

SUMMER SESSION PLANNED INSTRUCTION MATERIALS

8th Grade

DUE DATE: FRIDAY, JULY 10

Please complete the following materials by the due date noted above.

Completed materials may be dropped off at the school (1006 West 10th Street) Monday – Friday 8:00am – 1:00pm or turned in when next week's assignments are delivered to your home!

If you need assistance completing the attached materials, please contact your student's teacher via email, the school's website or Facebook page, or Class Dojo.

You may also call the school directly Monday – Friday 8:00am – 1:00pm at 814-520-6468.

Mrs. Dianntha Myers-McCaughtry, 814-528-7949

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

Dear Parents and/or Guardians,

Erie Rise is continuing its 21st Century after school program for the 2020-2021 school year and your child has been selected to participate. The program will start on Monday, July 13th 2020, and run from 4pm-6pm. For the summer session, this will be done digitally. Upon return to the building, transportation and snacks will be provided.



The 21st CCLC program provides academic assistance to help students become successful, independent learners. The program will include mandatory activities such as homework time, tutoring, and PSSA prep. There will also be extracurricular activities such as basketball, dance, yoga, Tae Kwon Do. STEM study, and opportunities to explore art.

Please consider this opportunity for your child! Complete the attached student information page and return to Erie Rise by Friday, July 10th 2020.

Sincerely,

Mrs. Bridgett, 21st CCLC Director

Aubrey Favors, Interim CEO

_____ YES, I would like my child to participate.

Child's Name: _____

Teacher: _____ Grade: _____

Parent Name: _____

Parent Phone Number: _____

Fractions Review

* Required

What is your name?

Your answer

$\frac{1}{8} + \frac{2}{8} =$

Your answer

$\frac{7}{11} - \frac{4}{11} =$

Your answer

$\frac{3}{5} + \frac{3}{5} =$

☐ Option 1

$\frac{9}{10} - \frac{4}{10} =$

Your answer



$$13/15 - 4/15 =$$

Your answer

$$3/4 \times 1/2 =$$

Your answer

$$7/10 \times 1\frac{1}{3} *$$

Your answer

$$4/5 \times 1/8 =$$

Your answer

$$5/7 \text{ divided by } 1/2 =$$

Your answer

$$7/8 \text{ divided by } 2/9 = *$$

Your answer



9 1/2 divided by 3 1/5 = *

Your answer

Never submit passwords through Google Forms.

This form was created inside of Erie Rise Academy. [Report Abuse](#)



GCF and LCM Review

* Required

What is your name?

Your answer

What are the factors of 12? *

Your answer

What are the factors of 60? *

Your answer

Is 348 divisible by 2? *

- ☐ Yes
- ☐ No
- ☐ Maybe



Is 936 divisible by 3? *

- ☐ Yes
- ☐ No
- ☐ Maybe

Is 3,645,211 divisible by 10? *

- ☐ Yes
- ☐ No
- ☐ Maybe

List first 5 multiples of 3.

Your answer

List first 5 multiples of 12.

Your answer

Find the LCM of 5 and 7. *

Your answer



Find the LCM of 10 and 11.

Your answer

Find the LCM of 4 and 6.

☐ Option 1

Find the LCM of 12 and 15.

☐ Option 1

Find the LCM of 18 and 36.

Your answer

Submit

Never submit passwords through Google Forms.

This form was created inside of Erie Rise Academy. [Report Abuse](#)

Google Forms



Types of Numbers

Define the following terms and provide examples of each term as well.

Whole Number-

Natural Number-

Integers-

Rational Numbers-

Irrational Numbers-

Adding and Subtracting Integers -Review

Complete the following math problems by choosing the correct answer for each question.

* Required

What is your name? *

2 points

Your answer

$5 + 18 = *$

2 points

☐ 22

☐ 20

☐ 23

$-8 + 13 = *$

2 points

☐ 9

☐ 5

☐ 1



$-6-6 = *$

2 points

☐ 0☐ -12☐ 1

$-14-14 = *$

2 points

☐ 0☐ 1☐ -1☐ -28

Submit

Never submit passwords through Google Forms.

This form was created inside of Erie Rise Academy. [Report Abuse](#)

Google Forms



Equations v Expressions-Review

* Required

What is your name?

Your answer

What is the difference between an expression and an equation? *

5 points

Your answer

$12a-7$ *

2 points

- ☐ expression
- ☐ equation
- ☐ Other:

$5y+3=9$ *

2 points

- ☐ equation
- ☐ expression
- ☐ Other:



$33y-4z+h$

2 points

- ☐ expression
- ☐ equation
- ☐ Other:

 $99h+100a-3$

2 points

- ☐ expression
- ☐ equation

Submit

Never submit passwords through Google Forms.

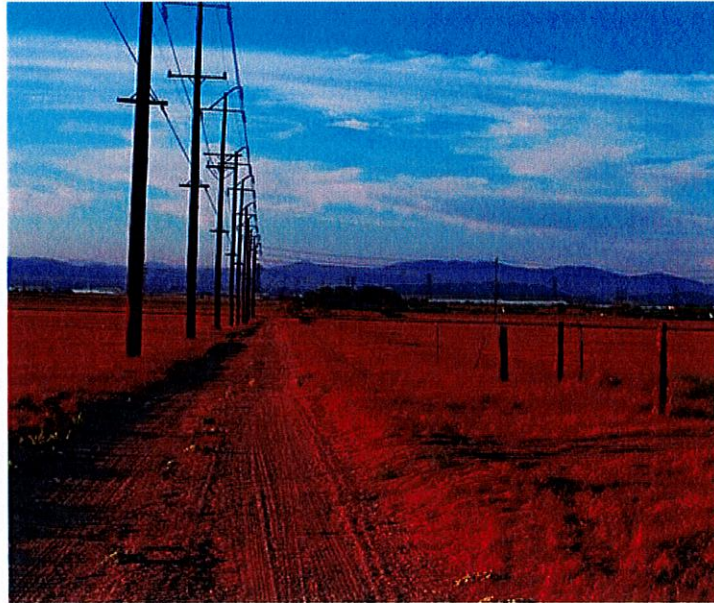
This form was created inside of Erie Rise Academy. [Report Abuse](#)

Google Forms



“Back Roads”

Name: _____



Joe pulled up in a red Jeep Cherokee, put the car in park and let the engine idle. It was about 10:45 in the morning, a Friday. Sam arrived a few minutes later fresh off the subway, duffle bag slung over his back. The sun was clear white that day and shining down hard. It was almost spring. Joe honked the horn, and when Sam spotted the car, he pointed to the sky and started walking over.

Reaching into the backseat, Joe popped open the door opposite him so Sam could toss his stuff in, which he did, shutting the door and climbing into the front seat. Sam and Joe clasped palms in salutation. Sam was wearing jeans, a jean jacket and some boots. Joe was in grey sneakers and a blue hoodie. They were ready to roll.

The two were on their way to Pittsburgh from New York City. Sam hated rushing things and insisted that they take back roads. Joe was in. After inching their way through the Holland Tunnel and creeping along an expanse of industrial wasteland in New Jersey, they rolled onto a

tree-lined road running parallel to the highway, and cruised a cool 60 miles per hour with the windows down.

Eventually, they made their way into the country. Joe found the historical markers that dotted the sides of the roadway interesting—the ones next to old colonial stone houses and scenic graveyards, and the like—and every now and then—this was a decidedly relaxed ride—he would pull over to read them.

Somewhere in the middle of Pennsylvania, he spotted one that was about an old bridge. The bridge itself could barely be seen—a thicket of barren trees obscured it. But a shining band of bright white light could be seen. It was a river, and the sun was all over it.

Joe sidled the car up to the sign. He hugged the outside of his door and took off his black sunglasses. Squinting, he read:

ROCKVILLE BRIDGE

The longest stone masonry arch railroad bridge in the world, visible to the south, was built between 1900 and 1902. Named for the surrounding small settlement, it has forty-eight arches and a length of 3,820 feet. It is the third bridge constructed here by the Pennsylvania Railroad. A wooden structure was built 1847-49, followed by an iron bridge in 1877.

The two pulled back onto the road and drove up a bit further where they found an opening in the trees. A clear site of the river spilled into view. It was the Susquehanna River that was branching out before them, beautiful and mighty. They looked at the bridge. It laid low along the water and was made out of weathered stone. One arch after another crossed the water. Above the bridge and the water alike, a sloping wooded mountain top sat in the sky.

The men drove on. A few miles down the road they ran into a town called Dauphin Borough. The town was located along a bend in the Susquehanna, just off its banks.

Joe found a gas station and pulled in to fill up. They had a direct view of the river. Sunlight dappled the water, which rushed over rocks where shallow and flowed slowly where deep.

Sam opened his door and stumbled out onto the pavement. He stretched out in the beauty that lay before him. He walked down to the river. After filling up the tank, Joe pulled into a parking spot and called down to him.

"This place is incredible," he hollered.

Sam came jogging up.

"It's so great down there," he said grinning. "Hey, I'm going to go into this diner and use the bathroom."

"Cool," Joe said.

Sam ran across a lawn of freshly cut green grass, pulled open the door and walked inside.

Joe leaned against the jeep. Looking down at the water, he breathed in the deep cool air. About ten minutes later Sam came out of the door with a burger in his hand and a brown paper bag full of French fries.

They hopped into the car. Sam stuck his hand out the window and slapped the top of the jeep. *Pop Pop!* They hit the road. As they were on their way out of town, Sam called out, "What's that?"

"What is what?" said Joseph.

"That thing out there," Sam said. "It's like a statue, or something."

Joseph craned his neck around and caught a glimpse of it. He shook his head in disbelief. Out there in the middle of the river on a hunk of grey stone, there it sat, glowing in the sunlight.

"It looks like a miniature Statue of Liberty," said Sam. "See how the left hand is holding up a torch."

"Yeah I do," said Joseph. "Look that thing up on your phone."

Sam entered "Dauphin Borough Statue of Liberty" into an Internet search on his smartphone.

It was built by a local area resident, a lawyer, he learned, out of plywood and venetian blinds, and erected in secret late at night one night with the help of some friends. No one else in the town knew he was going to do this, so when everyone in Dauphin Borough woke up the next day and looked out over the river, it was as if the statue had risen miraculously from the water.

Over the years it had been blown over by wind, reconstructed and raised again. These days it's just considered part of the town.

"You know" Sam said, "America is amazing."

"Yes it is," said Joe.

"That's why these back roads are so great," Sam said. "You get to see all these things."

The two agreed it would be foolish to ever drive on a major highway. With the sun started to set, they kept moving towards Pittsburgh where Dan was waiting. Dan was engaged to be married, and Sam and Joe were going to take him on a road trip to Texas before his wedding. This was how the trip began.

Vocabulary for "Back Roads"

Your email address (dmccaughtry@erieriseacademy.org) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

What is your name? *

Your answer

What is the definition of "expanse" as it pertains to the passage? *

- ☐ a wide and open area
- ☐ a tight space
- ☐ having an excess of pants
- ☐ fear of cooking with eat

What is the definition of "idle" as it pertains to the passage? *

- ☐ avoiding work; lazy
- ☐ run slowly while disconnected from a load or out of gear
- ☐ without purpose or effect; pointless
- ☐ someone to look up to



What is the definition of "salutation" as it pertains to the passage? *

- ☐ representation of something or someone or a photograph
- ☐ to make a formal inquiry
- ☐ a gesture made as a greeting or acknowledgment of another's arrival or departure
- ☐ a form of cleaning to disinfect

What is the definition of "thicket" as it pertains to the passage? *

- ☐ an empty area of landscape
- ☐ a dense group of bushes or trees
- ☐ abandon (a person, cause, or organization) in a way considered disloyal or treacherous
- ☐ in or with deep, dense, or heavy mass

What is the definition of "barren" as it pertains to the passage? *

- ☐ containing or holding as much or as many as possible; having no empty space
- ☐ unable to produce offspring
- ☐ a member of the lowest order of the British nobility
- ☐ land that is too poor to produce much or any vegetation



What is the definition of "obscured" as it pertains to the passage? *

- ☐ make unclear and difficult to understand
- ☐ a dark area or shape produced by a body coming between rays of light and a surface
- ☐ keep from being seen; conceal
- ☐ a long piece of wood or metal used for holding pieces of food

What is the definition of "sidled" as it pertains to the passage? *

- ☐ to move slowly in a particular direction, usually because you are nervous or do not want to be noticed
- ☐ the outer parts of objects or spaces
- ☐ feeling unhappy, especially because something bad has happened
- ☐ a leather seat that you put on a horse's back when you ride it

☐ Send me a copy of my responses.

Submit

Never submit passwords through Google Forms.

This form was created inside of Erie Rise Academy. [Report Abuse](#)

Google Forms



Reading Comprehension "Back Roads"

Week 1

Your email address (dmccaughtry@erieriseacademy.org) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

What is your name? *

Your answer

Joe and Sam are on their way to which location? *

- ☐ Dauphin Borough
- ☐ the back roads of Pennsylvania
- ☐ New York City
- ☐ Pittsburgh

The main setting of this story is *

- ☐ Pittsburgh on a hot summer day
- ☐ Rockville Bridge on a lazy afternoon
- ☐ along back roads over the course of a day
- ☐ an airplane flight to Texas



Read the sentences: "Sam hated rushing things and insisted that they take back roads. Joe was in."Based on this information, it can be concluded that *

- ☐ Sam and Joe did not want to go to Pittsburgh
- ☐ Sam and Joe are generally relaxed on road trips.
- ☐ Sam and Joe are generally very stressed on road trips.
- ☐ Sam and Joe have known each other for a very long time.

How do people in Dauphin Borough most likely feel about the statue? *

- ☐ They believe it is a sign from a higher power.
- ☐ They embrace its presence.
- ☐ They are confused by its miraculous appearance.
- ☐ They pay little attention to it.

This story is mostly about *

- ☐ the difference between natural and man-made landmarks
- ☐ the importance of taking time to appreciate nature
- ☐ a friendship formed through the bond of sharing a car ride together
- ☐ the beautiful and interesting things to be discovered along back roads



The tone of the writing throughout the passage can be described as *

- ☐ frantic, or hurried
- ☐ relaxed and smooth
- ☐ suspenseful and unusual
- ☐ exhilarating, or exciting

Choose the answer that best completes the sentence below. Joe and Sam decide not to take the highway _____ they could drive through back roads. *

- ☐ even though
- ☐ so
- ☐ instead
- ☐ next

The presence and appreciation of nature is evident throughout the story. Identify at least three phrases or sentences that support this claim. *

Your answer

What did Joe and Sam enjoy about their trip? *

Your answer



Sam and Joe's trip to Pittsburgh would have been quicker had they taken the highway. Why was it more worthwhile that they drove through the back roads? *

Your answer

Send me a copy of my responses.

Never submit passwords through Google Forms.

This form was created inside of Erie Rise Academy. [Report Abuse](#)



What is physics?- Lesson Plan

Physics is the study of the basic principles that govern the physical world around us. We'll start by looking at motion itself. Then, we'll learn about forces, momentum, energy, and other concepts in lots of different physical situations. To get the most out of physics, you'll need a solid understanding of algebra and a basic understanding of trigonometry.

To be honest, it's really difficult to define exactly what physics is. For one, physics keeps changing as we progress and make new discoveries. New theories don't just bring new answers. They also create new questions that might not have even made sense when viewed from within the previous theory of physics. This makes physics exciting and interesting, but it also forces attempts at defining physics into generalizations about what physics has been rather than what it might be at some point in the future.

That said, definitions are useful. So, if it's a definition you want, it's a definition you'll get. For the most part, physicists are trying to do the following:

1. Precisely define the most fundamental measurable quantities in the universe (e.g., velocity, electric field, kinetic energy). The effort to find the most fundamental description of the universe is a quest that has historically always been a big part of physics, as can be seen in the comic image below.

[\[What does fundamental mean?\]](#)

2. Find relationships between those fundamental measured quantities (e.g., Newton's Laws, conservation of energy, special relativity). These patterns and correlations are expressed using words, equations, graphs, charts, diagrams, models, and any other means

that allow us to express a relationship in a way that we as humans can better understand and use.

[\[Math makes things simpler?!\]](#)

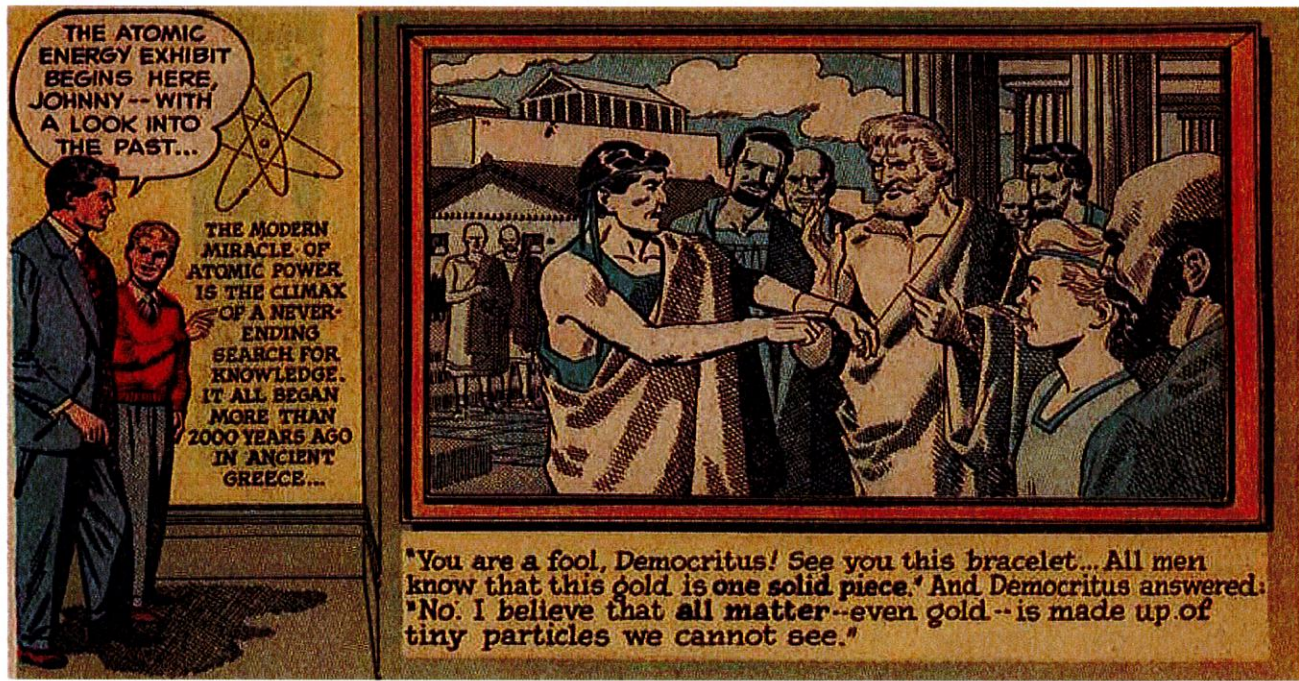


Image credit: *Adventures Inside the Atom*, 1948 General Electric, George Roussos (public domain)

OK, so boiling physics down to only two things is admittedly a bit of a gross simplification and glosses over some of the finer points of what physicists do and how they do it. But trying to describe a complex universe with simple and useful clarifying laws is what physics is all about. So maybe trying to describe the complex activity of what physicists do with a simple and clarifying definition isn't such a bad idea after all.

What will I learn by studying physics on Khan Academy?

In physics, we want to explain why objects move around the way they do. However, it would be hard to explain motion if we didn't know how to *describe* motion. So first, in the topics [One-dimensional motion](#) and [Two-dimensional motion](#), we'll learn how to precisely describe the motion of objects and predict their motion for some special cases.

With the ability to precisely describe motion under our belt, we'll learn in [Forces and Newton's Laws](#) how the concept of force allows us to explain *why* objects change their motion.

We'll continue mastering and expanding our ability to deal with motion by showing that conservation laws are an alternative way to explain the motion of an object. These conservation laws give constraints on how the motion of a system can change. Conservation of energy will be learned in [Work and energy](#), and conservation of momentum will be learned in [Impacts and linear momentum](#).

Up to that point we'll have mostly considered objects that are not changing their rotational motion, so in [Moments, torque, and angular momentum](#) we'll learn how to describe and explain rotational motion and pick up a new conservation law along the way—conservation of angular momentum.

After this point, we'll deploy what we learned about motion, forces, and conservation laws to analyze how to deal with a variety of new forces and phenomena. We'll learn how to deal with liquids and gases in [Fluids](#) and [Thermal physics](#). Then in [Electricity](#) and [Magnetism](#) we'll learn about two new forces—the electric force and the magnetic force. In [Circuits](#) we'll see how electric forces cause current to flow. In [Optics](#) we'll investigate the ways in

which electromagnetic waves (i.e., light) can bend and reflect. Once we learn about light, we get to learn Einstein's theory of Special relativity. And that's just to name a few.

By the end you should have a nice understanding of introductory physics and the mathematical tools physicists use to describe and explain the universe. But no summary can describe all the interesting and powerful aspects of physics. The best way to find out is to jump in and see for yourself.

Week of July 2#1 Word Definitions

1. What is physics? Give two examples.
2. What does fundamental means?
3. Why do you think the he principles, graphs, laws, and equations used in physics were created for?

[Print](#)

The Constitution is the foundation of our country's government.

Our Constitution

What basic principles of government are set forth by the Constitution?

The United States Constitution presents the American solution to the challenge of government. This solution is based on seven key principles: (1) popular sovereignty, (2) a republican form of government, (3) limited government, (4) federalism, (5) separation of powers, (6) checks and balances, and (7) individual rights.

Popular Sovereignty

The Constitution begins with an introduction, or preamble. With its first words—"We the People"—the preamble lays the foundation of the American system of government: **popular sovereignty** (PAH • pyuh • luhr SAHV • rihn • tee), or the authority of the people. The preamble makes clear that it is the people of the United States who hold the power and who establish a system of government for their own well-being.

The Nation Is a Republic

How do the people rule in the United States? The Constitution establishes a republican form of government. A republic is a government in which the people rule through elected representatives. Those representatives make laws and conduct government on behalf of the people. In general, the terms *republic* and *representative government* mean the same thing.

Limited Government

The Framers were wary of a government that might take away people's rights or favor certain groups. At the same time, they realized that the nation needed a stronger government than the Articles of Confederation had provided. Their goal was to establish **limited government**, in which the powers of government are strictly defined. A limited government has only those powers that are given to it by the people.

Federalism

The original thirteen states had fought hard to win independence from Great Britain. The Articles of Confederation protected that independence, but it failed to create a national government strong enough to deal with many challenges the young nation faced. The United States has a federal government, where the many state governments and the single federal government share power. This system is known as federalism.

The Constitution creates the federal system. It explains how powers are distributed among different levels of government. The Constitution spells out the powers given to Congress and establishes the executive and judicial branches.

The Constitution lists enumerated powers, (ee • NOO • muh • ray • tuhd) or those powers that are specifically given to Congress. Enumerated powers include the power to coin money, regulate interstate and foreign trade, maintain the armed forces, and create federal courts. The states cannot exercise these powers.

Reserved powers are those powers that belong to the states. The Constitution does not specifically list the reserved powers. The Tenth Amendment declares that all powers not specifically granted to the federal government "are reserved to the States." The reserved powers include the power to establish schools, pass marriage and divorce laws, and regulate trade within a state.

Under the Constitution, the federal government and the state governments share certain powers. These are the concurrent powers (kuhn • KUHR • hnt) Examples of concurrent powers are the right to raise taxes, borrow money, provide for public welfare, and carry out criminal justice. Each state and the federal government can exercise these powers at the same time.

While states have their own laws and powers, the Constitution is "the supreme Law of the Land." If a state law contradicts the Constitution or federal law, the Constitution or federal law prevails. This is stated in Article VI, Clause 2, of the Constitution—the "Supremacy Clause."

Separation of Powers

To make sure no person or group in government has too much power, the Constitution provides for a separation of powers. This means the Constitution separates the legislative, executive, and judicial powers of government. It then places these powers in three different branches of government. Each branch has different—and limited—powers, duties, and responsibilities.

Checks and Balances

The Framers did more than separate the powers of government. They set up a system of checks and balances. Under this system, each branch of government can check, or limit, the power of the other branches. This system helps maintain a balance in the power of the three branches.

Here is an example of how the system of checks and balances works: Congress (legislative branch) has the power to pass a law. If the president (executive branch) disagrees with the law, he or she can reject it through the presidential power of the veto. This veto power checks the power of Congress. At the same time, Congress can override the veto. This checks the power of the executive branch.

The United States Supreme Court (judicial branch) also has important checks on the other branches. The Supreme Court has the power to interpret the Constitution and to decide whether or not actions by the legislative and executive branches are allowed.

Congress can check decisions made by the courts by beginning the process of changing the Constitution itself. For example, the Supreme Court ruled in the 1857 *Dred Scott v. Sandford* decision that enslaved African Americans were not citizens. In 1866 Congress proposed the Fourteenth Amendment. The amendment was meant to grant full citizenship to formerly enslaved African Americans. When ratified by the states in 1868, the Fourteenth Amendment had the effect of overruling the *Dred Scott* decision.

There are several other ways in which the branches of government check and balance one another.

Individual Rights

The Constitution that the Framers wrote in Philadelphia in 1787 did not have a Bill of Rights. These ten amendments became part of the Constitution in 1791. They guarantee basic freedoms and liberties including:

- Freedom of religion
- Freedom of speech and of the press
- Freedom to assemble in groups and to protest against the government
- The right to bear arms
- The right to a speedy and public trial by jury
- The right to be free from unreasonable searches and seizures by the government
- Freedom from "cruel and unusual" punishments

Since 1791, other constitutional amendments have expanded on the rights of the American people. For example, amendments have abolished slavery, defined citizenship, guaranteed "equal protection of the law" for all people, and guaranteed the right to vote for people aged 18 and older. Amendments have also authorized the direct, popular election of senators.

Describing What is the purpose of the system of checks and balances?

Amending the Constitution

How is the Constitution able to change over time?

The United States Constitution is one of the world's oldest written Constitutions. It is also a short document compared to many other constitutions. Its clear, direct language has helped support stable government for well over two centuries. At the same time, the Constitution has enabled government to adapt to changing times and to deal with challenges that the original Framers never dreamed of—from radio communications to nuclear power to space exploration and more.

The Constitution has changed as a result of formal amendment. The Framers allowed for this process when they wrote the Constitution. People have suggested many hundreds of amendments over the years. Yet the nation has amended its Constitution only 27 times. The Framers deliberately made the amendment process difficult.

Amending the Constitution **involves** two steps. The first is formal proposal of an amendment. Congress can do this by two-thirds' vote. Also, two-thirds of the state legislatures can call a convention to propose an amendment, though this method has never been used.

The second step in the amendment process is ratification. Ratification of an amendment requires approval by three-fourths of the states. States can ratify the amendment at either a state convention or through a vote by the state legislature.

Amendments have brought significant changes to the nation. In addition to protecting our rights, amendments have extended the right to vote to a larger share of the population. The Fifteenth Amendment sought to ensure that African American men would have the right to vote. The Nineteenth Amendment extended voting rights to women. The Twenty-Fourth Amendment outlawed poll taxes, giving more people the ability to vote. The Twenty-Sixth Amendment lowered the voting age to 18.

Formal amendment is one way the Constitution has changed. The language of the Constitution has also been subject to different interpretations.

For example, over history, Congress has claimed for itself certain implied powers (implied powers). These are powers that are suggested but not directly stated in the Constitution. The source of the implied powers is Article I, Section 8 of the Constitution. Here is found the "necessary and proper clause," or the "elastic clause." This clause directs Congress to "make all Laws which shall be necessary and proper" for carrying out its duties.

Also in Article I, Section 8, is the "commerce clause." This gives Congress power to "regulate Commerce with foreign Nations, and among the several States." Congress has used this clause to expand its powers into areas, such as the regulation of television, that do not appear in the Constitution.

Calculating How many constitutional amendments have been ratified?

Thinking Like a HISTORIAN

Understanding Cause and Effect

Over the course of American history, some unwritten customs of government have become so strong that they seem to have the effect of law. For example, until the 25th Amendment, which was ratified in 1967, the Constitution did not specify that the vice president would assume the office of president in the event of a president's death. Yet on eight occasions, that is exactly what happened. Each time the custom was applied, it acquired more force. For more information about understanding cause and effect, read *Thinking Like a Historian*.

LESSON 1 REVIEW

Review Vocabulary

1. Write a paragraph in which you explain the difference between the following: **a.** enumerated power **b.** reserved power **c.** concurrent power **d.** implied power

2. Explain the significance of the following terms: **a.** popular sovereignty **b.** limited government

Answer the Guiding Questions

3. **Explaining** What was the challenge that the Framers faced when setting out to write the Constitution, and how did they meet it?

4. **Discussing** Why do you think the Framers made the Constitution difficult to amend?

5. **ARGUMENT** Should Congress have the power to interpret the Constitution? Write a paragraph in which you argue for or against the wide application of the implied powers.

Define the following words:

- popular sovereignty
- limited government
- enumerated power
- reserved power
- concurrent power
- separation of powers
- implied power
- Contradict
- involve

What is the difference between enumerated powers, reserved powers, and concurrent powers?

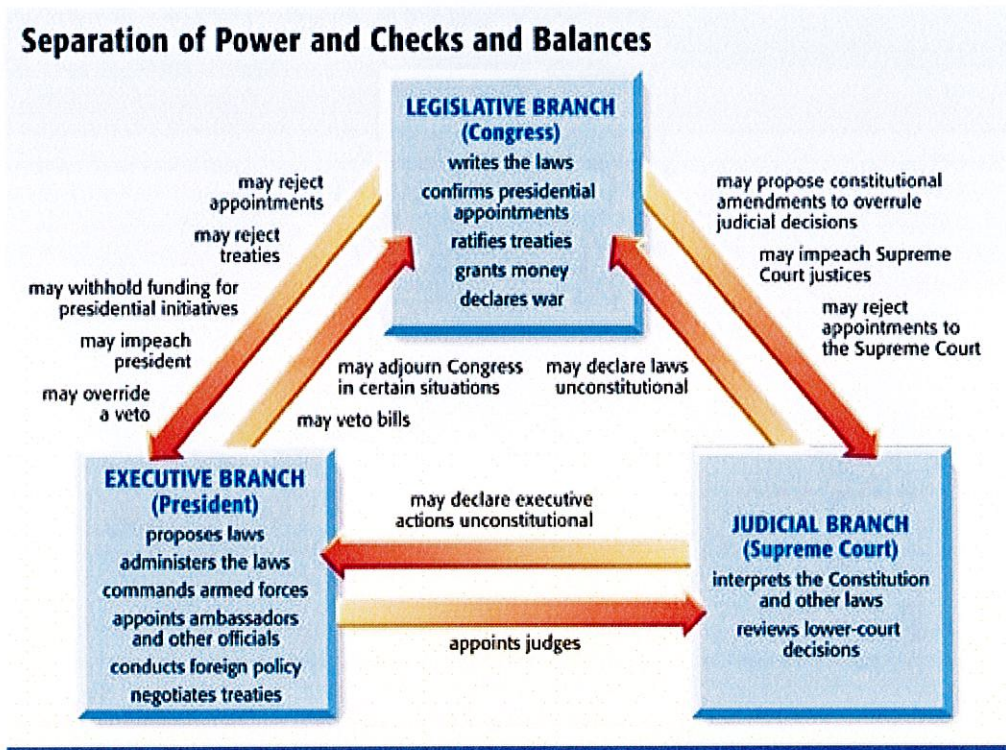
Name: _____

Separation of Power and Checks and Balances

* Required

What branch of government is Congress? *

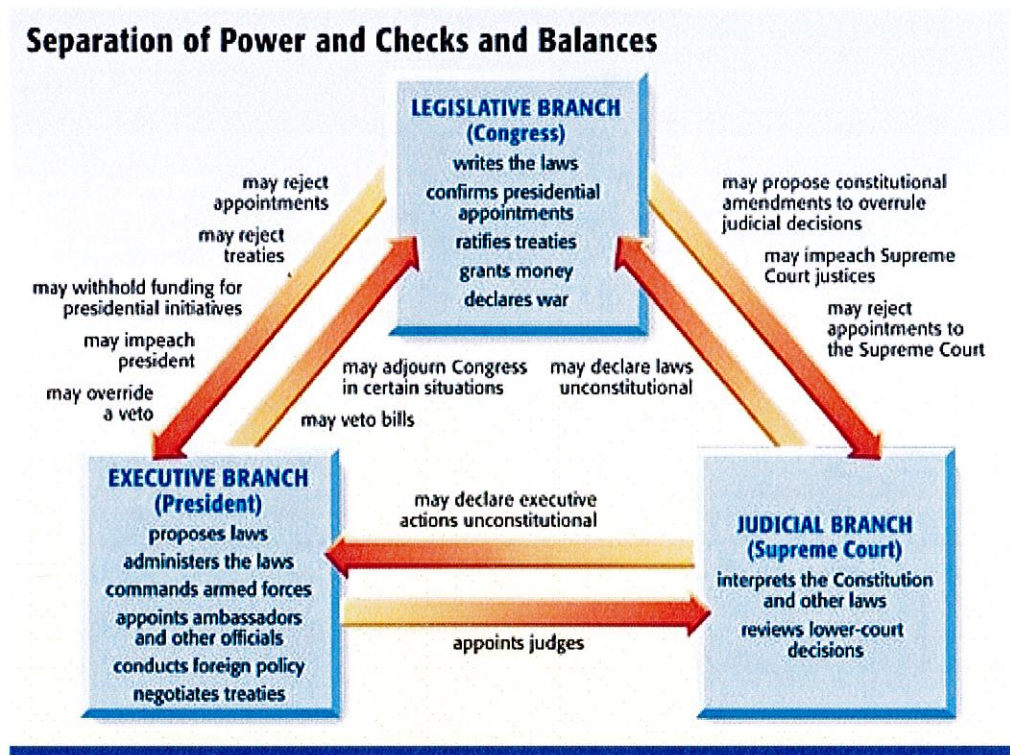
1 point



- ☐ Legislative
- ☐ Executive
- ☐ Judicial

What branch of government is the Supreme Court? *

1 point

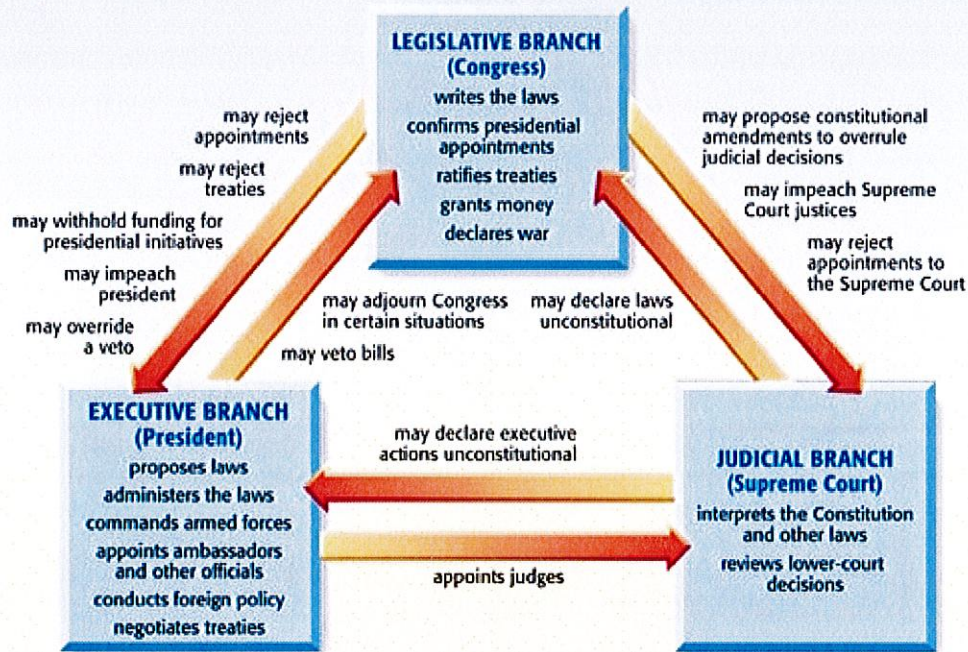


- ☐ Legislative
- ☐ Executive
- ☐ Judicial

What branch of government is the President? *

1 point

Separation of Power and Checks and Balances

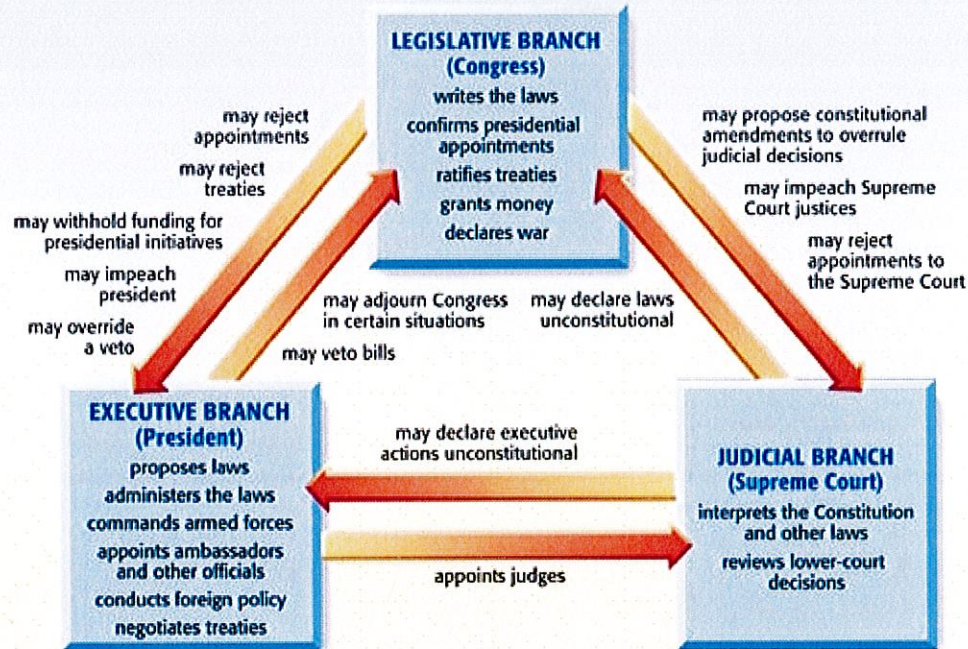


- ☐ Legislative
- ☐ Executive
- ☐ Judicial

What branch of government is the Donald Trump? *

1 point

Separation of Power and Checks and Balances

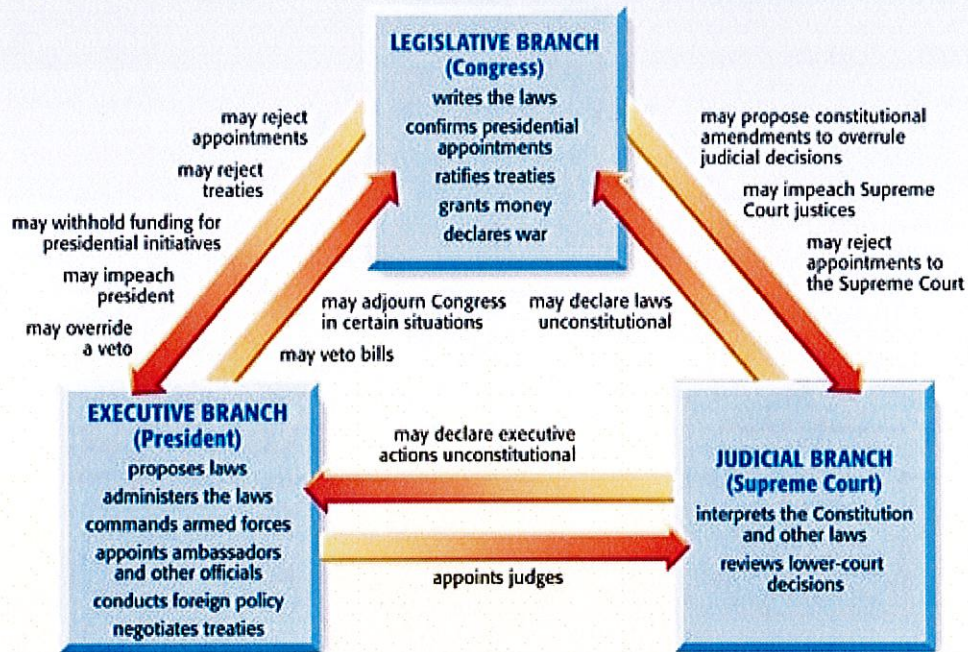


- ☐ Legislative
- ☐ Executive
- ☐ Judicial

What branch of government was Obama? *

1 point

Separation of Power and Checks and Balances

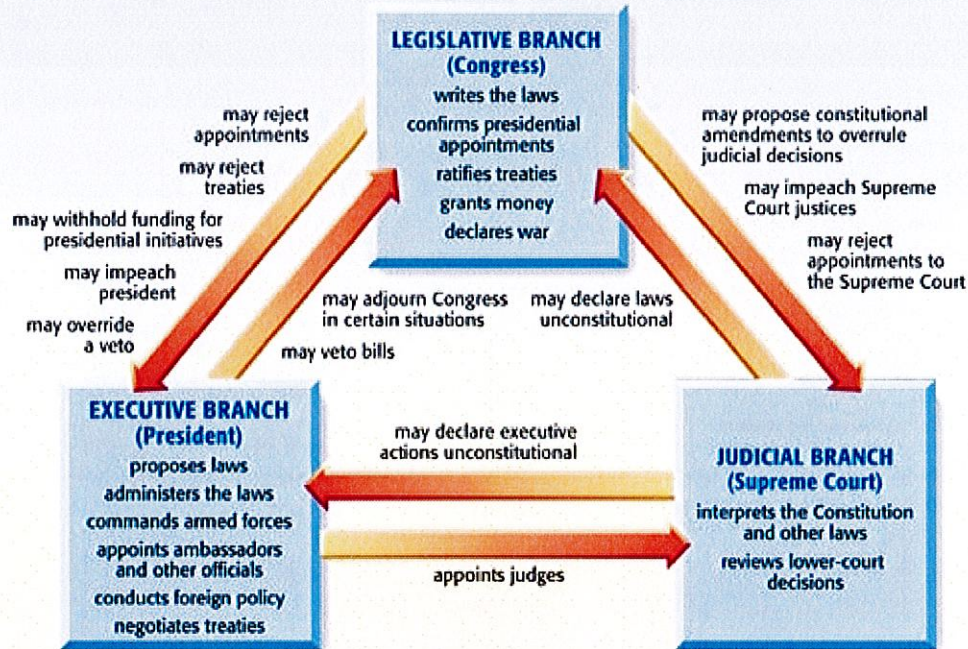


- ☐ Legislative
- ☐ Executive
- ☐ Judicial

Which branch of government appoints judges to the Supreme Court? *

1 point

Separation of Power and Checks and Balances



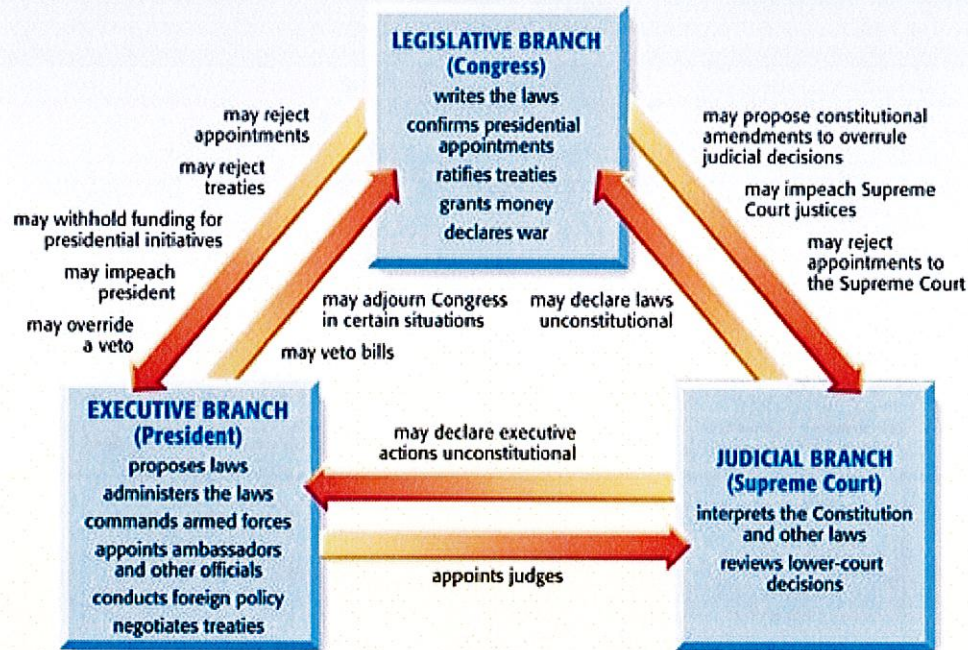
- ☐ Legislative
- ☐ Executive
- ☐ Judicial



Which branch of government may impeach Supreme Court justices? *

1 point

Separation of Power and Checks and Balances

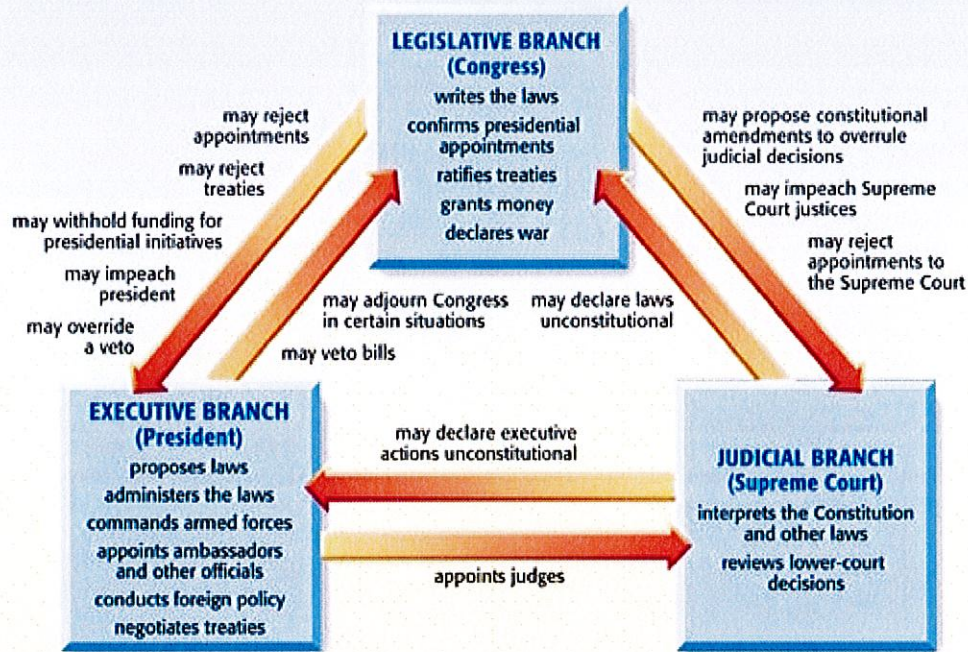


- ☐ Legislative
- ☐ Executive
- ☐ Judicial

Which branch of government may declare laws unconstitutional? *

1 point

Separation of Power and Checks and Balances



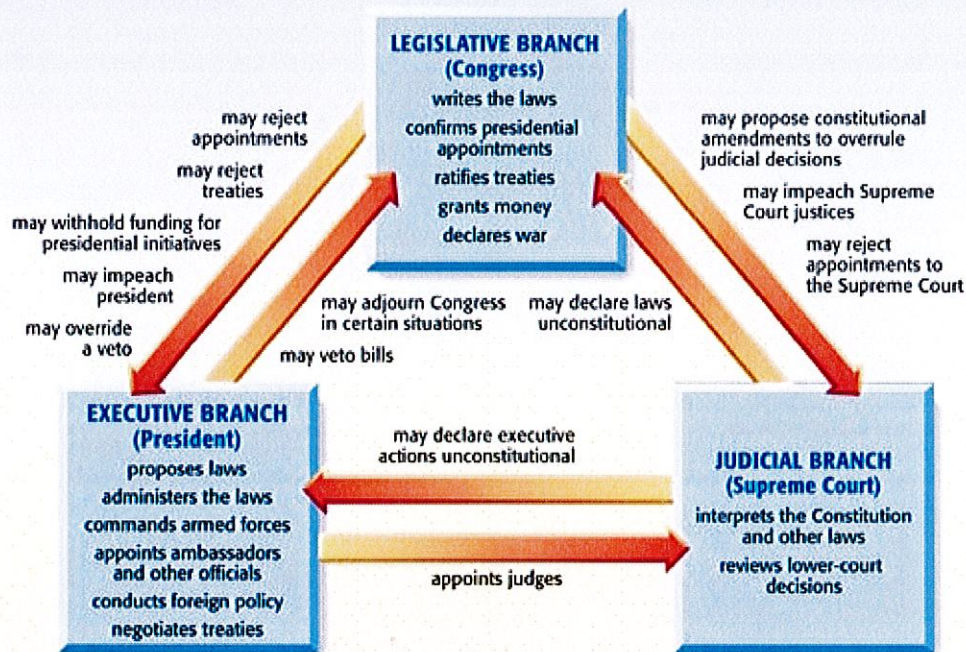
- ☐ Legislative
- ☐ Executive
- ☐ Judicial



Which branch of government may impeach a president? *

1 point

Separation of Power and Checks and Balances



- ☐ Legislative
- ☐ Executive
- ☐ Judicial

Submit

This form was created inside of Erie Rise Academy. [Report Abuse](#)

Google Forms



DIRECTIONS FOR WEEK



 **James Miller** Jul 2

We will be writing an essay about the pros and cons of teen social media usage. You will read an article about the advantages and disadvantages of it, writing a paragraph on each, giving details and reasons from the article in your essay. Then you will form and give your own opinion on the subject. Each of these sections of the paper will be one paragraph long. You will begin with an introduction, then 3 body paragraphs, and finally a conclusion paragraph. Each section is broken down for you. To keep up you should complete one paragraph a day. This would have you finishing your paper on Friday. If you have any questions please feel free to email me anytime. I will be available Mon-Fri 8am-1pm to answer any question you may have. Happy writing :-)


Class comments



Add class comment...



Surprising Ways Your Teen Benefits From Social Media

By [Sherri Gordon](#)  Reviewed by [Amy Morin, LCSW](#) on May 04, 2020

Almost every day there are reports of [cyberbullying](#) in the news. Combine this with the fact that victims of cyberbullying often suffer significant [consequences](#), and it is not surprising that most parents equate social media with something that is bad for kids.

And while it is important for parents to instill healthy habits surrounding social media use, including limiting and monitoring time online, it is also important to recognize that social media is not a bad thing. It only becomes a bad thing when people misuse it for [bullying](#), public shaming, and [rumor spreading](#). In fact, research published in 2017 shows there are numerous benefits to social media use. Here are the top ways your teen may benefit from using social media.

Social Media Can Strengthen Friendships

There is no doubt that friendships are a key component of teen life. When kids have [healthy friendships](#), they not only feel accepted for who they are, but they also feel more empowered and connected to the world around them. Friends also can speak truth into their lives and encourage them to explore their dreams.

What's more, research has shown that having at least one solid friendship can go a long way in [preventing bullying](#). In fact, bullies often target teens that are alone or isolated. But teens that have a core group of friends often have a built-in layer of protection from bullying.

When it comes to friendships and social media more than half of the teens believe that it helps their friendships.

In fact, according to a study by Common Sense Media, 52 percent of teens felt that social media improved their friendships and only 4 percent felt it hurt them. Additionally, the study found that nearly 30 percent of social media users believe that social networking makes them feel more confident and outgoing.

Social Media Is a Vehicle for Doing Good

Whether teens are developing fundraisers or supporting an important cause, social media is a great vehicle for teens to make an impact in their communities. In fact, some movements have even started simply by teens leveraging social media to build awareness for an issue all from the comforts of their home.

Whether they are making [YouTube videos](#) or developing Twitter campaigns, teens have more impact on the world around them than ever before simply because of social media. Moreover, their voices are being heard more frequently. Finally, social media exposes kids to important issues all over the world not just those in their communities. As a result, they realize that social media is a way for them to help and support people despite being so far away. They can instantaneously make an impact on things like hunger in Africa, preserving the rainforest or providing educational tools for kids without resources.

Encourage kids to use social media for more than just selfies. Show them how to use it as a tool to affect the world.

Doing so also helps your teen develop kindness and [gratitude](#).

Social Media Reduces Feelings of Isolation

While social media can make adults feel lonelier, researchers are finding the opposite may be true for teens. In fact, a study published in 2015 found that even though teens have fewer friends than teens did a decade ago, they still report feeling less lonely than their counterparts. They also report feeling less isolated. The researchers maintain that a lot of this has to do with the impact of social media and technology on their lives.

In fact, one of the study's authors suggests that as teens find their niche, they are becoming more individualistic and more extroverted and have higher self-esteem. What's more, this increased individuality makes teens more secure in existing friendships and reduces feelings of loneliness overall. This is especially true if those friendships are healthy.

Finally, their research also suggests that teens are developing stronger social skills in large part due to social media use. As technology becomes a bigger part of everyday life, solid online communication skills are important. Through social media, teens are learning how to navigate not only social networking sites but also other methods of online communication. In the end, this experience makes them better communicators in an increasingly digital world.

Social Media Is a Vehicle for Authentic Support

Years ago, if teens were interested in a quirky subject or they were grappling with who they were as a person, they often felt marginalized and alone, especially if there were no others like them in their communities or at school.

Teens are now able to connect with others that share similar interests, desires, and concerns. This connection helps them feel validated and secure in who they are.

Another way teens are finding support is through online communities that offer support for issues plaguing them. For instance, kids struggling with issues like drug addiction and eating disorders now can find help and support online without ever having to leave their homes. This is especially helpful for teens in small communities or rural areas where resources may be limited.

What's more, suicidal teens can even get immediate access to quality online support. One example of online support occurred when a Reddit *Minecraft* community talked a teen out of suicide. Aside from posting positive comments and messages, more than 50 of the users used voice conferencing to persuade the teen not to go through with it. This is a perfect example of how social media and technology can benefit teens today.

If you are having suicidal thoughts, contact the [National Suicide Prevention Lifeline](#) at **1-800-273-8255** for support and assistance from a trained counselor. If you or a loved one are in immediate danger, call 911.

Social Media Can Be Used for Platform Building

Your teen can use social media to begin developing an online presence that can help her gather the attention of colleges and future employers. For instance, some teens make YouTube videos or write blog posts using something they are passionate about as the subject matter.

One example might include a young teen who has a passion for reading and writing. As a result, she might write book reviews or film videos with her thoughts, ideas, and comments. As her work gains traction online, she may even develop a large following which could even include authors, literary agents, and publishers. Then, when she applies for college she can reference

her social media accounts on her college application. This work she did on her own not only demonstrates her creativity and maturity, but it also shows that she is a self-starter.

Building a platform on social media can open a lot of doors for teens and help them build a positive online reputation. It also can expose them to college scholarships, college networks, and even a future career. When parents encourage this type of online activity, it changes their teen's perspective of social media. No longer do they see social media as just a place to post silly pictures or to observe digital drama. It becomes a tool they can use to share their passions and eventually find a career path.

Social Media Is a Vehicle for Personal Expression

There is no denying the fact that digital technology is the perfect tool for channeling creativity and personal expression. Kids now can share their talents in a wide range of areas. Whether they enjoy singing, writing, or acting, they can share these talents with the world around them. Even kids that enjoy fashion, make up trends, or craft projects can find a way to express themselves online. Providing this avenue of self-expression is important for teens.

Research published in 2019 shows that there is a direct connection between self-expression and self-confidence. When kids are given avenues for being authentic and true to themselves, they become content with who they are and happier overall.

By contrast, when they do not have many opportunities to express themselves or they do not know people with the same passions or interests, they begin to wonder if there is something wrong with them. They also question why they are not like everyone else.

Social Media Is a Tool for Gathering Information

Social media has become a source of information and news for many teens. Once they begin social networking, they can follow just about anyone with a social media account. From favorite authors and athletes to celebrities, chefs, nonprofit organizations, and magazines, they are connected to all sorts of information.

Teens also can gather information about issues that impact them or their friends. For instance, if they are concerned a friend might have an eating disorder or a drug addiction, they can gather

information about it. Or, if they want to learn more about a presidential election, climate change or even find new [ways to eat healthily](#), they can do so on their social media accounts.

A Word From Verywell

Overall, social media does not have to be scary. Even though it can be exploited by bullies, instilling good [digital etiquette](#) and maintaining an open dialogue about online safety can go a long way in [keeping kids safe online](#). As a parent, make sure you are nurturing the positive aspects of social media as well as discussing the dangers. By doing so, you will help your kids develop social media savvy, a skill that will ultimately help them in the years to come.

Article Sources

Verywell Family uses only high-quality sources, including peer-reviewed studies, to support the facts within our articles. Read our [editorial process](#) to learn more about how we fact-check and keep our content accurate, reliable, and trustworthy.

1. Peebles E. [Cyberbullying: Hiding behind the screen](#). *Paediatr Child Health*. 2014;19(10):527–528. doi:10.1093/pch/19.10.527
2. Uhls YT, Ellison NB, Subrahmanyam K. [Benefits and Costs of Social Media in Adolescence](#). *Pediatrics*. 2017;140(Suppl 2):S67-S70. doi:10.1542/peds.2016-1758E
3. Rivara F, Menestrel SL. [Preventing Bullying: through Science, Policy, and Practice](#). Washington, DC: National Academies Press; 2016.
4. Common Sense Media. [Social Media, Social Life: How Teens View Their Digital Lives](#). Published June 26, 2012.
5. Clark DM, Loxton NJ, Tobin SJ. [Declining loneliness over time: evidence from american colleges and high schools](#). *Pers Soc Psychol Bull*. 2015;41(1):78-89. doi:10.1177/0146167214557007
6. Washington Post. [Five ways social media can be good for teens](#). Published March 19, 2018.

