At-Home Enrichment

To provide enrichment to BCS students!

7th Grade
## Focus Standard: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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<tr>
<th>Timeframe</th>
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| **Week 1**<br>May 4 - 8 | • Complete the “Analyze Craft and Structure: DEVELOPMENT OF CENTRAL IDEAS” handout pp. 3-4 (attached).  
                            • Read the article “Stop Googling. Let’s Talk” pp. 5-7 (attached). What is the central idea of the text? List 3-4 details from the text that support the central idea.  
                            • Write a 2-3 paragraph summary of the text.  
                            • What is the author’s purpose for writing this article? Write a brief explanation for your answer and cite several pieces of textual evidence to support your answer.  
                            • What is the author’s point of view on the topic? Find details from the text that support the author’s point of view.  
                            • Do you agree or disagree with the author’s point of view? Explain in two paragraphs why or why not and provide evidence from the text to support your stance. |

## Focus Standard: Write arguments to support claims with clear reasons and relevant evidence.

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| **Week 2**<br>May 11 - 15 | • Complete the “Analyze Craft and Structure: AUTHOR’S PERSPECTIVE AND ARGUMENT” handout pp. 8-9 (attached).  
                             • Reread the article “Stop Googling. Let’s Talk” pp. 5-7 (attached). What is the author’s main claim in this article? What facts and opinions does the author use to support his or her claim? Find several pieces of textual evidence that support the claim.  
                             • Do you agree with the argument and its supporting evidence? Why or why not? Write a response to the essay in which you state a claim and find evidence from the text to support your position. |

## Focus Standards: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

| Weeks 3<br>May 18 - 22 | Read “The Rose That Grew From Concrete” p. 10 (attached) and complete the activities.  
                            • Tupac uses personification in his poem. (Personification gives human qualities to a nonhuman subject.) Find one or more examples of personification in his poem and explain how it is an example of personification.  
                            • Using the theme identified on #1 of the handout, write your own poem using personification. |

## Focus Standards: Compare and contrast one author's presentation of events with that of another.

| Week 4<br>May 25 - 29 | Complete the “Analyze Craft and Structure: CONFLICTING ARGUMENTS” handout p. 11 (attached).  
                             • After reading the two passages on the handout, which one do you agree with? Why or why not? Using evidence from both texts, write an essay in which you take a position, state a claim, and find evidence from the text to support your position. |
# 7th SOCIAL STUDIES Enrichment

**Focus Standards:** Identify causes and consequences of World War II and reasons for the United States' entry into the war.  
- Critique major social and cultural changes in the United States since World War II.

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<tr>
<td><strong>Week 1</strong></td>
<td><strong>May 4 - 8</strong></td>
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<td></td>
<td>- Read the two articles on “World War II Propaganda” p. 12 (attached).</td>
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<td>- What is the central idea of each text? List 3-4 details from the text that support the central idea of each text.</td>
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<tr>
<td></td>
<td>- Write a 2-3 paragraph summary of each text.</td>
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<td></td>
<td>- What message was the author trying to convey in each of the texts?</td>
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<td>- Create a Venn diagram to illustrate the similarities and differences between the two articles.</td>
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**Focus Standards:** Identify causes and consequences of World War II and reasons for the United States' entry into the war.  
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<td><strong>Week 2</strong></td>
<td><strong>May 11 - 15</strong></td>
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<td>- Reread the two articles on “World War II Propaganda” p. 12 (attached).</td>
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<td>- Write two paragraphs explaining whether you think the usage of propaganda posters was positive or negative. Cite textual evidence from the texts to support your claim.</td>
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<td>- Describe the action taking place each political cartoon at the bottom of the handout. What is the message of each cartoon? Use objects in the poster to support your claim.</td>
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**Focus Standard:** Explaining rights of citizens as guaranteed by the Bill of Rights under the Constitution of the United States.

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<td><strong>Week 3</strong></td>
<td><strong>May 18 - 22</strong></td>
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<td>- The Bill of Rights was written more than 200 years ago when our country was, in many ways, a very different place. Over time, the Constitution has been amended, or changed, and now includes a total of 27 amendments. But the original Bill of Rights has not changed.</td>
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<td>- Why is The Bill of Right important to our country? What purpose does it serve for our citizens?</td>
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<td>- If you could add one more amendment to the Bill of Rights, what would it be and why? Be sure to explain the right or freedom your amendment would protect and why you believe it is important for Americans to have that right or freedom</td>
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**Focus Standards:** Determine how regions are used to describe the organization of Earth's surface. Identifying physical and human features used as criteria for mapping formal, functional, and perceptual regions. Examples: physical—landforms, climates

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<td><strong>Weeks 4</strong></td>
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<td>- Complete the “Climate Zones of North America” activities p. 13 (attached).</td>
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<td>- Think about why people may have founded cities where they are considering the climate in different areas. What factors influenced settlement? What factors may have made settlement more difficult? Write a short explanation of these questions using a few of the cities in the chart.</td>
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DEVELOPMENT OF CENTRAL IDEAS

The main or central idea of a text or story is the author’s main point or message to the reader. The central idea is what the author wants readers to remember. Supporting details are the facts and examples that help the reader gain a deeper understanding of the central idea.

Before you begin to read an informational text, such as an article or chapter in a textbook, use basic text features. Scan the text for titles, headings, subheadings, and boldfaced words. Look for illustrations and captions. These features will give you clues to help you identify the central idea. Then, as you read, supporting details will help clarify the central idea. When you read an informational text, try to figure out what the author is trying to tell you.

Ask Questions to Preview an Article

• What do the title, headings, or subheadings tell me about the topic?
• What information do the photographs, diagrams, illustrations, and captions provide?
• What subject is mentioned in the first sentence of the article?

DIRECTIONS: Read the title and first sentence of the paragraph below to predict what the text will be about. Then, read the paragraph all the way through and answer the questions that follow.

Spiders Versus Insects

While we often think of spiders as insects, they are actually part of a distinct family. Spiders, along with scorpions, ticks, and mites, are part of a group of animals called arachnids. Spiders differ from insects in several ways. First, they have eight legs and two body segments, while insects have six legs and three body segments. Spiders have simple eyes, while insects have compound eyes. Most insects have wings; spiders do not. While not all spiders spin webs, all spiders can make silk thread. This is another way in which they differ from insects.

1. What is the central idea of this paragraph?

2. Did previewing the title and first sentence help you predict what the paragraph would be about? Explain your answer.
Understanding Medical Reports

A medical report provides health news, such as information about a new medication or illness. Medical reports on television can give you important information that you need to know, but they can also be scary. It is important to understand what goes into medical reports so that you can evaluate them and stay informed.

Medical reports often include complicated information that is difficult to present in a short period of time. The job of a medical reporter is to achieve a combination of accuracy and dramatic presentation. To get people to pay attention to the story, a reporter may use stories of real people to tell about a problem or benefit.

ANALYZE Sometimes a report about a new health danger can cause unnecessary fears. People hear certain words and focus on them. For example, something may be shown to double your chance of contracting a disease. That sounds bad! But the real question is, what is your chance of getting the disease in the first place? If the chance is very, very small, then doubling it means that it is still very small. If the disease is more common, then doubling the chance may be something to worry about.

INVESTIGATE If a medical report seems to apply to you, use a variety of sources, including longer and more detailed reports and your doctor, to investigate further.

1. What is the central idea of the passage?

2. Is the central idea implied or directly stated? Explain.

3. List two details from the text that support the central idea.

4. The subheads give clues to the central idea and two things you should do when you hear a medical report. Summarize the recommendations under the two subheads.
Stop Googling. Let’s Talk. By Sherry Turkle

Sept. 26, 2015

COLLEGE students tell me they know how to look someone in the eye and type on their phones at the same time, their split attention undetected. They say it’s a skill they mastered in middle school when they wanted to text in class without getting caught. Now they use it when they want to be both with their friends and, as some put it, “elsewhere.”

These days, we feel less of a need to hide the fact that we are dividing our attention. In a 2015 study by the Pew Research Center, 89 percent of cellphone owners said they had used their phones during the last social gathering they attended. But they weren’t happy about it; 82 percent of adults felt that the way they used their phones in social settings hurt the conversation.

I’ve been studying the psychology of online connectivity for more than 30 years. For the past five, I’ve had a special focus: What has happened to face-to-face conversation in a world where so many people say they would rather text than talk? I’ve looked at families, friendships and romance. I’ve studied schools, universities and workplaces. When college students explain to me how dividing their attention plays out in the dining hall, some refer to a “rule of three.” In a conversation among five or six people at dinner, you have to check that three people are paying attention — heads up — before you give yourself permission to look down at your phone. So conversation proceeds, but with different people having their heads up at different times. The effect is what you would expect: Conversation is kept relatively light, on topics where people feel they can drop in and out.

Young people spoke to me enthusiastically about the good things that flow from a life lived by the rule of three, which you can follow not only during meals but all the time. First of all, there is the magic of the always available elsewhere. You can put your attention wherever you want it to be. You can always be heard. You never have to be bored. When you sense that a lull in the conversation is coming, you can shift your attention from the people in the room to the world you can find on your phone. But the students also described a sense of loss.

One 15-year-old I interviewed at a summer camp talked about her reaction when she went out to dinner with her father and he took out his phone to add “facts” to their conversation. “Daddy,” she said, “stop Googling. I want to talk to you.” A 15-year-old boy told me that someday he wanted to raise a family, not the way his parents are raising him (with phones out during meals and in the park and during his school sports events) but the way his parents think they are raising him — with no phones at meals and plentiful family conversation. One college junior tried to capture what is wrong about life in his generation. “Our texts are fine,” he said. “It’s what texting does to our conversations when we are together that’s the problem.”

It’s a powerful insight. Studies of conversation both in the laboratory and in natural settings show that when two people are talking, the mere presence of a phone on a table between them or in the periphery of their vision changes both what they talk about and the degree of connection they feel. People keep the conversation on topics where they won’t mind being interrupted. They don’t feel as invested in each other. Even a silent phone disconnects us.

In 2010, a team at the University of Michigan led by the psychologist Sara Konrath put together the findings of 72 studies that were conducted over a 30-year period. They found a 40 percent decline in empathy among college students, with most of the decline taking place after 2000.

Across generations, technology is implicated in this assault on empathy. We’ve gotten used to being connected all the time, but we have found ways around conversation — at least from conversation that is open-ended and spontaneous, in which we play with ideas and allow ourselves to be fully present and vulnerable. But it is in this type of conversation — where we learn to make eye contact, to become aware of another person’s posture and tone, to comfort one another and respectfully challenge one another — that empathy and intimacy flourish. In these conversations, we learn who we are.

Of course, we can find empathic conversations today, but the trend line is clear. It’s not only that we turn away from talking face to face to chat online. It’s that we don’t allow these conversations to happen in the first place because we keep our phones in the landscape.
In our hearts, we know this, and now research is catching up with our intuitions. We face a significant choice. It is not about giving up our phones but about using them with greater intention. Conversation is there for us to reclaim. For the failing connections of our digital world, it is the talking cure.

The trouble with talk begins young. A few years ago, a private middle school asked me to consult with its faculty: Students were not developing friendships the way they used to. At a retreat, the dean described how a seventh grader had tried to exclude a classmate from a school social event. It’s an age-old problem, except that this time when the student was asked about her behavior, the dean reported that the girl didn’t have much to say: “She was almost robotic in her response. She said, ‘I don’t have feelings about this.’ She couldn’t read the signals that the other student was hurt.”

The dean went on: “Twelve-year-olds play on the playground like 8-year-olds. The way they exclude one another is the way 8-year-olds would play. They don’t seem able to put themselves in the place of other children.”

One teacher observed that the students “sit in the dining hall and look at their phones. When they share things together, what they are sharing is what is on their phones.” Is this the new conversation? If so, it is not doing the work of the old conversation. The old conversation taught empathy. These students seem to understand each other less.

But we are resilient. The psychologist Yalda T. Uhls was the lead author on a 2014 study of children at a device-free outdoor camp. After five days without phones or tablets, these campers were able to read facial emotions and correctly identify the emotions of actors in videotaped scenes significantly better than a control group. What fostered these new empathetic responses? They talked to one another. In conversation, things go best if you pay close attention and learn how to put yourself in someone else’s shoes. This is easier to do without your phone in hand. Conversation is the most human and humanizing thing that we do.

I have seen this resilience during my own research at a device-free summer camp. At a nightly cabin chat, a group of 14-year-old boys spoke about a recent three-day wilderness hike. Not that many years ago, the most exciting aspect of that hike might have been the idea of roughing it or the beauty of unspoiled nature. These days, what made the biggest impression was being phoneless. One boy called it “time where you have nothing to do but think quietly and talk to your friends.” The campers also spoke about their new taste for life away from the online feed. Their embrace of the virtue of disconnection suggests a crucial connection: The capacity for empathetic conversation goes hand in hand with the capacity for solitude.

In solitude we find ourselves; we prepare ourselves to come to conversation with something to say that is authentic, ours. If we can’t gather ourselves, we can’t recognize other people for who they are. If we are not content to be alone, we turn others into the people we need them to be. If we don’t know how to be alone, we’ll only know how to be lonely.

A VIRTUOUS circle links conversation to the capacity for self-reflection. When we are secure in ourselves, we are able to really hear what other people have to say. At the same time, conversation with other people, both in intimate settings and in larger social groups, leads us to become better at inner dialogue.

But we have put this virtuous circle in peril. We turn time alone into a problem that needs to be solved with technology. Timothy D. Wilson, a psychologist at the University of Virginia, led a team that explored our capacity for solitude. People were asked to sit in a chair and think, without a device or a book. They were told that they would have from six to 15 minutes alone and that the only rules were that they had to stay seated and not fall asleep. In one experiment, many student subjects opted to give themselves mild electric shocks rather than sit alone with their thoughts.

People sometimes say to me that they can see how one might be disturbed when people turn to their phones when they are together. But surely there is no harm when people turn to their phones when they are by themselves? If anything, it’s our new form of being together. But this way of dividing things up misses the essential connection between solitude and conversation. In solitude we learn to concentrate and imagine, to listen to ourselves. We need these skills to be fully present in conversation.

Every technology asks us to confront human values. This is a good thing, because it causes us to reaffirm what they are. If we are now ready to make face-to-face conversation a priority, it is easier to see what the next steps should be. We are not looking for simple solutions. We are looking for beginnings. Some of them may seem familiar by now, but they are no less challenging for that. Each addresses only a small piece of what silences us. Taken together, they can make a difference.
It is always wise to approach our relationship with technology in the context that goes beyond it. We live, for example, in a political culture where conversations are blocked by our vulnerability to partisanship as well as by our new distractions. We thought that online posting would make us bolder than we are in person, but a 2014 Pew study demonstrated that people are less likely to post opinions on social media when they fear their followers will disagree with them. Designing for our vulnerabilities means finding ways to talk to people, online and off, whose opinions differ from our own.

Sometimes it simply means hearing people out. A college junior told me that she shied away from conversation because it demanded that one live by the rigors of what she calls the “seven minute rule.” It takes at least seven minutes to see how a conversation is going to unfold. You can’t go to your phone before those seven minutes are up. If the conversation goes quiet, you have to let it be. For conversation, like life, has silences — what some young people I interviewed called “the boring bits.” It is often in the moments when we stumble, hesitate and fall silent that we most reveal ourselves to one another. The young woman who is so clear about the seven minutes that it takes to see where a conversation is going admits that she often doesn’t have the patience to wait for anything near that kind of time before going to her phone. In this she is characteristic of what the psychologists Howard Gardner and Katie Davis called the “app generation,” which grew up with phones in hand and apps at the ready. It tends toward impatience, expecting the world to respond like an app, quickly and efficiently. The app way of thinking starts with the idea that actions in the world will work like algorithms: Certain actions will lead to predictable results.

This attitude can show up in friendship as a lack of empathy. Friendships become things to manage: you have a lot of them, and you come to them with tools. So here is a first step: To reclaim conversation for yourself, your friendships and society, push back against viewing the world as one giant app. It works the other way, too: Conversation is the antidote to the algorithmic way of looking at life because it teaches you about fluidity, contingency and personality.

This is our moment to acknowledge the unintended consequences of the technologies to which we are vulnerable, but also to respect the resilience that has always been ours. We have time to make corrections and remember who we are — creatures of history, of deep psychology, of complex relationships, of conversations, artless, risky and face to face.

One start toward reclaiming conversation is to reclaim solitude. Some of the most crucial conversations you will ever have will be with yourself. Slow down sufficiently to make this possible. And make a practice of doing one thing at a time. Think of unitasking as the next big thing. In every domain of life, it will increase performance and decrease stress.

But doing one thing at a time is hard, because it means asserting ourselves over what technology makes easy and what feels productive in the short term. Multitasking comes with its own high, but when we chase after this feeling, we pursue an illusion. Conversation is a human way to practice unitasking.

Our phones are not accessories, but psychologically potent devices that change not just what we do but who we are. A second path toward conversation involves recognizing the degree to which we are vulnerable to all that connection offers. We have to commit ourselves to designing our products and our lives to take that vulnerability into account. We can choose not to carry our phones all the time. We can park our phones in a room and go to them every hour or two while we work on other things or talk to other people. We can carve out spaces at home or work that are device-free, sacred spaces for the paired virtues of conversation and solitude. Families can find these spaces in the day to day — no devices at dinner, in the kitchen and in the car. Introduce this idea to children when they are young so it doesn’t spring up as punitive but as a baseline of family culture. In the workplace, too, the notion of sacred spaces makes sense: Conversation among employees increases productivity.

We can also redesign technology to leave more room for talking to each other. The “do not disturb” feature on the iPhone offers one model. You are not interrupted by vibrations, lights or rings, but you can set the phone to receive calls from designated people or to signal when someone calls you repeatedly. Engineers are ready with more ideas: What if our phones were not designed to keep us attached, but to do a task and then release us? What if the communications industry began to measure the success of devices not by how much time consumers spend on them but by whether it is time well spent?
An author’s argument focuses on claims the author makes. A claim states the author’s position. Strong arguments can help persuade readers to agree with the author.

To persuade readers to agree with his or her claims, authors provide evidence. The evidence may include both facts and opinions that support their claims. Facts can be proved true and are often based on research. Opinions express a person’s beliefs. Opinions may be supported by facts, but they cannot be proved.

To evaluate an author’s argument, ask these questions:

- Are the author’s claims sensible?
- Is the author’s reasoning logical?
- Does the author offer enough evidence—facts that can be proved—to support his or her claims?
- Is all the evidence relevant, or closely related to the topic?

An author’s perspective is his or her attitude, beliefs, and feelings. If the author’s perspective is too obvious or affects the argument too strongly, the argument can be less persuasive.

DIRECTIONS: Read the passage below. Then, answer the questions that follow.

Soft drinks have no place in public schools. Soft drinks are basically sugar and water, with tiny quantities of artificial coloring and flavors. Numerous studies have shown that people who drink soft drinks suffer health problems. When students go to school, they shouldn’t be exposed to these unhealthy drinks.

1. What is the author’s main claim in this paragraph? ______________________________

2. What facts and opinions does the author use to support his or her claim? _________

3. How could you prove whether the second sentence is true? _________________________

4. What makes the last sentence an opinion? ________________________________

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A. DIRECTIONS: Read the passage below. Then, answer the questions that follow.

A group of scientists reports that international trade in honeybee colonies is spreading a deadly bee virus, the “deformed wing virus.” Alone, the virus is not a threat to honeybees, but in combination with Varroa mites—another threat to honeybee colonies—the virus is deadly. By examining information about honeybees in 17 countries, the researchers can map the routes by which the virus has spread. These routes match the international movement of honeybee colonies, says Dr. Lena Wilfert, one of the study’s authors.

1. What is the main claim stated in this passage?

__________________________________________________________________________

2. Does the writer give a source for the facts quoted? If so, what is the source?

__________________________________________________________________________

3. Do you agree with the argument and its supporting evidence? Explain.

__________________________________________________________________________

B. DIRECTIONS: Read the passage below. Then, answer the questions that follow.

(1) Most high-school students shouldn’t waste their time with higher-level math courses such as trigonometry and calculus. (2) Basic math skills are important to everyone. (3) We all need to know how to add, subtract, multiply, and divide. (4) But very few jobs in the United States require knowledge of trigonometry or calculus. (5) And certainly these disciplines are not used in the everyday lives of most Americans. (6) It makes little sense for students to dedicate major parts of their high-school careers to math that they will never need or use.

1. Is the first sentence a fact or an opinion?

__________________________________________________________________________

2. How could you prove that the fourth sentence is a fact?

__________________________________________________________________________

3. Is the last sentence an opinion? Explain.

__________________________________________________________________________
The Rose That Grew from Concrete
By Tupac Shakur
1999

Tupac Shakur (1971-1996) was an African American rapper, actor, poet, and activist. Shakur continues to be considered an influential rapper today and has been inducted into the Rock and Roll Hall of Fame. As you read, take notes on how the speaker feels about the rose.

[1] Did you hear about the rose that grew from a crack in the concrete? Proving nature's laws wrong it learned to walk without having feet.

[5] Funny it seems, but by keeping its dreams, it learned to breathe fresh air. Long live the rose that grew from concrete when no one else ever cared.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies a main theme of the text?
   A. All living things need support from others in order to grow.
   B. We must learn and grow from our failures.
   C. People can overcome difficulties and succeed.
   D. Nature can overcome problems better than people.

2. PART B: Which detail from the poem best supports the answer to Part A?
   A. "Did you hear about the rose that grew" (Lines 1)
   B. "learned to walk without having feet." (Line 4)
   C. "Long live the rose that grew from concrete" (Line 7)
   D. "when no one else ever cared." (Line 8)

3. How does the speaker's point of view influence how the rose is described?
   A. Curious about the rose, the speaker asks several questions about it.
   B. Believing that the rose is not real, the speaker exaggerates its qualities.
   C. Feeling pity for the rose, the speaker lists all of the hardships it has faced.
   D. Impressed by the rose, the speaker explains what makes it so admirable.

4. What does the phrase “the rose that grew from concrete” mean figuratively as used in this poem?

In the context of the poem, how does an individual rise above hardship? Have you ever felt like a “rose that grew from concrete,” as described by Tupac Shakur? If so, what was the difficult situation that you faced, and how did you rise above it? If not, who is someone else you might describe as a “rose that grew from concrete”? What makes them similar to this rose?

In the context of the poem, can we take full control over our own fate? Do you think it is necessary to get support from others, or can we succeed in difficult situations on our own, without others’ help?
DIRECTIONS: Read the two passages. Then, answer the questions.

- An **overgeneralization** makes a conclusion that is too broad. It uses words such as *always*, *never*, or *everyday*.

- A **slippery slope** claims unreasonably that one event will lead to other events. It argues that the first event must be prevented to prevent the later events from occurring.

**Passage 1**

Everyone loves walking through the Eastern Woods, but if we do not preserve it now, we may lose it forever. This beautiful piece of land is visited by more than 80,000 tourists per year. More than 30 varieties of endangered species, including beautiful birds and mammals, live here. The proposal to allow development of a portion of this land may seem reasonable now, but when will it stop? Developers will not be satisfied until the entire forest has been made into housing developments and shopping malls. For the sake of the animals and our enjoyment of nature, we must not allow development of the Eastern Woods.

**Passage 2**

The Eastern Woods is a popular destination, and it will grow even more popular if this development moves forward. What we are proposing will affect only a small portion of the forest. The main hiking trails will be undisturbed, and the animals who live here will not notice a thing. The people who live nearby will benefit greatly, however, from the new shopping spaces that will serve them. These new spaces will also provide more than 100 new jobs to people who need them. While people enjoy hiking through nature, they also need to shop and to work. This development will give the people what they need.

1. What is the main disagreement between the authors of these passages?

2. What is one point that the two passages agree on?

3. What slippery slope argument is presented in one of the passages?

4. How does the author of Passage 2 support the idea that people will benefit from the development?

5. What overgeneralization is made in one of the passages?
WWII Posters
By Madison Horne

These World War II Propaganda Posters Rallied the Home Front
As the U.S. sent troops to the front lines, artists were recruited to encourage those at home to do their part.

- When Britain and France went to war with Germany in 1939, Americans were divided over whether to join the war effort. It wouldn’t be until the surprise attacks on Pearl Harbor in December 1941 that the United States would be thrust into World War II. Once U.S. troops were sent to the front lines, hundreds of artists were put to work to create posters that would rally support on the home front.

- Citizens were invited to purchase war bonds and take on factory jobs to support production needs for the military. As men were sent to battlefields, women were asked to branch out and take on jobs as riveters, welders and electricians.

- To preserve resources for the war effort, posters championed carpooling to save on gas, warned against wasting food and urged people to collect scrap metal to recycle into military materials. In the spring of 1942, rationing programs were implemented that set limits on everyday purchases.

- While many posters touted positive patriotic messages, some tapped fear to rally support for the Allied side and caution against leaking information to spies. "Loose lips sink ships" became a famous saying. Meanwhile, graphic images depicted a blood-thirsty Adolph Hitler and racist imagery of Japanese people with sinister, exaggerated features.

- Today, the posters offer a glimpse into the nation's climate during World War II and how propaganda was used to link the home front to the front lines.

33 American WWII Propaganda Posters That Weren’t Always Politically Correct
By Laura Martisianu
https://alldthatinteresting.com/american-world-war-2-propaganda-posters

- Every country involved in World War II was busy producing propaganda in order to increase support for its war efforts. And the Allies were especially keen on promoting their own virtues and ignoring the enemy Axis powers.

- However, the American government did not particularly like the idea of World War 2 propaganda at first. Nonetheless — in response to pressure exerted by businesses, advertising companies, and the media — the government was soon compelled to increase propaganda production.

- These efforts promoted patriotism, encouraged men to join the armed services, and encouraged women to become nurses or join the local factory’s workforce. Whatever its purpose, American World War 2 propaganda was among the most striking, especially when it came to posters. Their bright colors and sensational language no doubt drew the viewer in and encouraged him or her to aid the war effort in every way imaginable – by buying war bonds, rationing their food, walking instead of driving, and even refusing to engage in "careless talk" that could give away information of troop movements.

- The main message was this: Every citizen can greatly help the war effort by performing seemingly menial tasks, such as growing their own food or conserving products such as fats, coffee, and rubber. And when these posters weren't asking ordinary citizens to pitch in, they were making fun of the Axis powers, especially Hitler. One humorous poster, for example, depicted Hitler with his pants down along with a slogan that read, “Let’s catch him with his ‘panzers’ down!” All in all, America created more than 200,000 propaganda poster designs during the war, and you can find some of the most striking in the gallery above.
Climate Zones of North America

The map below shows the various climate zones found in North America. Review this map. Pay close attention to the degree of climate variation across the map. Think about how climate in different areas might have influenced settlement patterns.

![Climate Zones of North America](image)

After studying the map carefully, complete this chart by identifying the climate zone for each city listed. Then briefly describe the characteristics of each zone. When you have completed the chart, answer the questions that follow.

<table>
<thead>
<tr>
<th>Cities</th>
<th>Climate Zones and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montreal</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td></td>
</tr>
<tr>
<td>Mexico City</td>
<td></td>
</tr>
<tr>
<td>Denver</td>
<td></td>
</tr>
<tr>
<td>Repulse Bay</td>
<td></td>
</tr>
<tr>
<td>Monterrey</td>
<td></td>
</tr>
</tbody>
</table>
Ratios, Tables, and Graphs

A ratio is a comparison of two quantities. You can represent ratios in different ways.

**EXAMPLE A**

There are 7 boys for every 12 girls in a grade 6 classroom. Write the ratio of boys to girls in 3 different ways.

You can write a ratio of the number of boys to the number of girls with the word “to”: 7 to 12.

You can write a ratio comparing the number of boys to girls with a colon: 7 : 12.

You can write the number of boys to girls as a fraction. Write the number of boys on top: \( \frac{7}{12} \).

Ratios can be shown in a table.

**EXAMPLE B**

The table represents the ratio of boys to girls. It shows equivalent ratios for 7 boys to 12 girls.

<table>
<thead>
<tr>
<th>Boys</th>
<th>7</th>
<th>14</th>
<th>21</th>
<th>28</th>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>12</td>
<td>24</td>
<td>36</td>
<td>48</td>
<td>60</td>
</tr>
</tbody>
</table>

**Step 1:** Look at the third column with 14 boys. Find the factor by which to multiply 7 to get 14.

The factor is 2 because \( 7 \times 2 = 14 \).

**Step 2:** Multiply 12 girls by 2.

\( 12 \times 2 = 24 \).

**Step 3:** Write 24 in the third column.

Continue in this way for each column of the table to fill in the table.

**Solution:**

<table>
<thead>
<tr>
<th>Boys</th>
<th>7</th>
<th>14</th>
<th>21</th>
<th>28</th>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>12</td>
<td>24</td>
<td>36</td>
<td>48</td>
<td>60</td>
</tr>
</tbody>
</table>
EXAMPLE C
A graph can be used to represent the ratio of boys to girls.
Let \( x \) represent the number of boys. Let \( y \) represent the number of girls.
Graph the completed table from Example B.

**Step 1:** Let \( x \) represent the number of boys. Let \( y \) represent the number of girls.
Write ordered pairs \((x, y)\) for each column in the table.
\[(7, 12), (14, 24), (21, 36), (28, 48), (35, 60)\]

**Step 2:** Label the graph on the axes. Write a title for the graph. Plot the points.

PRACTICE
Write each ratio in three ways.
1. There are 4 cats for every 3 dogs.
2. There are 5 seats for each table.
3. Sienna can run 2 miles in 14 minutes. Complete the table.

<table>
<thead>
<tr>
<th>Miles</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes</td>
<td>14</td>
</tr>
</tbody>
</table>

4. Use the grid below to graph the table of miles to minutes. Label the axes and give a title to the graph.
Algebraic Expressions

Algebraic expressions are written to represent mathematical situations. Examples of algebraic expressions include the cost to bowl a number of games with shoe rental, sharing the bill at a restaurant with friends, or finding how many objects there are in part of a group.

Certain words and phrases can suggest what operation or operations you need to write an expression. This table shows some examples.

<table>
<thead>
<tr>
<th>Words and Phrases</th>
<th>Suggested Operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>plus, sum, in all, altogether, increased by, total</td>
<td>addition</td>
</tr>
<tr>
<td>minus, difference, less than, decreased by, how many more</td>
<td>subtraction</td>
</tr>
<tr>
<td>times, product, in all, altogether, total</td>
<td>multiplication</td>
</tr>
<tr>
<td>quotient, per, each, split, shared equally</td>
<td>division</td>
</tr>
</tbody>
</table>

**Example A**

It costs $6 per hour to ice skate at Madison Ice Rink. Skate rental is $4. Write an expression to represent how much it costs to skate for any number of hours with a skate rental.

**Step 1:** What do you know?
- It costs $6 per hour.
- Skate rental is $4.

**Step 2:** Write an expression for the cost for any number of hours.
- Let $h$ represent the number of hours.
- $6 \times h$ or $6h$

**Step 3:** Skate rental is added to the cost.
- $6h + 4$

**Solution:** The expression $6h + 4$ can be used to represent the cost to skate with a skate rental.

You can evaluate an expression by substituting a number for the variable. If there is more than one operation involved, follow the order of operations.

**Example B**

Hot dogs come in packages of 8 and hamburgers come in packages of 6. If $d$ represents the number of hot dog packages and $h$ represents the number of hamburger packages, then the expression $8d + 6h$ can be used to represent the total number of hot dogs and hamburgers when buying any number of packages of hot dogs and hamburgers. How many hot dogs and hamburgers did Ms. Wilson buy in all, if $d = 6$ and $h = 7$?

**Step 1:** Substitute the values for the variables in the expression.
- $8d + 6h$

**Step 2:** Multiply inside each set of parentheses.
- $= (8 \times 6) + (6 \times 7)$
- $= 48 + 42$
- $= 90$

**Solution:** Ms. Wilson bought 90 hot dogs and hamburgers.
Algebraic Expressions (continued)

You can make a table to find different values when using an expression.

EXAMPLE C

Mrs. Ramirez has five grandchildren. When she visits, she gives them each an equal amount of money. Write an expression and then make a table to show how much money each grandchild would receive depending on how much money Mrs. Ramirez brings. In the table show that Mrs. Ramirez may bring multiples of $25 up to $125.

Step 1: Write an expression. Let $d$ represent dollars.

\[ \frac{d}{5} \text{ or } d \div 5 \]

Step 2: Make a table using the expression.
Substitute 25, 50, 75, 100, and 125 for $d$.

Solution:

<table>
<thead>
<tr>
<th>Total Amount Given, in dollars ($d$)</th>
<th>Amount Each Grandchild Receives, in dollars ($d \div 5$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>125</td>
<td>25</td>
</tr>
</tbody>
</table>

PRACTICE

Write an algebraic expression for each situation.

1. 6 more than a number
2. a number of pennies split into 4 equal groups
3. 5 fewer than 3 times a number
4. 12 more than 2 times a number

Evaluate each expression if $x = 8$ and $y = 4$.
5. $3x + 2y - 6$
6. $3 \times (5x - 6y)$

7. Five friends went to lunch. They each ordered the same meal and at the end of lunch, they gave the waitress a $10 tip.
   a. Write an algebraic expression to represent the situation.
   b. How much was spent if each lunch cost $8?

8. A plumber charges $125 per hour and a $75 house-call fee.
   a. Write and evaluate an algebraic expression to find how much money the plumber will charge if the job takes 3 hours.
   b. Is it less expensive to have the plumber work for 4 hours or to have her come back for two 2-hour jobs? Explain.
Solving One-Step Equations

An equation is a number sentence that states that two expressions are equivalent. An equation has an is-equal-to sign (=) in it. Among the uses for solving equations are finding the cost of each item in a group, how items are being shared, or how many more one group is than another.

How many circles are equal to a star?

\[ \begin{array}{c}
\text{○○○○ + ★} = \text{○○○○○○○○○} \\
\end{array} \]

\textbf{Step 1:} Write an expression to represent the left side of the equation. Let } s \text{ represent the number of circles that are equal to a star.}

\[ 3 + s \]

\textbf{Step 2:} Count the number of circles on the right side of the equation.

\[ 3 + s = 8 \]

\textbf{Step 3:} Use a related fact to find how many circles are equal to a star.

\[ 8 - 3 = s \]

\[ 8 - 3 = 5 \]

\textbf{Solution:} A star is equal to 5 circles.

You can use inverse operations to solve an equation. Inverse operations are operations that “undo” each other. Addition and subtraction are inverse operations. By using inverse operations, you can isolate the variable on one side of the equation.

\textbf{Example B}

Find the value of } n \text{ in the equation } n - 12 = 19.

\[ n - 12 = 19 \]

\textbf{Step 1:} Undo the subtraction. Add 12 to both sides of the equation.

\[ n - 12 + 12 = 19 + 12 \]

\[ n = 31 \]

\textbf{Solution:} The value of } n \text{ is 31.

You can check if your solution is correct by substituting the solution into the original equation. Since } 31 - 12 = 19, \text{ the solution in Example B is correct.
Solving One-Step Equations (continued)

Multiplication and division are inverse operations.

**EXAMPLE C**

Find the value of $p$ in the equation $p \div 8 = 12$.

*Step 1:* Undo the division. Multiply each side of the equation by 8.

\[
p \div 8 = 12 \quad \Rightarrow \quad p \div 8 \times 8 = 12 \times 8 \quad \Rightarrow \quad p = 96
\]

*Solution:* The value of $p$ is 96.

One-step equations may involve negative integers.

**EXAMPLE D**

What is the value of $m$ in the equation below?

\[4 + m = -6\]

*Step 1:* Undo the addition. Subtract 4 from both sides of the equation.

\[
4 + m = -6 \quad \Rightarrow \quad 4 - 4 + m = -6 - 4 \quad \Rightarrow \quad m = -10
\]

*Solution:* The value of $m$ is $-10$.

When multiplying and dividing with integers, remember these rules:

- If the signs are the same, the product or quotient is positive.
- If the signs are different, the product or quotient is negative.

**EXAMPLE E**

What is the value of $q$ in the equation below?

\[6q = -78\]

*Step 1:* Undo the multiplication. Divide each side of the equation by 6.

\[
6q = -78 \quad \Rightarrow \quad \frac{6q}{6} = \frac{-78}{6} \quad \Rightarrow \quad q = -13
\]

*Solution:* The value of $q$ is $-13$. 
Solving One-Step Equations (continued)

PRACTICE

Solve each equation.

1. \(8 + x = 17\)  
2. \(x - 14 = 13\)  
3. \(5x = 45\)

4. \(y \div 4 = 11\)  
5. \(16 + y = 45\)  
6. \(\frac{y}{6} = 36\)

7. \(5 + z = -3\)  
8. \(z - 4 = -2\)  
9. \(3z = -21\)

10. Adam has 28 model cars and airplanes. He has 16 model cars. The rest of his models are airplanes. Write and solve an equation to find how many model airplanes Adam has.

11. Melissa baked 4 batches of cookies. She baked the same number of cookies in each batch. She made a total of 96 cookies.
   a. Write and solve an equation to find how many cookies were in each batch.

   b. Explain how you solved the equation.
Directions: Please answer the questions below based on the articles.

Week 1: May 4-8
Articles: All Systems Are Go Background Reading
          Cell Explorer Background Reading

1. What are some basic functions ALL cells need to perform?
2. In what ways does the structure of the mitochondria relate to its function?
3. Identify three systems and explain their function.
4. Using a drawing, explain how organs in the circulatory system connect with the respiratory system.

Week 2: May 11-15 and Week 3: May 18-22
Article: Three Levels of Biodiversity Background Reading

5. Create a food web that shows the energy relationships between the organisms in the ecosystem.

Week 4: May 25-29
Articles: Cell Explorer Background Reading
          Where Do You Get Your Energy? Background Reading

6. Compare and contrast photosynthesis and respiration.
All Systems Are Go
Background Reading

All organisms are characterized by a high degree of complexity and organization. Single-celled organisms have multiple organelles—the small structures that maintain the cell—and complex structures, such as the cell membrane, that enable them to meet their energy and nutrient requirements.

Multicellular organisms have even greater complexity. In single cells, nutrients can move into the cells and waste can move out of the cells by diffusion. In large multicellular animals, specialized cells, tissues, organs, and organ systems are required to meet these needs. Specialization of cells into nerve cells and muscle cells, for example, has been possible because other cells and systems of cells have evolved to serve other vital functions. Whereas single-celled organisms each have to take care of all of their basic needs—finding food, reproducing, sensing danger—multicellular organisms have a variety of different types of cells, each of which specializes in meeting just one or two basic needs.

Cells specialized to perform certain functions have become grouped among similarly specialized cells to form tissues, including epithelial tissue, connective tissue, muscle tissue, and nerve tissue. A structure made up of two or more tissue types working together in a common function is called an organ. The heart, for example, is made up of muscle, nerve, and connective tissues that work together to provide the rhythmic motion that pumps blood throughout the body.

Together, organs that share a common function or functions make up one of ten major systems in the body. For example, the heart, blood, and blood vessels make up the circulatory system, which is responsible for supplying oxygen and nutrients to tissues throughout the body and removing waste products. However, despite its functional specialization, each system is integrally connected to every other system. Oxygen enters the circulatory system as it passes through the respiratory system. Nutrients are absorbed in the small intestine of the digestive system. The oxygen and nutrients are then carried by the circulatory system to provide energy to all other organ systems, including the nervous system, which maintains the nerve signals required to keep the heart beating. The limbic system helps clean the blood of pathogens, while the reproductive system makes it possible to pass the individual’s genes on to the next generation.

Reprinted from PBS LearningMedia: All Systems Are Go
https://www.pbslearningmedia.org/resource/lsp07.sci.life.stru.bodysystems/all-systems-are-go/
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Where Do You Get Your Energy?

Background Reading

The intricate processes by which organisms harness, consume, digest, repackage, and use energy are essential to life. Yet, without the Sun, the origin of all of this energy, life would not exist.

Photosynthesis is the process by which plants (and a few types of single-celled organisms) use energy from the Sun to transform carbon dioxide and water into carbohydrates. Although only a small portion of solar energy that falls on Earth is stored in the chemical bonds of plant compounds, photosynthesis sustains—either directly or indirectly—nearly all life forms.

While sunlight provides the energy needed to drive photosynthesis, a molecule called chlorophyll in the leaves of plants makes the reaction possible. This green pigment is found in specialized structures called chloroplasts inside a plant's photosynthetic cells. Chloroplasts serve a vital function in the conversion of light energy into chemical energy. They have much in common with mitochondria, the so-called powerhouses of the cell.

Mitochondria are the cell structures that convert energy that has been stored as carbohydrates into a molecule called adenosine triphosphate (ATP), a form of energy the cell can readily use. Plant and animal cells both rely on mitochondria to release the energy needed to support vital functions. However, much of the energy plants harness remains in their tissues. Animals have evolved to take advantage of the energy stored in plant tissue. The majority of animals, including humans, rely on the carbohydrates from plant roots, stems, leaves, seeds, and fruits as their primary source of energy.

To access the energy contained in plant or animal tissue, humans must first break down their food, both physically and chemically, into glucose and other molecules more easily absorbed by the blood. This process takes place in the stomach and the intestines. From there, glucose moves into the bloodstream and is carried to the liver and muscles, where it is stored.

Glucose is the raw material that drives cellular respiration. In a process that has more than five dozen steps, a single glucose molecule is converted into 38 molecules of ATP. Each of these molecules can be used, or "spent," easily and efficiently inside the cells to drive even the smallest chemical reactions. It is this efficiency, the ability to distribute units of energy as needed, that drives the cellular respiration process.
Cell Explorer

Background Reading

We are all familiar with the specialized structures our bodies possess that enable us to meet our various needs. We know that our jaws and teeth help us to process the food we eat and that our stomachs continue the digestive process; we know that our hearts pump blood and that our lungs enable us to absorb oxygen and release carbon dioxide. We are able to function because each of these specialized structures does its job.

Specialized structures are not unique to higher organisms like ourselves. In fact, every living cell—including single-celled organisms and the individual cells that make up higher organisms—contains its own set of structures, generally called organelles, that perform specific jobs and enable cells to serve their various functions. All cells must perform three basic functions: They must obtain and process energy; they must synthesize a wide variety of proteins; and they must replicate their genetic material and divide.

Mitochondria, a type of organelle, provide cells with the energy they need to drive all other functions. Because of this they are often referred to as the "power stations" of cells. The energy that mitochondria produce comes from a process called aerobic respiration, in which they burn food molecules in the presence of oxygen and release the chemical energy the food contains.

Other cell structures are dedicated to protein synthesis. These include ribosomes, which synthesize proteins, endoplasmic reticula, which store and transport proteins and other compounds, and Golgi bodies, which process and package proteins destined for other organelles or for transport outside the cell. Without any one of these structures, cells would be unable to perform their vital functions.

Although all of the organelles serve critical functions, one organelle—the nucleus—is arguably the most important. This structure contains a cell's genetic material, its DNA. DNA provides the instructions for building proteins, and, thus, dictates the structure and function of the cell, and the organism of which the cell is a part, throughout its life. DNA also provides a mechanism for passing genetic information on to the next generation. Through mitosis, cells replicate their DNA and then pass these complete sets of genetic material to their daughter cells when they divide. Structures called centrosomes play a role in this process by generating microtubules, which help to pull duplicate chromosomes apart.

Although most cells have many types of organelles, a cell's role in part determines the type and number of organelles it contains. For example, a cell that is heavily involved in protein synthesis will possess large numbers of protein-synthesizing ribosomes and an extensive endoplasmic reticulum. Cells that do a great deal of work, such as muscle cells, have many mitochondria to keep up with their high energy demands. And many plant cells contain chloroplasts that enable the cells to capture and convert the Sun's energy through photosynthesis.
Three Levels of Biodiversity
Background Reading

Take a minute and think about a team sport you enjoy playing or watching. What would happen if, all of a sudden, you were the only person on that team or your teammates decided to quit doing their jobs? Chances are you would lose.

Biodiversity within an ecosystem works similarly to a team sport. Biodiversity is the interaction between all of the organisms in an ecosystem, their differences, and how they relate to each other. Just like the members of a team, each organism has a specific role to fill. This roll is called a niche. Unfortunately, in an ecosystem, if one of the organisms is no longer able to fulfill its job, there is a lot more at stake than losing a game. When biodiversity is changed or damaged, it can cause loss of plant species that could be a source of medicine or other resource of economic importance. Plus, the bottom line is, something beautiful is being destroyed as well as a species upon which other species depended.

Biodiversity occurs in three different levels: Genetic, Species, and Ecosystem. Genetic diversity refers to the differences within members of a species and their ability to adapt to changes. Species diversity refers to the total number of plant, animal, and insect species that can be found in a particular region. Ecosystem refers to the specific natural communities and the diverse species found there. From the basic genetic level, to the broad ecosystems level, biodiversity plays an extremely important roll in our world.

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