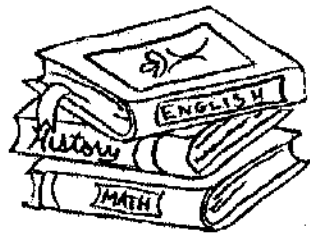


AMI Packet

#3

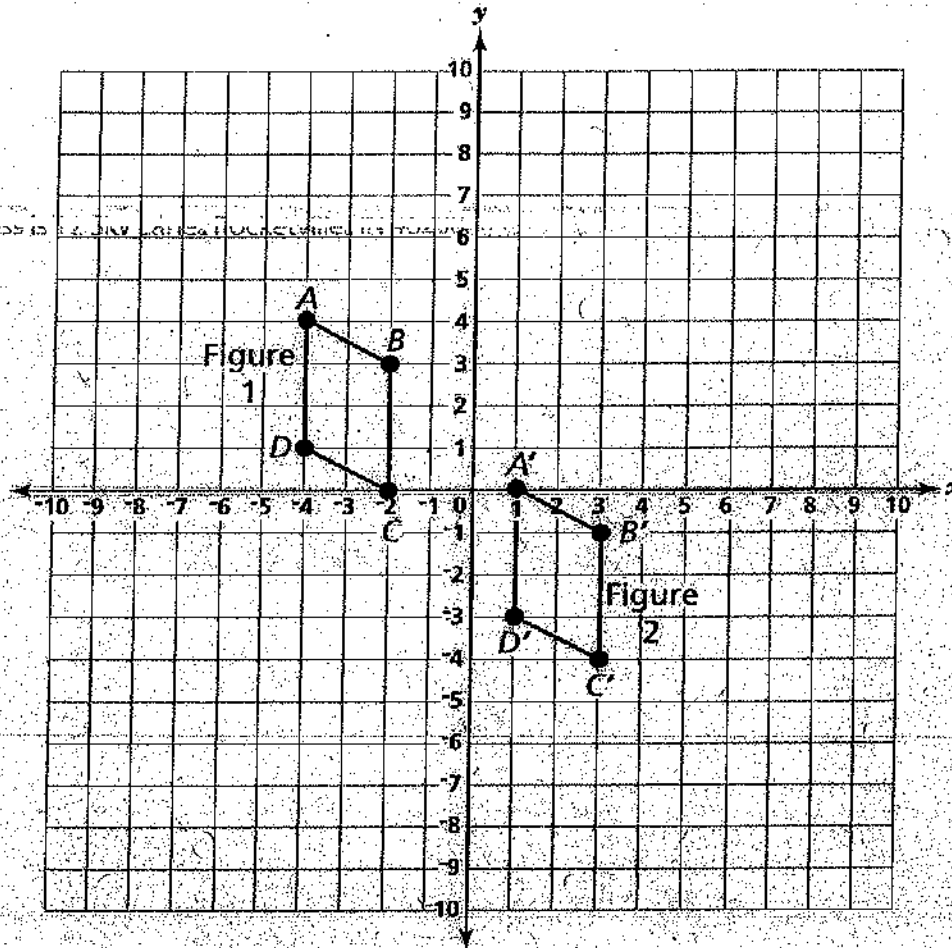
8th Grade



Day 3

9

Which sequence of transformations is performed so that Figure 1 is congruent to Figure 2?



- A Figure 1 is translated 3 units up and 4 units to the left.
- B Figure 1 is translated 5 units down and 4 units to the right.
- C Figure 1 is translated 4 units down and 5 units to the right.
- D Figure 1 is translated 4 units up and 5 units to the left.

Go On

In art class, Stan and Olivia are learning about proportions among different body parts. They decide to study the relationship between a person's head length and height. Stan and Olivia each collect measurement data from a sample of people. They plot points on a scatter plot, fit a line, and then determine the equation for the best-fit line, as shown in the table. Let h equal a person's height, in inches, and l equal head length, in inches.

Student	Equation of best-fit line
Stan	$h = 7.5l + 1.5$
Olivia	$h = 8.2l - 2.2$

Based on the equations above, which statements are true? Mark all that apply.

- A** Stan's equation suggests that a person's height is approximately 7.5 times his or her head length.
- B** Olivia's equation suggests that a person's height is approximately 2.2 times his or her head length.
- C** Olivia's equation indicates that a person with a head length of 8 inches would likely be about 63.4 inches tall.
- D** Stan's equation indicates that a person 69 inches tall would likely have a head length of about 9 inches.
- E** The y -intercept in Stan's equation indicates that a person with a head length of 0 would likely be about 7.5 inches tall.



Is the equation $y = x^2 + 3$ a function?

- A No, because when $x = 0$, $y \neq 0$.
- B No, because when $x = 1$ or $x = -1$, $y = 4$.
- C Yes, because there are no x -values where y is undefined.
- D Yes, because for every x -value there is only one y -value.

Go On

Day 3

NAME

CLASS

DATE

for CHAPTER 23: PUNCTUATION page 646

Conventional Uses of Commas

23k. Use commas in certain conventional situations.

(1) Use commas to separate items in dates and addresses.

EXAMPLES On December 17, 1903, in Kitty Hawk, North Carolina, modern aviation was born.
The aviator's address is 12 Sky Lane, Rocketville, IN 46208.

(2) Use a comma after the salutation of a personal letter and after the closing of any letter.

EXAMPLES Dear Andrés, Yours truly,

EXERCISE The following letter is missing commas. Insert commas where they are needed.

Example The next class field trip will take place on Tuesday, March 20, 2001.

18 Varnum Street

Charlottesville VA 22901

January 29 2001

Dear Angela

I was delighted to read your last letter, and I'm happy to know that you are doing well.

Things are going well here in good old Charlottesville Virginia and I miss you.

Last month on Friday December 16, our class went to the National Air and Space Museum in Washington D.C. On the way we stopped in Manassas Virginia for a snack and a stretch break.

At the museum, we saw an exhibit on the history of flight, and I learned about the first member of the Caterpillar Club, Harold Harris. He bailed out of a plane at McCook Field Dayton Ohio and became the first member of a club that is made up of people saved by a parachute! The exhibit was all so interesting.

I remember you asked me for Mrs. DeLillo's address. She is at Sunnybrook Nursing Home Greystone Road Blacksburg VA 24060. She went there sometime in November 2000. I guess you know that she is scheduled for surgery on Tuesday February 7. I know she would be happy to hear from you. You could tell her about your vacation in Paris France. Her birthday is February 23 1933. Did you know that she was born in Biloxi Mississippi? I hope to hear from you soon.

Your friend

Yoko

Comma Review A

- 23f.** Use commas to separate items in a series.
- 23g.** Use commas to separate two or more adjectives preceding a noun.
- 23h.** Use a comma before a coordinating conjunction (*and, but, for, nor, or, so, or yet*) when it joins independent clauses in a compound sentence.
- 23i.** Use commas to set off an expression that interrupts a sentence.
- 23j.** Use a comma after certain introductory elements.
- 23k.** Use commas in certain conventional situations.

EXERCISE Insert commas where they are needed in the following sentences.

Example 1. The younger, more delicate kittens, on the other hand, will be adopted out to families who already have at least one cat.

1. The costly fragile items will be moved first.
2. In a box under the coffee table you will find the books that you requested.
3. Well I'm not sure I would go on that trip if I were you.
4. The audience members by the way have never seen a musical production like this one.
5. Dr. Gravatz are you ready for your next patient?
6. The singers learned the music memorized the words and rehearsed the songs daily.
7. We asked how to solve the problem how to indicate the answer and where to print the results.
8. Joanna Killeen was born on November 10 1961.
9. Jeffrey Hellmer a world-class pianist studied in Rochester New York.
10. Barney doesn't play trombone nor does he play trumpet.

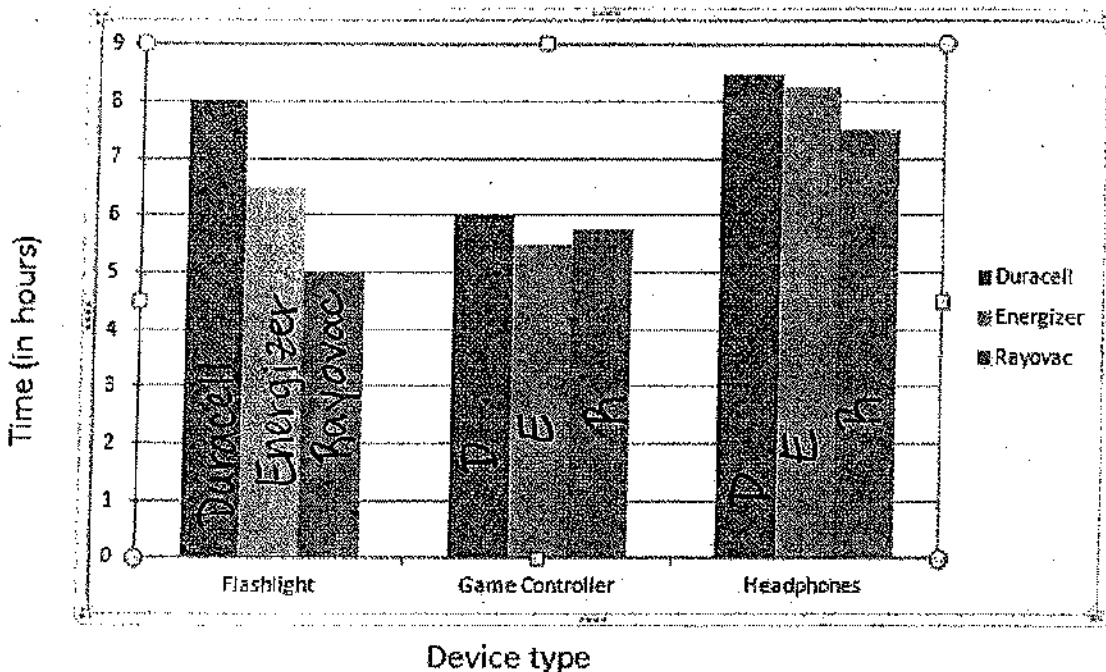
Name: _____

Battery Life

Batteries are a part of our everyday lives. Batteries can be found in our electronics, appliances, automobiles, and many other places. There are several different brands of batteries and shopping for them can be a hassle. We want to make sure that we are getting the most out of our money by buying the best brand.

While Nancy while researching for the brand of battery that would work best for her, she came across this investigation on comparing the life of a battery being tested in different electronics.

Graph 1



1. About how many hours did the Duracell battery last in the game controller? _____
2. About how many hours did the Energizer battery last in the flashlight? _____
3. How much longer did the Energizer battery last in the headphones than it did in the game controller?

4. How many times in the graph did the Rayovac battery last the shortest amount of time? _____
5. What is the mean of the Duracell battery from all three devices. _____
6. In what device did the Energizer last the shortest amount of time? _____
7. Based on the graph, what device requires the most amount of battery watts? _____
8. Based on the graph, what is the best battery? _____
9. Based on the graph, in what device(s) did the Rayovac time usage come in the middle?

day 3

Investigation 1

Nancy had heard from her teacher that the temperature can sometimes make a difference in the amount of time a battery can last, so she decided to try an experiment to test this theory. She used three battery powered fans, three different battery brands, a stopwatch, and an air conditioned room. Each fan required 3 AA batteries. She tested each battery by placing the fans on a table in the air conditioned room. She started the stopwatch and the fans at the same time, and she recorded the times the fans stopped working.

Investigation 1, Table 1

Battery	Time taken for fan to stop (in minutes).
	Temperature - 65° F
Energizer	142
Duracell	124
Eveready	95

Investigation 2, Table 2

Battery	Time taken for fan to stop (in minutes).
	Temperature - 72° F
Energizer	134
Duracell	116
Eveready	88

Investigation 3, Table 3

Battery	Time taken for fan to stop (in minutes).
	Temperature - 79° F
Energizer	132
Duracell	120
Eveready	80

Da 2

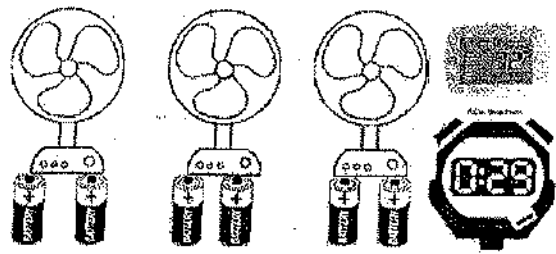
- 10. According to Table 2, the mean of the times the fans lasted is _____
- 11. According to Table 2 and Table 3, at what temperature did the Eveready battery last longer? _____
- 12. According to the tables, at what temperature did the Energizer battery last the shortest amount of time? _____

13. How many batteries did Nancy need to conduct her experiment? _____

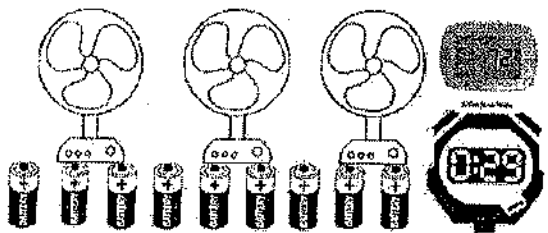
14. If Nancy continued her experiment and tested the fans at 85° F, what do you think would happen to time it will take for the Energizer battery to stop? Give two pieces of evidence from the investigations to support your claim.

15. What picture below shows the correct supplies needed for Nancy to conduct her investigation?

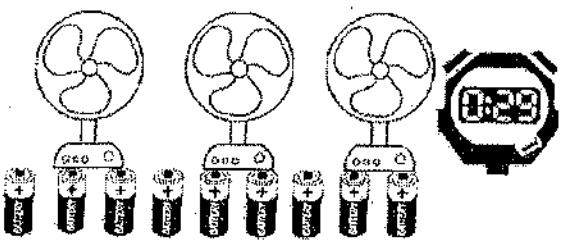
A)



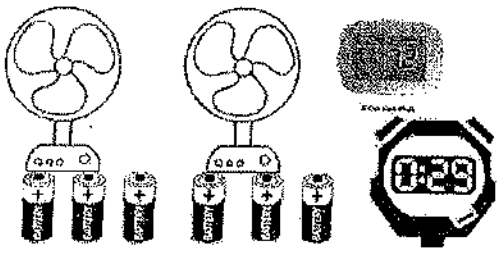
B)



C)



D)



8th Grade Writing Alternative Instruction: Day 3

Directions:

Read the article "How can we improve U.S. history and civics classes?" Use the information in the article to fill out the information on the rest of this page.

1. List three arguments from the article that are FOR requiring students to take more U.S. history and civics classes.

1. _____

2. _____

3. _____

2. List three arguments from the article that are AGAINST requiring students to take more U.S. history and civics classes.

1. _____

2. _____

3. _____

3. Choose whether you are FOR or AGAINST requiring students to take more U.S. history and civics classes. On the back of this page, write a 3 PARAGRAPH essay with an introduction, a body, and a conclusion on which side you support. Use arguments from the article as well as your own arguments to support your opinion.

11
11

PRO/CON: How can we improve U.S. history and civics classes?

By Tribune News Service, adapted by Newsela staff on 04.20.15

Word Count 1,431



(Center) Navil Babonayaba, 16, a student at Yuma High School, participates in her civics class in the rural farm town of Yuma in eastern Colorado, Oct. 16, 2014, AP/Brennan Linsley

PRO: The country's principles of freedom and government must be stressed

U.S. high school graduates don't understand the principles of freedom and equality essential to American government and the historical roots of these principles. If this continues, how can we expect them to share these principles as adults and defend them?

Many people are quick to blame teachers for the problems facing America's schools. And the problems should be obvious.

The National Assessment of Educational Progress has shown consistently that many students are not even mastering the basics of U.S. history and government.

For example, the most recent NAEP U.S. history exam, in 2010, found just 12 percent of all U.S. high school seniors scoring at or above the "proficient" level. The Institute of Education Sciences describes being "proficient" as the level representing "solid academic performance." In other words, less than 12 percent of high school seniors understood the questions on the test.

In civics — the subject of U.S. government — the test scores were somewhat better. Still, slightly less than one-fourth of all high school seniors reached the “proficient” level.

Learning What To Teach

We often hear about the need to improve education in the STEM subjects of science, technology, engineering and math. But American students perform worse on American history tests than in any other subject.

It's unfair to blame America's 125,000 social studies teachers, however. In the 17 years I've been with the Ashbrook Center at Ashland University in Ashbrook, Ohio, some 8,000 teachers from across the country have participated in our educational programs. So I've interacted with many teachers. I know from first-hand experience they're not the problem.

The problem is the way teachers are trained. Teachers spend too much time learning how to teach, and not enough time learning what to teach.

Without a major change in how teachers are taught, America will continue down the same path. We'll continue to raise children who do not understand what it means to be an American. These kids will equate freedom of speech with “selfies” and believe freedom of religion requires removing religion from public life. Our Founding Fathers are already belittled in popular culture as dead old white men. Someday they may think them completely unimportant.

They also may end up associating Washington and Lincoln as having something to do with Presidents Day, a holiday when everybody goes shopping. Or The Fourth of July might just be considered a good time for fireworks and a cookout.

Rely On Writings And Thinking

Teaching government and history involves more than just significant dates and events and connecting them with names. It involves more than a basic familiarity with a handful of historically significant documents, such as the Declaration of Independence, Bill of Rights and Emancipation Proclamation.

To successfully teach U.S. history and government teachers need to rely less on textbooks. Instead, they should rely more on the writings and thinking of those who shaped our country.

Consider civil rights. The changes in America's mind, heart and laws over time on the subject of racial equality didn't happen by accident. That's why we urge teachers to deeply read the writings of those people who shaped America's thinking.

This would include, for example, Frederick Douglass' 1852 speech, “What to the Slave is the Fourth of July?” It would also include Lincoln's Emancipation Proclamation, Gettysburg Address and “Resolution Submitting the Thirteenth Amendment (outlawing slavery) to the States.” It would include the texts of the U.S. Supreme Court decisions regarding

desegregation in *Plessy v. Ferguson* (1896) and *Brown v. Board of Education of Topeka* (1954). Teachers should also have a deep understanding of Martin Luther King's 1963 "I Have a Dream" speech.

Teachers who understand the importance of such documents and use them in the classroom will be better teachers. Their students will learn more. And they'll be better prepared for the responsibilities of citizenship as adults.

ABOUT THE WRITER: Roger L. Beckett is executive director of the Ashbrook Center at Ashland University, Ashland, Ohio. Readers may write him at Ashbrook Center at Ashland University, 401 College Avenue, Ashland, Ohio 44805.

This essay is available to Tribune News Service subscribers. Tribune did not subsidize the writing of this column; the opinions are those of the writer and do not necessarily represent the views of Tribune or Newsela.

CON: It would mean even more force-feeding of a politically correct diet

It's obvious that every citizen in a democracy must be knowledgeable in civics and history. That basic information is necessary to fully understand what happens in our nation and around the world.

However, high school schedules are already crowded with classes. Stuffing in more American history and civics classes is exactly the wrong way to accomplish that mission.

Beefing up those areas in the nation's high schools likely would mean even more force-feeding our nation's youth. They're already swallowing a politically correct diet of information decided upon by agencies like the U.S. Department of Education and state education departments.

Teaching teenagers to be better citizens would be better left to parents and other family members, and local schools. Even community organizations such as the Scouts and Rotarians would do a better job than government agencies.

A Government That Corrects Itself

Instead, history and government courses are too often taught in public schools as a series of human rights abuses. Typically classes teach about the U.S. crimes against Native Americans, Mexicans, African-Americans, Irish and Italian immigrants, and women. Most recently, we've been hearing about the treatment of lesbian, gay and transgender communities.

Don't get me wrong. I'm not suggesting schools should teach a censored form of patriotism that presents an America free of all its warts.

By all means we should recognize our flaws at home and mistakes abroad. But we should also recognize that our founders were wise and exceptionally well-educated.

They created a system of government that corrects itself. Although it is often done late, our country has continued to correct past mistakes over its 239-year history. It leads to a more perfect union.

Unfortunately, imposing more American history and civics classes on today's restless students likely will only make things worse. If they're developed by Washington then they'll be even worse.

A glaring example is the community service requirement now imposed on students in about 83 percent of the nation's public school districts.

The requirement violates our Constitution's declaration of individual freedom. It forces students to spend numerous hours each month away from the classroom. They have to do public service projects like recycling, clean up trash in poor neighborhoods and even attend re-education sessions to ensure they are marching in step with the views of Democrats.

"A Set Of Disconnected Facts"

Now there's even a push to require all high school seniors to pass the same citizenship test required of immigrants to America. This despite the fact that more than 90 percent of recent high school students have spent a semester studying civics and a majority have spent a year studying American history.

As Peter Levine of Boston's Tufts University points out: "Requiring students to pass a citizenship exam will reduce both the amount and quality of civic education in our schools."

The problem with civics is not that we fail to teach it, he says. "The problem is that civics is often viewed as a set of disconnected facts, not as a challenging and inspiring subject that will continue to interest us after high school."

He's right, of course. And that's exactly why school programs for American history should be made in towns and cities, not our national government.

In the Baltimore area, where I live, local history becomes even more fascinating when linked to the nation's history.

Consider just a few local events: the voyages of discovery and mapping of Chesapeake Bay by Captain John Smith; the founding of the Baltimore railroad that allowed early pioneers to head west; the bombardment of Fort McHenry during the War of 1812 that inspired Francis Scott Key to write the National Anthem; and Baltimore's key role in the Civil War. And on and on.

Applied across the U.S., this approach can make history come alive.

Read the following passage about a man working on a secret project for the government, go to page 48 of your answer document, and then answer multiple-choice questions 17 through 24 and open-response item C.

Secrets In the Hills

by Alicia Monroe



Bill Frenzi drove his 1939 Plymouth up to the gate and showed his security badge. The security guard waved Bill on through.

"Good morning to you, Mr. Frenzi."

Bill had been working at the facility for close to a year, but he still felt like a stranger as he drove through these Tennessee hills. His wife and children were living back at their home in Alexandria, Virginia. There was housing for workers and their families at the Oak Ridge living quarters, but for some reason Bill felt it was better that his family stay home. People had moved in quickly, and the population of this once small town had grown to 42,000. Many people lived on the grounds of this top-secret government project.

"Just think of it like I'm in the army," he had told Midge, his wife, when they spoke on the phone. "After all, it could be worse: I could be fighting overseas."

Bill guided the Plymouth up a small rise of gravel road. He stopped the car for a minute and looked out over the river valley. It was beautiful country: rolling hillsides covered with forests, with the Clinch River winding through it all. It would be glorious land for hunting and fishing if he had the time. But Bill was working sixty-hour weeks. General Groves had bought all the land for miles around, and construction crews were converting this natural paradise into one of the largest wartime projects in history.

Can't even think about it, Bill thought as he put the car in gear, pushed his foot down on the gas pedal, and headed for the parking lot. Can't think about Midge and the kids.

Can't think about the life I was leading before this war. Just have to do my job and hope that whatever we're doing helps end the war.

8 And a terrible war this one—World War II—was. The United States had forces in Europe and the South Pacific battling both Germany and Japan, hoping to rid the world of cruel dictators. For Bill, however, the war wasn't about the big picture. It was about all the individual soldiers being killed and the families left at home without husbands, fathers, and sons. He could count half a dozen of his college friends who had already died overseas in different battles.

"As part of the Manhattan Project, our goal is to end the war and help humankind." This was part of the pep talk Bill and his associates were given during their first day at Oak Ridge. "What we are doing has destructive potential. But we also are advancing the cause of science."

The "cause of science." Wasn't that what sent Bill through college, what drove him to study so hard, and what pushed him to graduate with honors from the University of Illinois? Somehow, the cause of science seemed pretty far away now. He pulled the car into his familiar spot in the parking lot. Every morning filled him with nervous dread. If only he knew what he was doing. But did he really *want* to know?

Every day, freight trains arrived from Colorado carrying uranium ore. They transformed that ore into a special kind of uranium called uranium-235. Yet for every pound of uranium-235 made, ninety-nine pounds of the original ore went to waste. This uranium-235 must be really important for the government to spend so much money and time making it, but why?

Bill walked up the sidewalk, ready for another day of work. He had a notion of what all this was for. He had heard whispers around the laboratories, but he tried to put them out of his mind. It was too frightening. But as he walked into the building, he couldn't help remembering what one of his fellow engineers had said over lunch a few days before: "The bomb! We're making the bomb that will end the war."

Reading Practice Test, Form B

17. Why does the author most likely describe the natural setting at the beginning of the passage?

- A. to show that Bill is becoming anxious for some vacation time
- B. to illustrate why Bill wants to bring his family to the area
- C. to contrast the area's beauty with Bill's anxious state of mind
- D. to show why many people lived on the grounds of the project

18. Which of these best describes Bill?

- A. certain
- B. worried
- C. careful
- D. brave

19. Which of these is most likely true about General Groves?

- A. He is a leader of military forces overseas.
- B. He is a soldier who guards the Oak Ridge plant.
- C. He is an army officer in charge of the Manhattan Project.
- D. He is a professor who once worked with Bill Frenzi.

20. What does the conflict in this story tell the reader about Bill?

- A. Bill is conflicted about the work he is doing.
- B. Bill knows exactly what the Manhattan Project is.
- C. Bill would rather be fighting in combat.
- D. Bill feels good about his job.

21. What does the word picture mean in paragraph 8?

- A. design
- B. painting
- C. container
- D. issue

22. Which is the **most likely** reason Bill doesn't want his family to live with him in Oak Ridge?

- A. Bill's wife still works in Virginia.
- B. There is no housing available in Oak Ridge.
- C. Bill feels it is safer in Virginia.
- D. Bill's family doesn't like Tennessee.

23. Which of these is the climax of the story?

- A. Bill drives his '39 Plymouth through the security gate.
- B. General Groves buys all the land around the project site.
- C. Bill walks up the sidewalk, ready for another day on the job.
- D. Bill remembers what his co-worker said at lunch.

24. Why does Bill feel conflicted when he gets a pep talk about "the cause of science"?

- A. He sees that "the cause of science" is destroying a beautiful area of nature.
- B. He doesn't actually believe there is such a thing as "the cause of science."
- C. He believes in the science yet suspects he is working on something destructive.
- D. He doesn't think the scientific project he's working on will actually be successful.