only a vacant lot. It was a lot of work, it took much cooperation and many weeks, but it was all worth it. I got blisters from digging, and we all got insect bites, too.

I learned a lot about gardening and collaboration, and then I learned about the media. This experience taught me a great deal about television news. First, our teacher telephoned the TV station and informed them of what we had accomplished. She spoke with the producer—the person who assigns reporters to cover interesting stories.

I never knew how people get on the news, I didn't know you could call and tell the TV station about your school. The producer checked with the directors, but they claimed there were plenty of stories similar to ours. They wanted to know what was special about our particular garden, since many schools plant them.

The teacher explained that, after going on the Internet to learn about the prairie, we had made a prairie garden. We had gone to a prairie and gotten seeds from the plants, and then we planted them. We did not water the garden, but we did weed it. We decided to let nature water it with rain, since that was how prairies grew in the past. We sent a picture of the garden to the news station. In the picture, the grass was so high that it stood taller than the fourth grade students.

The director thought our story would be interesting because it was not just a garden, but a history lesson. Actually, it was also a science lesson. As a result, they sent a reporter to our school, and that reporter also brought a cameraman. The security guard helped them carry the equipment into the building.

They interviewed the principal and asked detailed questions about the garden—whose idea was it, what did it cost, how big was it, and how big did we plan it would be—would we be expanding it? After that, they interviewed us, and we explained to them what we had learned through this project. They even interviewed a person on the street and asked what he thought about our garden.

They were at our school for two hours, and it was exciting, so we were really ecstatic. That night, we watched the news, and there we were. The news anchor told our story. It was only two minutes long, but it was us. We were famous. All that work, all those blisters, it was worth it, we knew that when we saw the garden every day, but now we knew that the whole city thought so, too.

What is the lesson or theme that the writer wants you to understand from this story?

That is an inference. Explain why you infer that.

The Difficult Journey

The wagon train departed bright and early this morning. I was disappointed that I had to tell my friends goodbye, but I had chosen to remain here in Denver. By that point, we had already been traveling for several long months. I was sorry to leave St. Louis, but I heard there was gold in California. It was June when we had first left St. Louis and it was October when we got to Denver. I had made the difficult decision that I would not be continuing onward with the rest of the families on the wagon train.

When we left St. Louis, we were extremely excited, because we were planning on traveling all the way to the ocean. We would journey to California. But that was not to be for my family.

Almost immediately, we stumbled upon the first major problem of our trip. Our very first day on the road, a wheel flew right off of our wagon. The wheel was badly cracked, which meant we were unable to repair the damage ourselves. Since we were not terribly far from St. Louis at that point, John rode all the way back there on his horse. He returned to the wagon train with a brand new wheel; however, that took nearly an entire day while the other families waited.

After that, we struggled with yet another problem. There was an awful rainstorm, and with it came so much mud that the oxen pulling our wagons were unable to get the wagons moving again. We had to wait for the rain to stop completely and for the mud to dry before we could continue onward. Because of this, we lost an additional two days.

We were unbelievably exhausted and it had been a mere two weeks, but we kept on traveling. Unfortunately, we then had to stop once more because the Brown family fell ill. We waited a few days for them to recover, but they eventually gave up and turned back.

Every single day, we faced very difficult work, but we still persevered. Nevertheless, by the time we arrived in Denver it was just too much to handle. We had decided then that we were going to leave the wagon train. That night, we informed the wagon master of our plans.

The wagon master asked us to change our minds, and told us, "We've overcome the worst, now." However, I knew our trip would certainly not be getting any easier. The mountains we had just crossed were only the beginning. It had already been such hard work to get where we were now, and I knew it would be even more difficult to reach the ocean in California. That is when we decided the best option was to remain here in Denver.

Today, I have gone off to hunt for a new job. There are several jobs in the mines, and I hope to fill one of the positions. Then, we will be able to get our own home. I am extremely thankful that living in a tent beside the covered wagon is over. Instead, we will have a permanent place where we can live.

Although I will greatly miss my friends, I will not miss all the troubles and hardships we endured. I wrote a letter to a friend I made on the trip. I wanted him to know we are doing well although I miss him.

CCSSR1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

These are questions you can ask and answer about any story. Write your answers on another page.

1. Sequence: Which event happened first? Which happened last?
2. Character Traits: Name one character. What is one trait you infer that character has? Explain why you think that.
3. Motive: What is something that person does? Why do you think that person does that?
4. Summarize: Summarize the story in four sentences. Tell about the characters and what they do.
5. Main Idea: What do you think is the main idea of the story? Why?

Training For The Presidency

CCSSR2: Figure out ideas when you read.

Includes questions you can ask about any story.

Story Source: Public Domain, adapted by Center for Urban Education
B Orison Swett Marden.

"I meant to take good care of your book, Mr. Crawford," said the boy, "but I've damaged it a good deal without intending to, and now I want to make it right with you. What shall I do to make it good?"

"Why, what happened to it, Abe?" asked the rich farmer, as he took the copy of Weems's "Life of Washington," which he had lent young Lincoln, and looked at the stained leaves and warped binding. "It looks as if it had been out through all last night's storm. How came you to forget, and leave it out to soak?"

"It was this way, Mr. Crawford," replied Abe. "I sat up late to read it, and when I went to bed, I put it away carefully in my bookcase, as I call it, a little opening between two logs in the wall of our cabin. I dreamed about General Washington all night. When I woke up I took it out to read a page or two before I did the chores, and you can't imagine how I felt when I found it in this shape. It seems that the mud-daubing had got out of the weather side of that crack, and the rain must have dripped on it three or four hours before I took it out. I'm sorry, Mr. Crawford, and want to fix it up with you, if you can tell me how, for I have not got money to pay for it."

"Well," said Mr. Crawford, "come and shuck corn three days, and the book is yours."

Had Mr. Crawford told young Abraham Lincoln that he had fallen heir to a fortune the boy could hardly have felt more relief. Shuck corn only three days, and earn the book that told all about his greatest hero!

"I don't intend to shuck corn, split rails, and the like always," he told Mr. Crawford's wife, after he had read the volume. "I'm going to fit myself for a leadership profession."

"Why, what do you want to be, now?" asked Mrs. Crawford in surprise.

"Oh, I'll be President!" said Abe with a smile. "I will lead the nation."

"You'd make a pretty President with all your tricks and jokes, now, wouldn't you?" said the farmer's wife.

"Oh, I'll study and get ready," replied the boy, "and then maybe the chance will come."

That was how it all started. You may not believe this story, but it is like what happened. Abe Lincoln was a truly remarkable person. He is the President who really changed our country.

Write your answers to these questions on another page.

1. Sequence: Which event happened first? Which happened last?
2. Character Traits: Name one character. What is one trait you infer that character has? Explain why you think that.
3. Motive: What is something that person does? Why do you think that person does that?
4. Summarize: Summarize the story in four sentences. Tell about the characters and what they do.
5. Main Idea: What do you think is the main idea of the story? Why?

The Gulls of Salt Lake

Story Source: Public Domain, adapted by Center for Urban Education

At last, they were safe. A brave little company of pioneers from the Atlantic coast crossed the Mississippi River. They finally succeeded in climbing to the top of the great Rockies and down again into a valley in the very midst of the mountains. It was a valley of brown, bare, desert soil, in a climate where almost no rain falls. But the snow on the mountain-tops sent down little streams of pure water; the winds were gentle. Like a blue jewel at the foot of the western hills was a marvelous lake of salt water, an inland sea. Some wanted to keep going, but most said, this is where we should live—the journey is accomplished. So the pioneers settled there and built themselves huts and cabins so they could survive the first winter.

They were used to challenges. It had taken them many months to make the terrible trip. Many had died of illness on the way; then many died of hardship during the winter. The supplies they had brought in their wagons were so nearly gone that, by spring, they were living partly on roots, dug from the ground. All their lives now depended on the crops they could raise in the valley. They made the barren land fertile bringing mud from the river to the dry land, and creating irrigation channels. They planted corn and grain and vegetables, and everyone collaborated. Then it was an anxious time as they watched for the plants to grow, with hopes, and prayers, and careful eyes.

In good time the brown earth was covered with a carpet of tender, green, growing things. No farmer's garden could have looked better than the great garden of the desert valley. And from day to day the little plants grew and flourished till they were all well above the ground—they had succeeded. James, who was the head of the group, said, "We finally will have all the food we need. We have achieved our goal."

Then a terrible thing happened. One day, the men who were watering the crops saw a great number of crickets swarming over the ground at the edge of the gardens nearest the mountains. They were hopping from the barren places into the young, green crops, and as they settled down they ate the tiny shoots and leaves to the ground. More came, and more, and ever more, and as they came they spread out till they covered a big corner of the grain field. Yet still more and more, till it was like an army of black, hopping, crawling crickets, streaming down the side of the mountain. James said, "Watch out, they're going to eat our food. We will be ruined."

Everyone tried to kill the crickets by beating them down, but the numbers were so great that it was like beating at the sea. Suddenly, from far off in the air toward the great salt lake, there was the sound of flapping wings. It grew louder. It looked like a white cloud rising from the lake, a flock of sea gulls flying toward them. Hundreds of gulls rose and circled and came on. "The gulls! The gulls!" James cried. "They will rescue us. It is a miracle." The gulls flew overhead, with a shrill chorus of whimpering cries, and then, in a marvelous white cloud of outspread wings and hovering breasts, they settled down over the field. "Look, look," James said. "See! They are eating the crickets! They are saving our crop. We are restored."

It was true. The gulls ate the crickets, and when at last they finished, they had stripped the fields of that pest. The pioneers had moved to the right place after all. It had taken a lot of work, great determination, and courage. They had met and overcome obstacles, solved problems, and would survive. Without the gulls, what might have happened is not certain, but the future was secure, the pioneers were confident.

I can sequence, infer character traits and motive, summarize, infer and support main idea.

CCSSR2. Figure out ideas when you read.

Write your answers to these questions on another page.

1. Sequence: Which event happened first? Which happened last?
2. Character Traits: Name one character. What is one trait you infer that character has? Explain why you think that.
3. Motive: What is something that person does? Why do you think that person does that?
4. Summarize: Summarize the story in four sentences. Tell about the characters and what they do.
5. Main Idea: What do you think is the main idea of the story? Why?

Guided Reading

networks

New Challenges

Lesson 1 *The Global War on Terror*

ESSENTIAL QUESTION

Why does conflict develop?

The Day That Changed the Nation

Sequencing Put the events listed below in the order in which they occurred. Put the letter of the event that happened first on line 1, the letter of the event that took place next on line 2, and so on.

1. _____ a. Forces led by the United States invade Iraq.
2. _____ b. Terrorists attack the United States on September 11, 2001.
3. _____ c. The Taliban government of Afghanistan collapses.
4. _____ d. U.S. forces invade Afghanistan.
5. _____ e. Fighting and violence in Iraq increase along ethnic and religious lines.
6. _____ f. President George W. Bush asks the Taliban to turn over Osama bin Laden.
7. _____ g. Saddam Hussein's government falls.

Guided Reading *Cont.***networks****New Challenges****A Second Bush Term**

Finding the Main Idea For each group of sentences, underline the sentence that expresses the main idea of the paragraph.

1. The 2004 presidential race was tight. President Bush won a narrow victory in the popular vote. Bush was elected to a second term.
2. The war on terror resulted in changes in American civil liberties. The Bush administration jailed suspected terrorists at the military base in Cuba. They were never charged with a crime.
3. The levees in New Orleans could not hold back all the water from Hurricane Katrina. When the levees broke during the storm, the city was flooded. The hurricane left thousands of people homeless. As many as 1,800 people died.

Lesson Quiz 32-1

networks

New Challenges

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

- | | |
|--|------------------------------|
| _____ 1. target of terrorism | A. Guantanamo Bay |
| _____ 2. American military base in Cuba where suspected terrorists were denied certain personal rights | B. Katrina |
| _____ 3. hurricane that devastated the city of New Orleans | C. John Kerry |
| _____ 4. democratic presidential candidate in 2004 | D. World Trade Center |
| _____ 5. nominated to the Supreme Court by President George W. Bush | E. John J. Roberts |

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

- _____ 6. Who plotted the terrorist attacks of September 11, 2011?
- | | |
|---------------------------|--------------------------|
| A. Iraq | C. Saddam Hussein |
| B. Osama bin Laden | D. Yassir Arafat |
- _____ 7. In the war on terror, the United States targeted the terrorist group Al-Qaeda and
- | | |
|------------------------------|-------------------------------------|
| A. Afghani civilians. | C. Russian nationalists. |
| B. the Taliban. | D. Northern Alliance troops. |
- _____ 8. What was the result of the U.S.-led invasion of Iraq in 2003?
- | |
|---|
| A. Al-Qaeda was driven out of the country. |
| B. Weapons of mass destruction were discovered. |
| C. The Iraqi army was defeated and Saddam Hussein was driven from power. |
| D. Iraq and Afghanistan merged into one nation. |
- _____ 9. In 2006 Democrats elected which woman as the first female Speaker of the House of Representatives?
- | | |
|----------------------------------|-------------------------------|
| A. Hillary Rodham Clinton | C. Nancy Pelosi |
| B. Madeleine Albright | D. Sandra Day O'Connor |
- _____ 10. Which of these statements is true concerning terrorists?
- | |
|--|
| A. Terrorists always act alone. |
| B. All terrorists are supported by anti-American governments. |
| C. Terrorists always use violence. |
| D. Terrorists are motivated by a desire for wealth. |

[Print](#)

The September 11 terrorist attacks represented a new type of warfare that challenged old ideas about how to defend the nation.

The Day That Changed the Nation

What events occurred on September 11, 2001?

Terrorism (TEHR • uhr • ih • zuhm) is the use of violence against civilians to reach a political goal, such as changing governments or their policies. Terrorists can be individuals or groups. They may act alone or with the support of a government.

On September 11, 2001, the United States suffered a devastating terrorist attack. Early that morning, terrorists hijacked four U.S. passenger planes. They then crashed two planes into New York City's World Trade Center. A third plane slammed into the Pentagon, the headquarters of the Department of Defense, near Washington, D.C. The fourth plane was likely headed to another Washington, D.C., target. Instead, heroic passengers attacked the hijackers, and the plane crashed in the Pennsylvania countryside.

When the attacks were over, some 3,000 people were dead. The U.S. government quickly identified who was responsible for the deadly attacks: a Saudi Arabian named Osama bin Laden and his terrorist organization, called al-Qaeda (al-KY • duh). Congress approved the use of force to fight the terrorists, and President Bush announced a war on terrorism.

Terrorism Increases

Most of the world's 1 billion Muslims—followers of Islam—reject terrorism. However, some fundamentalists, such as bin Laden, do not. Muslim fundamentalists call for a return to traditional ways. Those who favor bin Laden's methods believe the need to create a pure Muslim society calls for drastic acts. Some Muslims feel that Western (U.S. and European) culture weakens traditional Muslim values. United States' support for Israel is another factor behind strong anti-American feelings.

The War on Terrorism

Osama bin Laden had fought in Afghanistan in the 1980s against the Soviet invasion of that Muslim country. Using family wealth, he formed al-Qaeda, which became a terrorist group dedicated to the spread of fundamental Islam.

Bin Laden was supported by the Taliban, a Muslim fundamentalist group that had gained control of Afghanistan's government in the 1990s. Bin Laden used Afghanistan as his base for planning the September 11 attacks.

After September 11, President Bush demanded the Taliban turn over bin Laden and his followers and shut down all terrorist camps. When Taliban leaders refused, the U.S. military, aided by forces from several other countries, attacked Afghanistan. By December, the Taliban government had collapsed. The surviving Taliban fled into Afghanistan's mountains. Fighting with Taliban forces continued. Meanwhile, bin Laden escaped.

To protect the United States against further terrorist attacks, President Bush created a new federal agency—the Office of Homeland Security. In late October, Congress passed and the president signed into law the Patriot Act to combat terrorism. The law expanded the power of federal agents to tap telephones and track Internet usage in the hunt for terrorists. It also permitted agents to conduct secret searches of a suspect's home or office, without giving prior, or earlier, notice to the owner of the property.

War in Iraq

The September 11 attacks raised fears that terrorists might acquire nuclear, chemical, or biological weapons and use them against Americans. President Bush claimed that Iraq's leader, Saddam Hussein, had such weapons of mass destruction and could supply them to terrorists.

In 2003 a group of countries, led by the United States, invaded Iraq. Their forces quickly defeated the Iraqi army and drove Hussein from power. Hussein was later captured. The fighting did not end, however. Insurgents (ihn • SUHR • juhnts), or rebel groups, attacked the U.S.-led troops. The insurgents tried to defeat U.S. efforts to establish a democratic government. Some insurgents had ties to Saddam Hussein, al-Qaeda, or other extremist groups.

Iraq, also, was torn by religious and ethnic divisions. Its Shia Muslims belong to one of the two main branches of Islam. Its Sunni Muslims belong to the second branch. Kurds are an ethnic minority who live mostly in northern Iraq. Hussein's fall sparked fighting among these groups.

As the conflict dragged on and more lives were lost, Americans' support for the war declined. Failure to find weapons of mass destruction led many to conclude the war was a mistake. Yet President Bush was determined to stay in Iraq to try to build a democracy. Elections were held in Iraq, and a democratic government was established. The new government, however, faced many challenges.

Describing Why did the United States invade Iraq?

A Second Bush Term

Why did President Bush lose support during his second term?

President Bush sought reelection in 2004. However, the ongoing Iraq war began to erode his support. A growing national debt, fueled by the war, drained the country's economic strength.

Election of 2004

The Democrats chose Senator John Kerry of Massachusetts to run for president. North Carolina Senator John Edwards was the party's choice for vice president.

President Bush claimed Kerry lacked the ability to carry on the war against terrorism. Kerry blamed Bush for the lack of success in Iraq and the weak economy. Election Day saw the highest voter turnout since 1968—nearly 61 percent of eligible voters went to the polls. Nationwide, President Bush won a majority of the popular vote. His victory helped increase the Republican influence in Congress.

Civil Liberties Issues

The war on terrorism raised questions about civil liberties. Concerned citizens and some members of Congress believed the Patriot Act violated the Fourth Amendment's protections against unreasonable searches and seizures. Supporters of the Patriot Act argued that restricting the act would result in protecting terrorists while endangering the lives of innocent Americans.

Another issue was what to do with suspected terrorists captured in battle. The United States held many of these suspects at the American military base at Guantanamo Bay, Cuba. Bush officials claimed the prisoners were illegal enemy fighters who had very few rights.

The Supreme Court disagreed. In 2004 it ruled in *Rasul v. Bush* that these prisoners had some legal rights. Those rights included the right to appeal to a court. Bush then set up special military courts to hear each case. In 2006, however, in *Hamdan v. Rumsfeld*, the Court struck down this plan. It ruled that Bush's military courts violated U.S. military and international laws. Bush agreed to protect certain prisoner rights.

Other Issues at Home

Early in President Bush's second term, he had to fill two vacancies on the U.S. Supreme Court. As a result, the president was able to move the Court in a more conservative direction. First, Bush named federal judge John G. Roberts, Jr., to replace retiring justice Sandra Day O'Connor. Before the Senate could act, however, Chief Justice William Rehnquist died, and the president named Roberts to replace him. Roberts easily won Senate confirmation as chief justice.

Next, Bush tried to fill the O'Connor vacancy. After Senate opposition to Bush's first nominee, the president named federal judge Samuel Alito, Jr. Although some Democrats expressed concern about Alito's conservative views, the Senate voted 58-42 to confirm him.

Disaster struck in August 2005. Hurricane Katrina slammed into the coast along the Gulf of Mexico. The storm left thousands homeless and at least 1,800 people dead. The city of New Orleans suffered great damage. Rising waters broke through levees (LEH • veez), or high walls along waterways, and flooded the city.

Many Americans wondered why national, state, and local governments failed to respond more quickly. As criticism mounted, President Bush promised federal funds to rebuild New Orleans.

In 2006 President Bush called for immigration reform, but the two houses of Congress disagreed over how to go about it. The Senate bill allowed undocumented aliens who grew up in the United States and graduated from high school to apply for citizenship. The House did not support any agreement that allowed unauthorized aliens to live and work in the country. House members called for the United States to build a wall along its Mexican border. By this time, the United States had already tripled the size of its border patrol without reducing illegal immigration.

The Elections of 2006

In 2006 voters made clear their unhappiness with President Bush's policies. The Democrats won control of both houses of Congress for the first time since 1992. House Democrats elected Nancy Pelosi to be the first female Speaker of the House of Representatives.

Troop Surge in Iraq

The day after the election, Secretary of Defense Donald Rumsfeld—a chief planner of the Iraq war—resigned. Bush chose Robert Gates to replace Rumsfeld and put a new commander—General David Petraeus—in charge of the forces in Iraq. The president then announced a "surge," or rapid increase, of some 30,000 more troops in Iraq. As a result of growing violence between different groups in Iraq, Bush and top military leaders believed they needed to increase the number of American troops in Iraq. They believed that a surge of troops would reduce the violence and provide better security for Iraq's government and population. House Democrats criticized his new strategy. They called for him to set a definite, or specific, timetable for pulling U.S. troops out of Iraq.

By the fall of 2008, violence in Iraq had been sharply reduced. That same year, the president signed the time line for total U.S. withdrawal from Iraq. By August 2010, the number of U.S. troops was reduced to about 50,000. Their job was primarily to train Iraqi troops.

Economic Recession

In 2007 a major financial crisis developed. Millions of Americans lost their homes and jobs. Financial institutions failed. Many large companies reported record losses. After years of running a cash surplus, Social Security, which depends on the contributions of workers, began running a deficit. In 2008 the economy became the most important issue for voters.

Summarizing What did the Supreme Court rule in *Hamdan v. Rumsfeld*?

LESSON 1 REVIEW

Review Vocabulary

1. Use the following terms to write a short paragraph about the war on terror:
a. terrorism b. insurgent

2. Identify the significance of these words:
a. levee b. prior notice

Answer the Guiding Questions

3. **Describing** How did the September 11 attacks affect President Bush's policies?

4. **Determining Cause and Effect** Why did the economy weaken during Bush's second term?

5. **Identifying** What fundamentalist group controlled Afghanistan's government in the 1990s and supported the vision of Osama bin Laden?

6. **INFORMATIVE/EXPLANATORY** What issues did President Bush face during his second term in office? What happened as a result of his response to these issues? Write a short essay that answers these questions.

Guided Reading



New Challenges

Lesson 2 *The Obama Presidency*

ESSENTIAL QUESTION

How do governments change?

A Historic Change

Specifying Answer the following questions in 1 or 2 sentences.

1. What two things made the 2008 election historic?
 - a. _____
 - b. _____

2. What were the key issues surrounding the 2008 presidential election?
 - a. _____
 - b. _____

3. Why do you think the election brought such a high voter turnout?

Guided Reading *Cont.***networks****New Challenges****Domestic Issues**

Identifying Choose the entry from Column B that best matches the description in Column A. Place the letter in the space provided.

Column A

- _____ 1. Health care reform
- _____ 2. Supreme Court Justice
- _____ 3. Obama's challenger in 2012
- _____ 4. Intended to stimulate the economy
- _____ 5. Critical of President Obama's reforms
- _____ 6. Part of the deficit reduction plan

Column B

- a. Mitt Romney
- b. Tea Party
- c. Budget Control Act
- d. Affordable Care Act
- e. Sonia Sotomayor
- f. American Recovery and Reinvestment Act

Guided Reading *Cont.*



New Challenges

Foreign Policy

Making Connections In the spaces provided, answer the following questions in one or two sentences.

1. What did President Obama's appointment of Hillary Rodham Clinton as Secretary of State say about his character and his willingness to improve relations with other nations?

2. How did President Obama continue President Bush's war on terror?

3. What do you think motivated President Obama to provide support for rebels in Libya and for armies fighting ISIS?

New Challenges

Lesson 1 The Global War on Terror

ESSENTIAL QUESTION

Why does conflict develop?

GUIDING QUESTIONS

1. *What events occurred on September 11, 2001?*
2. *Why did President Bush lose support during his second term?*

Terms to Know

terrorism violence committed in order to frighten people or governments into granting demands

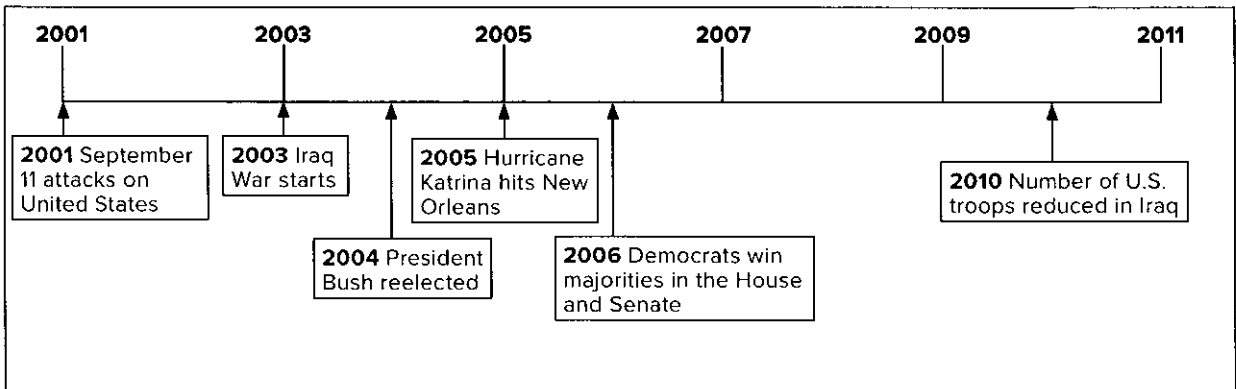
insurgent a person who revolts against a government or others in power

levee high walls or an embankment to prevent flooding in low-lying areas

Where in the world?



When did it happen?



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New Challenges

Lesson 1 The Global War on Terror, *Continued*

The Day That Changed the Nation

Terrorism (TEHR • uhr • ih • zuhm) is violence meant to frighten people or governments into granting demands. Terrorists can be individuals or groups. They may act alone or with the support of a government.

On September 11, 2001, terrorists attacked the United States. Using airplanes as weapons, they killed nearly 3,000 people. Two planes crashed into New York City's World Trade Center. One crashed into the Pentagon in Washington, D.C. A fourth crashed in a field in Pennsylvania. Heroic passengers had attacked the terrorists before this plane reached its target.

The events of September 11 were acts of terrorism that were planned by a group in the Middle East called al-Qaeda. After the attacks on the United States, President Bush announced a war on terrorism. Congress approved the use of force to fight terrorists.

Osama bin Laden was identified as the leader of al-Qaeda. Using his family's wealth, he formed the group to support his beliefs. Al-Qaeda is a small group of Muslims who believe terrorism should be used against those who do not share their beliefs. Most of the world's 1 billion Muslims reject this kind of thinking.

Bin Laden had fought in Afghanistan in the 1980s when the Soviets invaded the country. In Afghanistan, the Taliban controlled the government. It supported bin Laden. It allowed him and his followers to live in the country and plan the attack. President Bush asked the Taliban to turn over bin Laden. The Taliban refused. Bush sent troops to Afghanistan. American troops, and those from several other countries, attacked. The Taliban government fell, but bin Laden escaped.

Americans worried about future attacks from terrorists. To protect the United States from more terrorist attacks, President Bush created the Office of Homeland Security. Congress also passed the Patriot Act. This gave the government the power to tap telephones and track Internet usage. It also allowed federal agents to do secret searches of a suspect's home or office, without giving notice.

After the September 11 attacks, people feared that terrorists might use nuclear, chemical, or biological weapons against Americans. President Bush believed that Saddam Hussein, the leader of Iraq, had these types of weapons. Bush worried that Hussein might give these weapons of mass destruction to terrorist groups.



Marking the Text

- Underline the definition of terrorism.



Sequencing

- Number these events in the order in which they happened.
 - ___ United States attacks Afghanistan
 - ___ Hussein is removed from office
 - ___ al-Qaeda in Afghanistan plans attacks
 - ___ Taliban government falls
 - ___ United States sends troops to fight in Iraq
 - ___ Terrorists attack the United States



Identifying

- What was the Patriot Act?

New Challenges

Lesson 1 The Global War on Terror, *Continued*

 **Identifying**


- 4. What did President Bush think that Iraq was hiding?

 **Explaining**

- 5. What did the Supreme Court rule about the prisoners at Guantanamo Bay?

 **Marking the Text**

- 6. Underline the name of the storm that hit New Orleans.

 **Determining Cause and Effect**

- 7. Why did this storm do so much damage?

The president decided to send U.S. troops to Iraq. In 2003, troops from the United States and a few other countries invaded Iraq. Hussein fell from power, but the fighting did not end. Rebel groups, or **insurgents** (ihn • SUHR • juhnts), continued to fight. Other groups in the country also began fighting among themselves. Often, the American troops were caught in the middle.

The war continued and American casualties increased. None of the dangerous weapons were ever found. More Americans began to question the war. Eventually, Iraq held democratic elections. The new government faced many challenges.

A Second Bush Term

Bush won a close race for president against Senator John Kerry in 2004. During his second term, however, he lost support because of the Iraq war. The national debt was also growing, and the economy was getting weaker.

The war on terrorism also raised questions about civil liberties. Civil liberties are basic rights. Some citizens and members of Congress thought the Patriot Act violated people’s rights.

Americans also debated what to do with suspected terrorists and others captured in the fighting. Some were sent to the U.S. naval base in Guantanamo Bay, Cuba. In Cuba, they were given only limited rights. The prisoners wanted the right to be heard in court. The Supreme Court agreed. In 2004, it ruled that the prisoners did have some legal rights. Later, the Supreme Court said the prisoners could not be tried in military courts.

During his second term, Bush appointed two new conservative Supreme Court justices—John G. Roberts and Samuel Alito. As a result, the Court was moved in a more conservative direction.

In the summer of 2005, a major disaster struck the United States. A very strong hurricane, called Hurricane Katrina, hit New Orleans and the Gulf Coast. The storm left thousands homeless. At least 1,800 people died. Much of the city of New Orleans was flooded. Rising waters broke through **levees** (LEH • veez), or high walls along waterways.

Many Americans wondered why it took the local, state, and federal governments so long to help the people who were trapped by the flood. President Bush said that federal funds would help rebuild the city. By this time, the president was losing support.

New Challenges

Lesson 1 The Global War on Terror, *Continued*

In 2006, President Bush called for changes in immigration laws. The two houses of Congress disagreed on how to go about it. The Senate wanted to allow aliens who grew up in the United States and graduated from high school to apply for citizenship. The House disagreed. House members wanted the United States to build a wall along its Mexican border. At this time, the United States had already tripled the size of its border patrol. However, this action did not reduce illegal immigration.

In 2006, the Democrats won the majority in both houses of Congress. House Democrats elected Nancy Pelosi to be the first female Speaker of the House.

In Iraq, violence was growing. Different groups of Muslims were fighting against each other in the war-torn nation. President Bush decided to send 30,000 more troops to Iraq to protect the government and its citizens. Many Democrats disagreed. They called on the president to set a date for when the troops would leave Iraq. In 2008, the president created a time line for total withdrawal from Iraq. By August 2010, only about 50,000 troops remained. Their job was mainly to train Iraq troops.

In 2007, a major financial crisis developed in the United States. Millions lost their homes and jobs. Many banks failed, and many large companies were losing money. The Social Security program, which is supported by money from workers, was at risk. In the upcoming 2008 election, the economy would become a major issue for voters.

Check for Understanding

What event caused President Bush to declare a "War on Terrorism"?

Why did President Bush lose popular support?



Identifying

8. By what date did the United States withdraw most of its troops from Iraq?



Listing

9. List three economic problems that developed during the financial crisis of 2007.

FOLDABLES

10. Use a three-tab Foldable and place it along the dotted line. Write the title *Challenges of G.W. Bush Presidency* on the anchor tab. Label the left tab *9-11-2001*, the middle tab *Guantanamo Bay*, and the right tab *Katrina*. Identify the president's response to each and summarize the effects of his decisions.

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Lesson Quiz 32-2

networks

New Challenges

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

- | | |
|--|-----------------------------------|
| _____ 1. Running mate of Barack Obama | A. ISIS |
| _____ 2. economic group with a shared currency | B. Budget Control Act |
| _____ 3. Commonly referred to as Obamacare | C. Joseph Biden |
| _____ 4. Enacted to reduce the deficit | D. European Union |
| _____ 5. Islamic militants | E. The Affordable Care Act |

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

- _____ 6. In addition to the war in Iraq, which issue was critical as candidates approached the presidential election of 2008?
- A. the war on drugs**
 - B. the economy**
 - C. vacancies on the Supreme Court**
 - D. airstrikes against ISIS**
- _____ 7. What problem did the Affordable Care Act hope to address?
- A. healthcare reform**
 - B. a reduction in the deficit**
 - C. humanitarian assistance to victims of ISIS**
 - D. assistance to homeowners unable to pay mortgages**
- _____ 8. Who was President Obama's opponent in the election of 2012?
- A. Sarah Palin**
 - B. John McCain**
 - C. Mitt Romney**
 - D. Hillary Clinton**
- _____ 9. What action did President Obama take to rescue companies in financial crisis?
- A. jobless benefits**
 - B. a bailout**
 - C. tax cuts for workers**
 - D. cuts in defense spending**
- _____ 10. Which of these actions was intended to stimulate the economy?
- A. passage of Obamacare**
 - B. withdrawal of troops from Iraq**
 - C. passage of the American Recovery and Reinvestment Act**
 - D. downsizing of government agencies**

[Print](#)

In 2008 Barack Obama became the first African American elected president of the United States. He was reelected president in 2012.

A Historic Change

Why did Americans choose Barack Obama as president in 2008?

As the presidential election of 2008 approached, candidates in both major parties competed to become the presidential nominees. The Iraq war and a weak economy were key issues.

Senator John McCain of Arizona won the Republican nomination. McCain was a Vietnam War hero and a reformer known for working with both parties. He named Alaska Governor Sarah Palin as his running mate. She became the first woman ever to run on a national Republican ticket.

Democrats seeking nomination included Senator Barack Obama of Illinois and former First Lady and New York Senator Hillary Rodham Clinton. Senator Obama won the nomination. He was the first African American ever nominated to run for president by a major party. He chose as his running mate Senator Joseph Biden of Delaware.

For a while, it appeared as if the election would be close. The severe financial crisis that began in 2007, however, continued. Voters seemed to blame Republican policies—and decided it was time for a change in leadership.

Obama got 53 percent of the popular vote and 365 electoral votes to McCain's 173. In addition to the presidency, Democrats increased their majority in both the Senate and the House of Representatives.

The New President

Barack Obama was born in 1961 in Hawaii. Before his run for president, Obama served as a state senator in Illinois and then as a U.S. senator. In his Inaugural Address, he reminded Americans of what his election meant to the nation's ideals:

"This is the meaning of our liberty and our creed—why men and women and children of every race and every faith can join in celebration across this magnificent mall, and why a man whose father less than sixty years ago might not have been served at a local restaurant can now stand before you to take a most sacred oath."

Identifying What was the most important issue that influenced the 2008 presidential election?

Domestic Issues

What challenges did Barack Obama face once he became president?

President Obama took office during the worst economic crisis since the Great Depression. In October 2008, President Bush and Congress approved a bill to supply \$700 billion for the country's financial institutions and strengthen the economy. Despite this, home losses and bank closures continued.

After Obama took office, he got Congress to pass the American Recovery and Reinvestment Act of 2009 to stimulate the economy. The \$787 billion spending bill included jobless benefits, tax cuts for workers, and funding to create jobs. Obama also approved money for a bailout—a financial rescue of some companies.

Health Care

One of the president's key goals was reforming the nation's health care system. Many Americans did not have health insurance. Why? First, it can be very expensive. Second, insurance companies were allowed to deny coverage to people who had certain illnesses or conditions.

The Affordable Care Act, often called Obamacare, which passed in 2010, had two major goals: making it easier for the millions of people without health insurance to get it and making health insurance better for those who already did have it.

The president believed this reform would rein in health care costs and protect consumers from unfair insurance programs. Since 2010, Republicans in the House of Representatives voted more than 60 times to repeal, or overturn, the Affordable Care Act. They argued that it would increase the nation's deficit and decrease health care quality.

Justices on the Supreme Court

In the first years of Obama's presidency, Supreme Court Justices David Souter and John Paul Stevens retired. Obama replaced these justices with Sonia Sotomayor and Elena Kagan. These women are now the third and fourth female justices in the nation's history. Born to and raised in a Puerto Rican family in the Bronx, New York, Sotomayor is the nation's first justice of Latin American descent.

Later, in the last year of Obama's second term, Justice Antonin Scalia died unexpectedly. His death led to controversy, as Republican leaders in the Senate refused to hold confirmation hearings for a new justice. They argued the choice should be left to the next president.

The Tea Party Impacts Congress

Fears that Obama's economic reforms would increase the national debt caused "Tea Party" protests. The name referred to the American colonists who staged the Boston Tea Party in 1773. Most Tea Party protesters opposed both Bush's and Obama's economic stimulus plans, high taxes, and "big government" programs such as the Affordable Care Act. They disagreed on many other issues.

In 2010, Republicans--with Tea Party support--won control of the House of Representatives and captured more Senate seats. In 2011 Congress failed to reduce the deficit as promised and some automatic spending cuts went into effect. The government temporarily shut down and some programs such as NASA, Head Start, and Meals on Wheels were downsized. The federal deficit was, however, reduced.

Describing What were the arguments for and against the Affordable Care Act?

Foreign Policy

How did the continuing threat of terrorism challenge the Obama presidency?

During his terms in office, President Obama faced a number of issues and crises around the world. While parts of the Middle East remained in turmoil, other parts of the world, such as Europe, also experienced problems.

Continuing Issues in the Middle East

Obama's greatest foreign policy challenge was the unpopular wars in Iraq and Afghanistan. Obama ended the U.S. military role in Iraq but kept troops longer in Afghanistan, where militants remained a threat. In 2011 U.S. forces located and killed Osama bin Laden in neighboring Pakistan. Obama originally planned to remove U.S. troops from Afghanistan by late 2014. However, as the Taliban made new territorial gains against a still-strengthening Afghan army, the president revised his plan. It called for some 5,000 U.S. troops to remain in Afghanistan into 2017.

Meanwhile, uprisings toppled dictators in other Middle Eastern countries, such as Tunisia, Libya and Egypt. In Syria, Bashar al-Assad's harsh rule led to a brutal civil war. World leaders pressured al-Assad to step down, but he refused.

In 2014 a new threat emerged. A group that had split off from al-Qaeda known as the Islamic State of Iraq and Syria (ISIS) killed thousands and seized control of several major Iraqi cities, towns and oil fields. ISIS, known for its very strict view of Islam, declared that it wanted to create an Islamic state ruled by Sunni Muslims. ISIS targets Christians, non-Sunni Muslims, and religious minorities.

In the summer of 2014, President Obama authorized airstrikes against ISIS forces in Iraq and Syria. The United States and partner nations also increased support for the Iraqi army and other fighters against ISIS and provided humanitarian assistance to civilians.

People living in areas of Syria, Iraq, and other nations were driven out of their homes by ISIS. Hundreds of thousands of these displaced people headed to European nations to escape the violence in their homelands. By the end of 2015, officials estimated that 750,000 people had been displaced. Many European nations faced economic, political, and social challenges as the refugees arrived. Controversy arose in those countries over how many refugees to accept. The United States faced similar controversy over the acceptance of refugees fleeing ISIS. Some Americans feared that terrorists could enter the country among the refugees.

ISIS took credit for several terrorist attacks in Europe that shocked Americans and the world. In November 2015 in Paris, individuals linked to ISIS carried out a number of coordinated attacks that killed over 120 people and injured many more. In March 2016, similar attacks took place in Brussels, Belgium, killing some 35 people. Following the attacks, President Obama pledged continued U.S. support for the international efforts to defeat ISIS and terrorism.

Troubles in Europe

As the U.S. economy improved during the early 2010s, the economy in other parts of the world still faced challenges. A number of European nations that belonged to the economic group known as the European Union (EU) struggled with high debts and unemployment. Because the countries in the EU share a currency, known as the euro, the struggling nations affected the whole region's economy. The U.S. economy is closely connected to Europe's through trade and investments. Uncertainties over Europe's economic future worried American investors. American officials encouraged European leaders to stabilize their economies.

In Eastern Europe, actions taken by the country of Russia concerned U.S. leaders. Citizens in the country of Ukraine, which borders Russia, disagreed about their country's ties with their neighbor. When residents of Crimea, a region of eastern Ukraine, protested for closer ties with Russia in early 2014, Russia sent military forces to annex the area. European and U.S. leaders strongly protested the Russian action and imposed economic sanctions on Russia. Still, violence between pro- and anti-Russian forces in Ukraine continued despite a cease-fire agreement. Tensions between the United States and Russia remained high.

Asia Trade

In November 2014, Obama traveled to Asia. He met with Chinese leaders to discuss U.S.-Chinese political and economic relationships. Obama then met with other Pacific Rim leaders to discuss the Trans-Pacific Partnership Free Trade Agreement. Obama's goal was that, when approved, this trade agreement would boost U.S. exports and lower tariffs for American goods in the Pacific Asia region.

Describing What were the major foreign policy issues the Obama administration faced?

Obama's Second Term

What disagreements and achievements represent Barack Obama's second term in the White House?

The 2012 election saw voters deeply divided. President Obama ran for a second term, with Joseph Biden again as his running mate. Their Republican challengers were former Massachusetts Governor Mitt Romney and his running mate, Wisconsin Congressman Paul Ryan. President Obama won reelection to a second term, winning the popular vote 51.1 percent to 47.2 percent and the electoral vote 332 to 206.

Republicans kept control of the House, and Democrats, the Senate. The president and congressional Republicans were often at odds on how to resolve the debt and other national problems. Citizens challenged both political parties to work together to find solutions to the nation's problems.

Economic Signals

In the fall of 2014, the unemployment rate, which had been steadily dropping for several months, fell below 6 percent for the first time in more than six years. Some critics were wary of the numbers, however. They pointed out that the number of people who had stopped looking for work was growing. People who no longer search for work are not included in compiling the unemployment rate. In the midterm elections of 2014, the Republicans increased their lead in the House of Representatives and took control of the Senate for the first time since 2006.

The 2016 Election

The 2016 presidential election campaign revealed a deep national divide over political, economic, and social issues. A large number of Republicans entered the race and many of them were elected officials, governors, or senators. But in a surprise, it was billionaire businessman and media star Donald Trump who won his political party's nomination. He competed against former first lady, New York senator, and Obama's secretary of state Hillary Clinton. Even though Trump said things about minorities and women that angered many people, a growing number of Americans agreed with Trump's goal to "Make America Great Again" by emphasizing America's global independence, improving the slow economy, creating better jobs, and protecting the nation from foreign threats.

The differences between Clinton and Trump were very clear. Clinton was the first female presidential nominee by either the Democratic or Republican parties. She had decades of experience in government. Trump had no government or military experience. Yet, the battle between the two candidates became a contest of personalities and was less focused on traditional political issues. Trump kept his supporters angry over several events in Clinton's past government service especially improper use of State Department emails. Before the election, the FBI investigated and cleared Clinton of any criminal wrongdoing. The Clinton campaign described Trump as an angry, abusive man who was unpredictable and unsuitable to represent the United States.

The results on Election Night shocked many—from politicians to pollsters. Trump's message appealed to frustrated Americans who could not get good jobs and felt ignored by Washington D.C. Clinton appealed to women, minorities, and more educated voters—but not to the same levels of enthusiasm that had elected Barack Obama to the White House. Although Clinton won the popular vote, the Electoral College total swung on close vote counts in Wisconsin, Michigan, and Pennsylvania—driven by voters that had suffered from years of industrial economic decline before and during the recession and who yearned for change.

Describing What were two significant facts about the 2016 presidential election?

LESSON 2 REVIEW

Review Vocabulary

1. What is the definition of *bailout*?

2. Use the term *bailout* in a short paragraph describing President Obama's efforts to boost a failing economy.

Answer the Guiding Questions

3. **Identifying** What event helped push Barack Obama to victory in the 2008 election?

4. **Explaining** Why were some Americans critical of President Obama's approach to domestic issues?

5. **Speculating** Why do you think ISIS wanted to create an Islamic state?

6. **INFORMATIVE/EXPLANATORY** What challenges did Barack Obama face as president? What did he do to try to resolve those challenges? Write a short essay that answers these questions.

New Challenges

Lesson 2 The Obama Presidency

ESSENTIAL QUESTION

How do governments change?

Terms to Know

bailout a rescue, such as from financial ruin

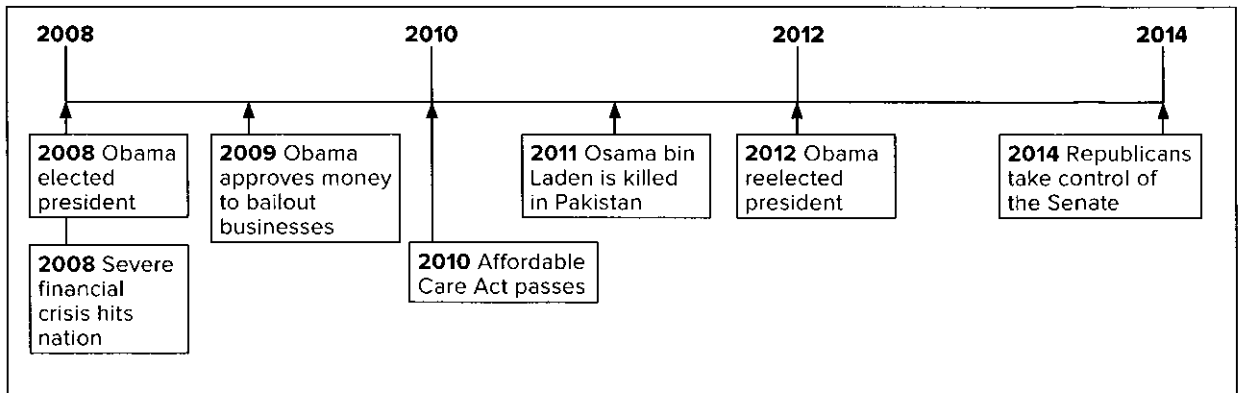
GUIDING QUESTIONS

1. *Why did Americans choose Barack Obama as president in 2008?*
2. *What challenges did Barack Obama face once he became president?*
3. *How did the continuing threat of terrorism challenge the Obama presidency?*

Where in the world?



When did it happen?



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New Challenges

Lesson 2 The Obama Presidency, *Continued*

A Historic Change

The 2008 presidential election made history. Barack Obama, a senator from Illinois, was the Democratic candidate. He was the first African American presidential candidate of a major party. He ran against Senator John McCain of Arizona. McCain named Sarah Palin, the governor of Alaska, as his candidate for vice president. She was the first Republican woman to run on a presidential ticket.

The Iraq war and a weak economy concerned many voters in the 2008 election. When a severe financial crisis hit the nation in the fall of 2008, many voters blamed the Republicans for the crisis. Obama won the election easily, and the Democrats won majorities in both the House and the Senate.

Domestic Issues

During his early years as president, Obama replaced two retiring Supreme Court justices. He chose Sonia Sotomayor and Elena Kagan as the third and fourth female justices in the nation's history. Sotomayor was the nation's first Latin American justice.

President Obama took office during the worst economic crisis since the Great Depression. Former President Bush and Congress had passed a bill that gave \$700 billion to the country's financial institutions to strengthen the economy. However, people were still losing their homes, and more banks were closing.

To boost the economy, President Obama worked with Congress to pass the American Recovery and Reinvestment Act of 2009. The bill set aside about \$8 billion to pay for jobless benefits, tax cuts for workers, and funds to create jobs. Obama also approved money for a **bailout**. A bailout is a way to rescue businesses from financial failure.

During his campaign, Obama had also promised to make changes to the health care system. Many Americans did not have health insurance. It was too expensive, and insurance companies could deny coverage to people with certain illnesses or conditions.

The Affordable Care Act was passed in 2010. It made health insurance affordable to millions of people who were uninsured. It also improved health insurance for those who already were insured. The new law was often called Obamacare. Critics of Obamacare said that it cost the government too much money. They claimed that it would hurt the overall quality of health care.



Identifying

1. What make the election of 2008 historic?



Summarizing

2. What two major issues concerned voters in the 2008 election?



Marking the Text

3. Underline two actions that President Obama took to boost the American economy.



Explaining

4. What were two advantages of the Affordable Health Care Act?

New Challenges

Lesson 2 The Obama Presidency, *Continued*

 **Listing**

5. Which two justices did President Obama appoint to the Supreme Court?

 **Describing**

6. What is the Tea Party and what were its goals in the 2010 election?

 **Analyzing**

7. How did the Budget Control Act reduce the national debt?

 **Identifying**

8. What happened in 2014 that showed the economy was improving?

Obama had critics who argued that his actions were adding to a large national debt. Some protested at “tea parties.” These were named after the American colonists who protested against the British by throwing tea into Boston Harbor in 1773.

In 2010, with support from the Tea Party, Republicans gained control of the House and won more seats in the Senate. They promised to make deep cuts in spending and overturn the health care law. However, the law was upheld by the U.S. Supreme Court in 2012.

In 2011, the Budget Control Act was passed to reduce the national debt. It set up a committee of six Democrats and six Republicans to create laws that would cut spending. The act stated that if the cuts were not made, there would be automatic spending cuts to many different programs. The committee did not achieve its goals. As a result many workers in government agencies lost their jobs. Also, many programs were reduced in size such as NASA, Head Start, the National Science Foundation, and Meals on Wheels. These cuts helped to reduce the national debt.

In 2012, President Obama ran for a second term against former Massachusetts Governor Mitt Romney. He won the popular vote by 51.1 percent to 47.2 percent and the electoral vote 332 to 206. Republicans kept control of the House, and Democrats kept control of the Senate. Two years later, in the 2014 elections, Republicans increased their number of seats in the House of Representatives. They also took control of the Senate for the first time since 2006.

In the fall of 2014, the economy began to show signs of improvement. The unemployment rate dropped below 6 percent for the first time in more than six years.

Late in President Obama's second term, Justice Antonin Scalia died. Republicans in the Senate resisted when the president tried to appoint a new justice.

As President Obama approached the end of his second term as president, the 2016 presidential election campaign began. It included many controversial candidates, including Republican billionaire Donald Trump and an extremely liberal Democrat, Vermont Senator Bernie Sanders. The campaign had debates across the country. The candidates created a lively debate about the future of the country.

New Challenges

Lesson 2 The Obama Presidency, *Continued*

Foreign Policy

Obama’s greatest challenge in foreign policy was the wars in Iraq and Afghanistan. Many Americans were tired of war and wanted the United States to pull out. Obama ended the military role in Iraq. However, he kept troops in Afghanistan. In 2011, U.S. forces found and killed Osama bin Laden in neighboring Pakistan. Obama planned to remove all troops from Afghanistan by 2014. He changed his plan as the Afghan army grew stronger. His new plan kept 5,000 U.S. troops in Afghanistan into 2017.

Southwest Asia was also a hotspot during this time. There were many uprisings and many dictators were overthrown. In Libya, dictator Muammar al-Qaddafi used force against his own people. Rebels overthrew him with U.S. help. In Syria, Bashar Assad’s harsh rule led to a brutal civil war. World leaders asked him to step down, but he refused.

In 2014, members of a group called the Islamic State of Iraq and Syria (ISIS) killed thousands of people. They took control of several Iraqi cities and oil fields. ISIS is known for its violence and strict view of Islam. It stated that it wanted its own Islamic state across the region that includes Syria, Iraq, Jordan, Israel, and other parts of Asia.

President Obama ordered airstrikes against ISIS in Iraq and Syria in 2014. The United States and other nations vowed to work together to fight ISIS.


ISIS was a threat to people living in the region. By the end of 2015, almost 750,000 refugees had left their homes. They looked for a safe place to start over in Europe and in the United States. Europe was worried because of the large number of refugees that were coming. Americans feared that terrorists may hide among the refugees and then sneak into the United States.

Then, in late 2015 and early 2016, ISIS took credit for terrorist attacks in the European cities of Paris and Brussels. President Obama continued to support international efforts to defeat ISIS and terrorism.

The U.S. economy was getting better in the 2010s, but the economy of the European Union was not as good. This worried some Americans because our economies are so closely linked through trade and investments.

 **Locating**

- 9. Where was Osama bin Laden when he was killed?

 **Determining Cause and Effect**

- 10. Why did President Obama change his plan and keep troops in Afghanistan?

 **Listing**

- 11. What two wars were Americans involved in during Obama’s presidency?

 **Identifying**

- 12. What group was responsible for the terrorist attacks in Paris and Brussels?

New Challenges

Lesson 2 The Obama Presidency, *Continued*

? Drawing Conclusions

13. Why did the United States punish Russia?

✓ Reading Check

14. How would the Trans-Pacific Partnership Free Trade Agreement benefit America?

FOLDABLES

15. Place a two-tab Foldable along the dotted line to cover Check for Understanding. Write *Actions of the Obama Presidency* on the anchor tab. Label the top tab *In the United States* and the bottom tab *In Other Countries*. List the facts that you remember about the actions that Obama took at home and abroad during his two terms as president. Use your Foldable to help answer Check for Understanding.

American leaders also worried about Russia's unfriendly actions in Ukraine and punished them with economic penalties. Tensions between the U.S. and Russia were high.

In 2014, Obama traveled to Asia. He met with Chinese leaders to discuss the relationship of the two countries. Obama then met with other countries in the area to discuss the Trans-Pacific Partnership Free Trade Agreement. If this trade agreement is approved, it will boost U.S. exports and lower tariffs for American goods in the Pacific Asia region.

Check for Understanding

How did Obama try to improve the health care system?

List two foreign countries in which President Obama faced challenges.

8th Grade Science Lesson Plan/Worksheet for April ,13-17/20

Directions-Read and Understand the Lesson and the Vocabulary.

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

Monday- Elements and Atoms

What is the simplest way of explaining what atoms, elements, compounds and mixtures are?

Atoms are the smallest bits of ordinary matter and are made from particles called protons (which carry a positive electrical charge), neutrons (which carry no electrical charge) and electrons (which carry a negative electrical charge). The protons and neutrons cluster together in the central part of the atom, called the nucleus, and the electrons 'orbit' the nucleus. A particular atom will have the same number of protons and electrons and most atoms have at least as many neutrons as protons.

An element is a substance that is made entirely from one type of atom. For example, the element hydrogen is made from atoms containing just one proton and one electron. If you had very, very good eyes and could look at the atoms in a sample of hydrogen, you would notice that most of the atoms have no neutrons, some of them have one neutron and a few of them have two neutrons. These different versions of hydrogen are called isotopes. All isotopes of a particular element have the same number of protons, but can have different numbers of neutrons. If you change the number of protons an atom has, you change the type of element it is. If you change the number of neutrons an atom has, you make an isotope of that element. All known elements are arranged on a chart called the Periodic Table of Elements.

A compound is a substance made from two or more different elements that have been chemically joined. Some examples of compounds are water (H_2O), table salt ($NaCl$), table sugar ($C_{12}H_{22}O_{11}$) and chalk ($CaCO_3$).

A mixture is a substance made by combining two or more different materials in such a way that no chemical reaction occurs. A mixture can usually be separated back into its original components. Some examples of mixtures are a tossed salad, salt water and a mixed bag of M&M's candy. **Watch the Video**

Monday Homework- Word Definition

1. Atoms

2. Protons

3. Neutrons

4. Electrons

5. Nucleus

6. Hydrogen

7. Isotopes

8. Periodic Table of Elements

Tuesday- Matter, elements, and atoms

Introduction

What is your body made of? Your first thought might be that it is made up of different organs—such as your heart, lungs, and stomach—that work together to keep your body going. Or you might zoom in a level and say that your body is made up of many different types of cells. However, at the most basic level, your body—and, in fact, all of life, as well as the nonliving world—is made up of atoms, often organized into larger structures called molecules.

Atoms and molecules follow the rules of chemistry and physics, even when they're part of a complex, living, breathing being. If you learned in chemistry that some atoms tend to gain or lose electrons or form bonds with each other, those facts remain true even when the atoms or molecules are part of a living thing. In fact, simple interactions between atoms—played out many times and in many different combinations, in a single cell or a larger organism—are what make life possible. One could argue that everything you are, including your consciousness, is the byproduct of chemical and electrical interactions between a very, very large number of nonliving atoms!

So as an incredibly complex being made up of roughly 7,000,000,000,000,000,000,000,000 atoms, you'll probably want to know some basic chemistry as you begin to explore the world of biology, and the world in general.

Matter and elements

The term **matter** refers to anything that occupies space and has mass—in other words, the “stuff” that the universe is made of. All matter is made up of substances called elements, which have specific chemical and physical properties and cannot be broken down into other substances through ordinary chemical reactions. Gold, for instance, is an element, and so is carbon. There are 118 elements, but only 92 occur naturally. The remaining elements have only been made in laboratories and are unstable.

Each element is designated by its chemical symbol, which is a single capital letter or, when the first letter is already “taken” by another element, a combination of two letters. Some elements follow the English term for the element, such as C for carbon and Ca for calcium. Other elements’ chemical symbols come from their Latin names; for example, the symbol for sodium is Na, which is a short form of *natrium*, the Latin word for sodium.

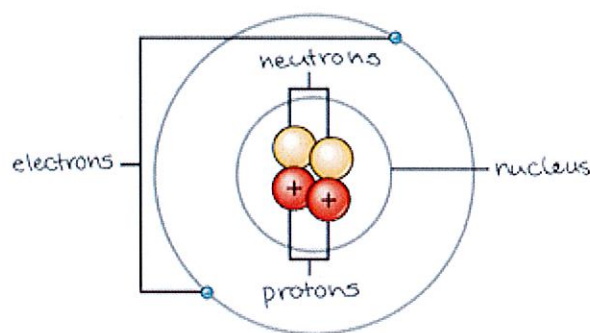
The four elements common to all living organisms are oxygen (O), carbon (C), hydrogen (H), and nitrogen (N), which together make up about 96% of the human body. In the nonliving world, elements are found in different proportions, and some elements common to living organisms are relatively rare on the earth as a whole. All elements and the chemical reactions between them obey the same chemical and physical laws, regardless of whether they are a part of the living or nonliving world.

The structure of the atom

An **atom** is the smallest unit of matter that retains all of the chemical properties of an element. For example, a gold coin is simply a very large number of gold atoms molded

into the shape of a coin, with small amounts of other, contaminating elements. Gold atoms cannot be broken down into anything smaller while still retaining the properties of gold. A gold atom gets its properties from the tiny subatomic particles it's made up of.

An atom consists of two regions. The first is the tiny **atomic nucleus**, which is in the center of the atom and contains positively charged particles called **protons** and neutral, uncharged, particles called **neutrons**. The second, much larger, region of the atom is a “cloud” of **electrons**, negatively charged particles that orbit around the nucleus. The attraction between the positively charged protons and negatively charged electrons holds the atom together. Most atoms contain all three of these types of **subatomic particles**—protons, electrons, and neutrons. Hydrogen (H) is an exception because it typically has one proton and one electron, but no neutrons. The number of protons in the nucleus determines which element an atom is, while the number of electrons surrounding the nucleus determines which kind of reactions the atom will undergo. The three types of subatomic particles are illustrated below for an atom of helium—which, by definition, contains two protons.



Structure of an atom. The protons (positive charge) and neutrons (neutral charge) are found together in the tiny nucleus at the center of the atom. The electrons (negative charge) occupy a large, spherical cloud surrounding the nucleus. The atom shown in this particular image is helium, with two protons, two neutrons, and two electrons.

Protons and neutrons do not have the same charge, but they do have approximately the same mass, about 1.67×10^{-24} grams. Since grams are not a very convenient unit for measuring

masses that tiny, scientists chose to define an alternative measure, the **dalton** or **atomic mass unit** (amu). A single neutron or proton has a weight very close to 1 amu. Electrons are much smaller in mass than protons, only about 1/1800 of an atomic mass unit, so they do not contribute much to an element's overall atomic mass. On the other hand, electrons do greatly affect an atom's charge, as each electron has a negative charge equal to the positive charge of a proton. In uncharged, neutral atoms, the number of electrons orbiting the nucleus is equal to the number of protons inside the nucleus. The positive and negative charges cancel out, leading to an atom with no net charge.

Protons, neutrons, and electrons are very small, and most of the volume of an atom—greater than 99 percent—is actually empty space. With all this empty space, you might ask why so-called solid objects don't just pass through one another. The answer is that the negatively charged electron clouds of the atoms will repel each other if they get too close together, resulting in our perception of solidity.

Water Molecules on the Move

Sponsored L

This experiment is great for testing if hot water molecules really move faster than cold ones. Pour some water, drop in some food coloring and compare results. **What you'll need:**

- A clear glass filled with hot water
- A clear glass filled with cold water
- Food coloring

An eye dropper **Instructions:**

1. Fill the glasses with the same amount of water, one cold and one hot.
2. Put one drop of food coloring into both glasses as quickly as possible.
3. Watch what happens to the food coloring.

What's happening?

- If you watch closely you will notice that the food coloring spreads faster throughout the hot water than in the cold. The molecules in the hot water move at a faster rate, spreading the food coloring faster than the cold water

molecules which move slower.

Tuesday Homework-Understanding and Answering the Questions.

1. What is your body made of?

2. What is matter? Give an example?

3. Where is atomic nucleus located?

4. What are the three types of subatomic particles that most of atoms contain?

5. What are the unit mass called?

Wednesday- Introduction to the Atom

Thursday- Atomic number, atomic mass, and isotopes.

Introduction

Radioactivity pops up often in the news. For instance, you might have read about it in discussions of nuclear energy, the Fukushima reactor tragedy, or the development of nuclear weapons. It also shows up in popular culture: many superheroes' origin stories involve radiation exposure, for instance—or, in the case of Spider-Man, a bite from a radioactive spider. But what exactly does it mean for something to be radioactive?

Radioactivity is a property of an atom. Radioactive atoms have unstable nuclei, and they will eventually release subatomic particles to become more stable, giving off energy—radiation—in the process. Often, elements come in both radioactive and nonradioactive versions that differ in the number of neutrons they contain. These different versions of elements are called isotopes, and small quantities of radioactive

isotopes often occur in nature. For instance, a small amount of carbon exists in the atmosphere as radioactive carbon-14, and the amount of carbon-14 found in fossils allows paleontologists to determine their age.

In this article, we'll look in more detail at the subatomic particles that different atoms contain as well as what makes an isotope radioactive.

Atomic number, atomic mass, and relative atomic mass

Atoms of each element contain a characteristic number of protons. In fact, the number of protons determines what atom we are looking at (e.g., all atoms with six protons are carbon atoms); the number of protons in an atom is called the **atomic number**. In contrast, the number of neutrons for a given element can vary. Forms of the same atom that differ only in their number of neutrons are called **isotopes**. Together, the number of protons and the number of neutrons determine an element's **mass number**: $\text{mass number} = \text{protons} + \text{neutrons}$. If you want to calculate how many neutrons an atom has, you can simply subtract the number of protons, or atomic number, from the mass number.

A property closely related to an atom's mass number is its **atomic mass**. The atomic mass of a single atom is simply its total mass and is typically expressed in atomic mass units or amu. By definition, an atom of carbon with six neutrons, carbon-12, has an atomic mass of 12 amu. Other atoms don't generally have round-number atomic masses for reasons that are a little beyond the scope of this article. In general, though, an atom's atomic mass will be very close to its mass number but will have some deviation in the decimal places.

Since an element's isotopes have different atomic masses, scientists may also determine the **relative atomic mass**—sometimes called the **atomic weight**—for an element. The relative atomic mass is an average of the atomic masses of all the different isotopes in a sample, with each isotope's contribution to the average

determined by how big a fraction of the sample it makes up. The relative atomic masses given in periodic table entries—like the one for hydrogen, below—are calculated for all the naturally occurring isotopes of each element, weighted by the abundance of those isotopes on earth. Extraterrestrial objects, like asteroids or meteors, might have very different isotope abundances.

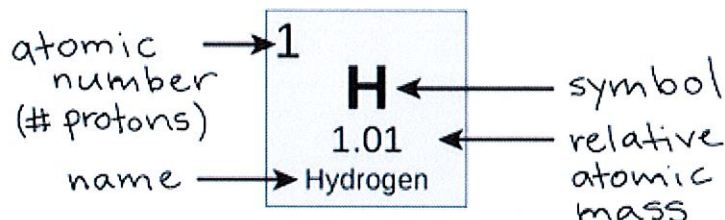


Image showing the "anatomy" of a periodic table entry. At the upper left is the atomic number, or number of protons. In the middle is the letter symbol for the element (e.g., H). Below is the relative atomic mass, as calculated for the isotopes found naturally on Earth. At the very bottom is the name of the element (e.g., hydrogen)

Isotopes and radioactive decay

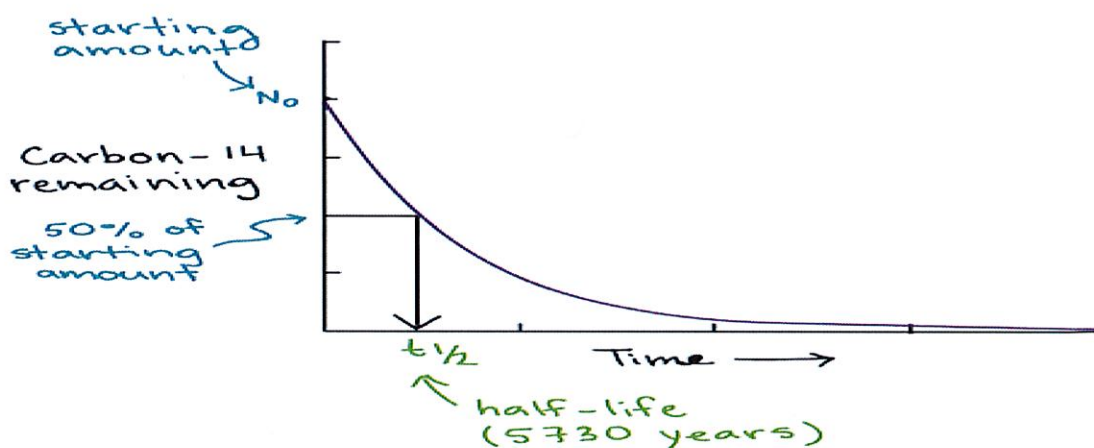
As mentioned above, isotopes are different forms of an element that have the same number of protons but different numbers of neutrons. Many elements—such as carbon, potassium, and uranium—have multiple naturally occurring isotopes. A neutral atom of Carbon-12 contains six protons, six neutrons, and six electrons; therefore, it has a mass number of 12 (six protons plus six neutrons). Neutral carbon-14 contains six protons, eight neutrons, and six electrons; its mass number is 14 (six protons plus eight neutrons). These two alternate forms of carbon are isotopes.

Some isotopes are stable, but others can emit, or kick out, subatomic particles to reach a more stable, lower-energy, configuration. Such isotopes are called **radioisotopes**, and the process in which they release particles and energy is known as **decay**.

Radioactive decay can cause a change in the number of protons in the nucleus; when

this happens, the identity of the atom changes (e.g., carbon-14 decaying to nitrogen-14).

Radioactive decay is a random but exponential process, and an isotope's **half-life** is the period over which half of the material will decay to a different, relatively stable product. The ratio of the original isotope to its decay product and to stable isotopes changes in a predictable way; this predictability allows the relative abundance of the isotope to be used as a clock that measures the time from the incorporation of the isotope (e.g., into a fossil) to the present.



Graph of radioactive decay of carbon-14. The amount of carbon-14 decreases exponentially with time. The time at which half of the original carbon-14 has decayed—and half still remains—is designated as $t_{1/2}$. This time is also known as the half-life of the radioisotope and, for carbon-14, is equal to 5730 years. For example, carbon is normally present in the atmosphere in the form of gases like carbon dioxide, and it exists in three isotopic forms: carbon-12 and carbon-13, which are stable, and carbon-14, which is radioactive. These forms of carbon are found in the atmosphere in relatively constant proportions, with carbon-12 as the major form at about 99%, carbon-13 as a minor form at about 1%, and carbon-14 present only in tiny amounts¹¹start superscript, 1, end superscript. As plants pull carbon dioxide from the air to make sugars, the relative amount of carbon-14 in their tissues will be equal to the concentration of carbon-14 in the atmosphere. As animals eat the plants, or eat other

animals that ate plants, the concentrations of carbon-14 in their bodies will also match the atmospheric concentration. When an organism dies, it stops taking in carbon-14, so the ratio of carbon-14 to carbon-12 in its remains, such as fossilized bones, will decline as carbon-14 decays gradually to nitrogen-14²²squared.

After a half-life of approximately 5,730 years, half of the carbon-14 that was initially present will have been converted to nitrogen-14. This property can be used to date formerly living objects such as old bones or wood. By comparing the ratio of carbon-14 to carbon-12 concentrations in an object to the same ratio in the atmosphere, equivalent to the starting concentration for the object, the fraction of the isotope that has not yet decayed can be determined. On the basis of this fraction, the age of the material can be calculated with accuracy if it is not much older than about 50,000 years. Other elements have isotopes with different half-lives and can thus be used to measure age on different timescales. For example, potassium-40 has a half-life of 1.25 billion years, and uranium-235 has a half-life of about 700 million years and has been used to measure the age of moon rocks²²squared.

Thursday- Introduction to the atom-Why is the sky Blue?

Learn how atoms are made up of protons, neutrons, and electrons.

Elements are defined by the atomic number, the number of protons in the nucleus. The mass of an atom is determined by the total number of protons and neutrons.

Why is the sky blue? It's not because a blue lava volcano erupted and painted the sky blue or because the sky ate a lot of blueberries. Come find out in this lesson on blue skies.

Blue Skies

One thing most people in the world have in common, besides breathing the same air, is that we have all seen a blue sky.

Maybe you've even heard sayings like 'clear blue sky' or songs that talk about them, such as Irving Berlin's song, 'Blue skies, smiling at me / Nothing but blue skies do I see...'

However, the reasons why the sky is blue may surprise you.

The Sun Plays an Important Part

The sun is very close to Earth, so it is a lot brighter than all of the stars (this is why you can't see stars during the day, even though they are there). And during the day we are able to see the sun as a disc-shaped object on a background of a blue sky.

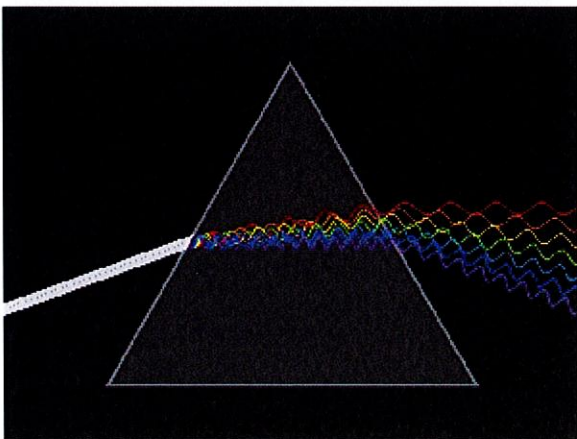
Why is this? Well, in the air there are **atoms**, which are super-small particles, of the gases nitrogen and oxygen. These are two of the most important elements that make up the air in the sky, and they have an effect on the way we see the sky. When the white light from the sun passes through these atoms, the nitrogen and oxygen atoms cause the light to scatter.

Usually, all light goes in a straight line, unless something gets in its way and reflects it, bends it or scatters it, like the atoms in the air do to sunlight.

We know sunlight is important in seeing a blue sky because at night, when the sun isn't visible, the sky is dark. We can usually see the stars, which look like white pinpoints of light in the sky. We also see the moon, which generally appears like white on a black background. But we cannot see the blue sky at night because we can't see the sun.

Our Eyes Play an Important Part

Your eyes help you see the blue sky. Let's find out how. We can use the prism to show us how this works. See how white light goes into the prism, and as it **disperses**, or spreads out, we can see the colors separate.



Prism showing dispersion

Light travels in waves that look like ocean waves or mountains and hills. In the image of the prism, notice how the red, orange and yellow at the top spread out more. It looks like a rolling hill. There is more space between the peaks of the hills, so we say that the waves are longer. When you get to the blue and purple at the bottom it looks taller, like a mountain. There is less space between the peaks of the blue wave, meaning it is shorter.

Thursday Homework- Understanding and Answering the Questions.

1. Why is the sky blue?
2. Why can't you see stars during the day, even though they are there?
3. Why do you think we are able to see the sun as a disc-shaped object on a background of a blue sky?

Friday- Quiz -Practice Atomic Structure

Which of the following correctly organizes the items from smallest (left) to largest (right)?

Choose 1 answer:

- (Choice A)
A
Cell, atom, neutron, electron
- (Choice B)
B
Atom, cell, electron, neutron
- (Choice C)
C
Electron, neutron, atom, cell
- (Choice D)
D
Neutron, electron, atom, cell

2. What fundamental building block makes up all matter in the universe?

Choose 1 answer:

- (Choice A)
A
Proteins
- (Choice B)
B
Atoms
- (Choice C)
C
Neurons
- (Choice D)
D
Helium

1. Which particles occupy the orbitals surrounding the nucleus?

Choose 1 answer:

- (Choice A)
A
Neutrons
- (Choice B)
B
Electrons
- (Choice C)
C
Protons
- (Choice D)
D
Positrons

What three particles make up an atom?

Choose 1 answer:

- (Choice A)
A
Positrons, neutrons, and electrons
- (Choice B)
B
Protons, electrons, and positrons
- (Choice C)
C
Protons, neutrons, and electrons
- (Choice D)
D
Protons, neutrons, and photons

Chemistry Facts

- [Hydrogen](#) is the first element on the periodic table. It has an atomic number of 1. It is highly flammable and is the most common element found in our universe.
- Liquid [nitrogen](#) boils at 77 kelvin ($-196\text{ }^{\circ}\text{C}$, $-321\text{ }^{\circ}\text{F}$).
- Around 1% of the sun's mass is [oxygen](#).
- [Helium](#) is lighter than the air around us so it floats, that's why it is perfect for the balloons you get at parties.
- [Carbon](#) comes in a number of different forms (allotropes), these include [diamond](#), graphite and impure forms such as [coal](#).
- Under normal conditions, oil and water do not mix. More [oil facts](#).
- Although it is still debated, it is largely recognized that the word 'chemistry' comes from an Egyptian word meaning 'earth'.
- The use of various forms of chemistry is believed to go back as long ago as the Ancient Egyptians. By 1000 BC civilizations were using more complex forms of chemistry such as using plants for medicine, extracting metal from ores, fermenting wine and making cosmetics.
- Things invisible to the human eye can often be seen under UV light, which comes in handy for both scientists and detectives.

- Humans breathe out carbon dioxide (CO₂). Using energy from sunlight, [plants](#) convert carbon dioxide into food during a process called photosynthesis.
- Chemical reactions occur all the time, including through everyday activities such as cooking. Try adding an acid such as vinegar to a base such as baking soda and see what happens!
- Above 4 °C, [water](#) expands when heated and contracts when cooled. But between 4 °C and 0 °C it does the opposite, contracting when heated and expanding when cooled. Stronger hydrogen and oxygen bonds are formed as the water crystallizes into ice. By the time it's frozen it takes up around 9% more space.
- Often formed under intense pressure over time, a crystal is made up of molecules or atoms that are repeated in a three dimensional repeating pattern. Quartz is a well known example of a crystal.
- Athletes at the [Olympic Games](#) have to be careful how much coffee they drink. The caffeine in coffee is a banned substance because it can enhance performance. One or two cups are fine but they can go over the limit with more than five. (update - as of 2004 caffeine has been taken back off the WADA banned list but its use will be closely monitored to prevent future abuse by athletes.)

Introduction to Functions

Name:
Teacher:

Class:
Date:

Directions: Complete the graphic organizer describing the definition, characteristics and examples of a function.

<p style="text-align: center;">DEFINITION</p> <p>What is a function?</p> <p>Describe a function(in your own words)</p>	<p style="text-align: center;">CHARACTERISTICS</p>
<p>FUNCTIONS</p>	
<p style="text-align: center;">EXAMPLES</p> <p>T-Chart:</p> <p>Pictures:</p> <p>Real Life Example:</p>	<p style="text-align: center;">NON EXAMPLES</p> <p>T-Chart:</p> <p>Pictures:</p> <p>Real Life Example:</p>

Is it a Function?

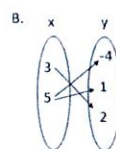
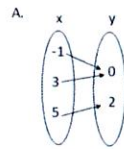
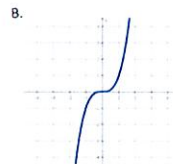
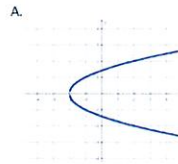
Name:

Class:

Teacher:

Date:

Directions: Place the steps in the proper order listing the earliest step next to the number 1.



A.

x	y
0	3
2	5
2	6
3	7

B.

x	y
-1	3
0	5
1	5
5	7

ITEMBANK:

Mapping B.

graph A.

graph B.

mapping A.

t-table A.

t-table B.

$\{(0,2),(0,3),(1,4),(2,5)\}$

$\{(0,2),(1,2),(3,2),(4,2)\}$

$\{-1,6),(0,3),(1,4),(2,5)\}$

Function

Not a Function