Spark Academy At-Home Learning Packet: 6th Grade

Name:	 	
Homeroom: _		

Follow the directions for each day and complete the checklist to make

sure you keep learning while you're at home!

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Use these STAR Card Resources for your math work!

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How to Study Your STAR cards

- 1. Cover the answers on the right side
- 2. Look at the question and try to say the answer in your head
- 3. Look at the answer to check if your answer is fully right
- 4. Based on how quickly and accurately you were able to answer, label your STAR cards with one of these numbers of tallies:

"Ill"= I know it perfectly

"Il"= I'm so-so on this

"I"= Not there yet...

- 5. If you had cards that scored a ll or a l, review the questions and answers for your STAR cards, adding a tally as you get better at the cards and move from a l to a ll or a ll to a ll.
- 6. Do some of your other work or take a break
- 7. Quiz yourself again on all three groups mixed together at least 3 times through

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Unit 1 Star Cards - Whole Numbers

		C1
Standard	Star Card Question	Star Card Solution
1.A	Mr. Lopez exercises every 10 days and Ms. Ski every 15. If they meet at the gym today, in how many days would they meet again? When Amarylis answered this question she came up with 5 days. Is she correct, why or why not?	No. Amarylis found the greatest common factor (GCF) NOT the least common multiple (LCM). She should have skip counted by 10 and 15 to see when they would be the same. They will meet up in 30 days.
1.B	WORK OUT WORLD Victor's math is below:	He is wrong. Victor's mistake
1.0	.4 + 3.2 = 7.2	was he added the 4 tenths and 3 one's. To add decimals you line up the decimals points so you end
	Is he correct? Explain why or why not.	up adding the same place values together. -4 tenths can only be added to 2 tenths +3.2 -3.6
1.C	.3 x .5 = 15	Count the number of decimal
	The answer above is missing the decimal point. How do you know where to place it?	places in your factors .3 x .5 1 decimal place in each two places total, so you need 2 decimal places in your answer.
		$.3 \times .5 = .15$

Name:_____HR:___ Unit 1 Star Cards – Whole Numbers

1.D	What are the three parts to a division problem: 9 45	Quotient 9 Divisor 5 45 dividend
1.E	What needs to be done before dividing these numbers .2 4.32	You need a whole number divisor so you multiply the divisor and dividend by 10. 2 4.32 = 2 43.2
1.F	What are the three different ways to write the answer for: 5 17	$\frac{3 \text{ r2}}{3 \frac{2}{5}}$ 3.4
1.G	Ms. Schlitter wants to share ½ a pizza with 3 students evenly. Show how to solve this problem.	$\frac{1}{2} \div 3 = \frac{1}{2} \div \frac{3}{1} =$ $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$ OR

2A) The ratio of cat bites to dog bites is:

dogs. What is the ratio of cat bites to dog bites? Write the 2A) On his way home, Bryan three ways you can express was bitten by 11 animals, 3 cats and the rest were this ratio.

ratio and a proportion? difference between a 2B) What's the

Show your work by setting up, 2C) The snowstorm dumped 6 snow would fall in 39 hours? hours. How many inches of labeling and solving the inches of snow over 13 proportion correctly.

3 **TO** 8

3/8

proportion is two equal ratios. between 2 quantities while a 2B) A ratio is a comparison

NO HORFS NOLU I 2C) I3 hours MOLICIE O

(Remember to make sure your labels match)

you do to the bottom you must do to 13 hours x 3 = 39 hours. Whatever the top. So, 6 inches x 3 = 18inches.

Name:

2D) Explain how you can solve this problem:

Mr. Hamilton can swim 3 meters in 2 seconds. How long would it take him to swim 12 meters?

2E) Mariela walked 37 feet in 5 seconds. Explain how you would find the unit rate.

2D) First, set up a proportion to figure out how long it would take him to swim 12 meters.

To get from 3 meters to 12 meters, multiply by 4. Whatever you do to the top, you must do to the bottom. 2 seconds x 4 = 8 seconds, so x = 8 seconds.

2E) Set up a proportion to figure out how many feet he would walk in 1 second.

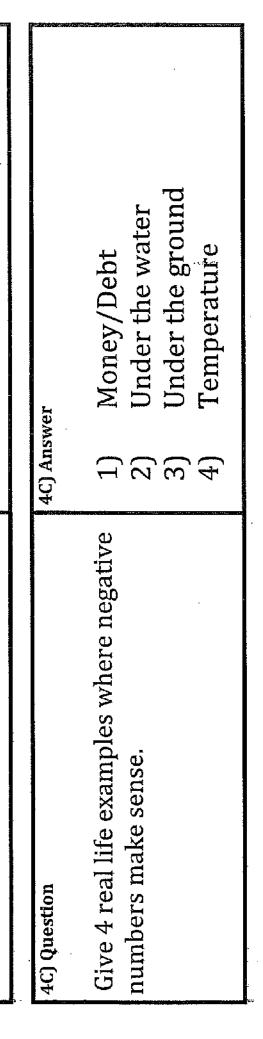
To get from 5 to 1, divide by 5. Whatever you do to the bottom, you must do to the top so $37 \div 5 = 7.4$, so she can walk 7.4 feet in 1 second.

Unit #3

3A) What is a percent?	3A) A percent is a fraction out of 100.
3B) What is the percent of these fractions? $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{10}$ $\frac{3}{10}$	3B) $\frac{1}{2} = 50\%$ $\frac{1}{4} = 25\%$ $\frac{1}{10} = 10\%$ $\frac{3}{10} = 30\%$
3C) What is the percent of these fractions?	3 750/ 1 - 200/
$\frac{27}{100} \frac{3}{4} \frac{1}{5} \frac{3}{5} \frac{1}{3}$	$\frac{1}{100} = 27\% \frac{4}{4} = 75\% \frac{5}{5} = 20\% \frac{5}{5} = 00\%$ $\frac{1}{3} = 33.3\%$
3D)	3D)
What is 10% of 56?	10% of 56 is 5.6
How can you quickly find 10% of any number?	A quick way to find 10% of any number is to move the decimal one place to the left.

3E) (Note: This is one way, there are other ways that work.)	First, write a fraction:	How do you Second, make an equivalent it he got fraction out of 100:	$\frac{3}{20} = \frac{15}{100}$ and $\frac{15}{100}$ means 15%
3E)	John took a 20 questi	and got 3 right. How find what percent he right?	

4A) Question		4A) Answer	
	437 = ?	1) 437	
2)	-437 = ?	2) 437	
4B) Question How do you plot the point (-3,4)?		4B) Answer 1st) Start at (0,0) 2nd) move 3 to the left 3nd) move 4 up	



4D) Question	4D) Answer
What is an integer?	An integer is a positive or negative whole number or zero
	(examples: 45, -987, 0, 72)

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5A) What is the order of	
operation?	P E MD AS
	1 + +·×

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5B) Which of these problems do you have to use the order of operations? Why?

- A) 6+7= B) 5+3×6=

5C) What is a variable?

5D) How do you evaluate 5x if x=3this:

5E) What is wrong with this:

$$5(3x + 2) = 15x + 2$$

you have more than 1 operation (+, -, x, ÷) you have to use the Problem B, because any time Order of Operations.

stands for a number you don't 5B) A variable is a letter that know.

and then you multiply 5×3 , so it is 5D) You substitute the x with the 3

When a number is outside the parentheses, you must distribute it to everything inside the 5(3x+2) = 15x + 10parentheses.

		·

6A) Make a closed circle on 6 and draw an arrow to the right. 6A) Explain how to ine.

6B) What does it mean to "solve" this 4x = 12equation:

6C) Explain how you would "solve" this 3.5x = 10.5equation:

6B) "Solve" means you find the value for x that will make the left side of the equation equal the right side.

$$4x = 12$$
$$50 \times = 3$$

variable. In this equation 6C) To solve an equation you isolate x by dividing you must isolate the both sides by 3.5

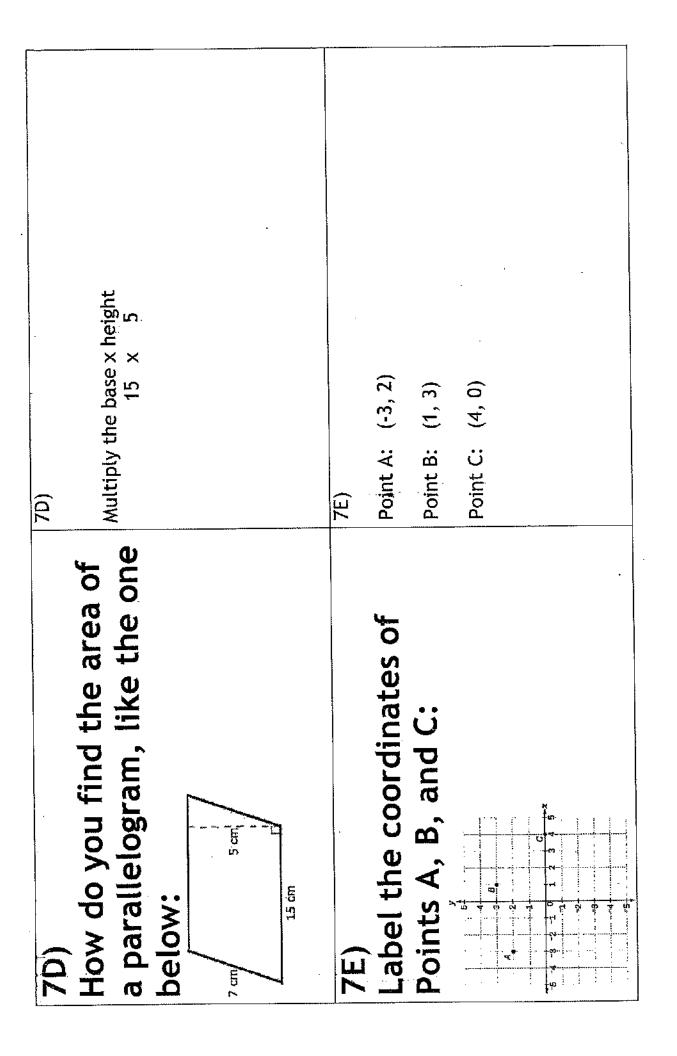
	6D) An Independent
independent	variable determines the
3	value of the dependent
variable:	variable.
6E) What is a	6E) A dependent variable
denondent variable?	is a variable whose value
יייייייייייייייייייייייייייייייייייייי	depends on another
	variable.
-	

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Z	7A)
How do you find the	1st) Multiply the Base x Height
area of a triangle?	2 nd) Divide by 2
B	7B)
Which lengths below is the	4 cm is the height; the height always
height of the triangle?	makes a 90 degree angle with the base
4 cm 6 cm 6 cm	
7C)	(<u>7</u> C)
How do you find the	Lengths x Width
area of a rectangular?	Base x Height



□ Math: Review Star Cards from Unit 1 and 2 using the
 Star Card Guide
 □ ELA: "How Pixar Tells a Story"
 □ Humanities: "Should American Students be Required to Learn a Second Language?"

☐ Science: Unit 2 Key Idea Review

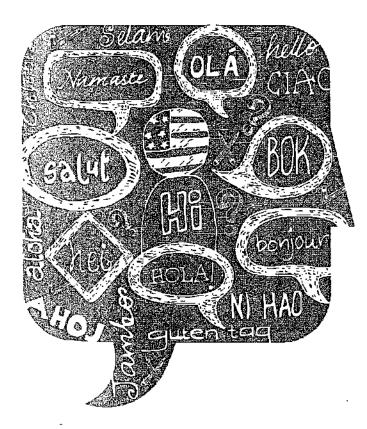
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"A person who n	ever made a mistake never tried anything new "
Scientist Name:	Date: HR:
· <u>L</u>	NIT 2 KEY IDEA REVIEW
Directions: Use your STARCARDS	and CLASS RESOURCES to help you complete this packet
STAR Card Questions	STAR Card Answers
NASA scientists are constantly discovering new objects in space, including new planets and galaxies. In order to keep up with all the new information, they must stay organized.	
1. How do scientists organize the structures in space?	
	Sheeth State Notice to State Way Way Glader Native Married
Rowan is studying the difference between Mars and Earth because she believes that	2a
one day there will be life on Mars. She concludes that Mars's mass is 1/3 of the Earth's mass and wants to determine which planet has more gravity.	2b
2a. What is gravity? 2a. What two variables impact an object's gravitational force? 2c. Based on the information above, which planet would have more gravity?	2c
Every night Maria looks up in the sky at the moon and observes differences in its appearance. She thinks that the moon is growing and shrinking every month.	3a
3a. Is Maria right? 3b. What is happening to the moon?	
	If you were the solve of desired on the first in the solve of the solve in the solve of the solve in the solve of the solve in the solv

	"A person who	never made a	mistake never	tried anything new "	
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<u> </u>	· · · · · · · · · · · · · · · · · · ·	. , ,			
Directi	ions: Use your NOTES	and STARCARI	OS as RESOURCE	S to help you complete the	nis packet!
1. Put	these in order from m	ost complex (I	argest) to lease	complex (smallest):	
		galaxy, unive	rse, star, solar sy	<i>r</i> stem	
		→		>	· ·
Directi	ons: Use the word ba	- 	To a service of consequence of the consequence of t		
	g	AND COMPANY OF THE PARTY OF THE	ORD BANK: rse, star, sol	おいがた 可能は自然に対する もつという まだがいき こうに 大きがはながな さんだくがんし 一番	
2. Wł	nat is a bunch of plan e	ets and other s	pace rocks go ar	ound a center Sun?	
3. What is a bunch of solar systems moving together as one?					
4. Eve	erything in space falls	under the nam	ne:		_
5. Th	ere are billions of the	se in a galaxy. ⁻	The sun is an ex a	ample of one.	
6. Wł	nich is more complex	(has more part	s) , a solar syste i	m or a galaxy	
Wi	h y ?			- W- W	
			-		
ъ.	lin h	*b = f =11 = !		.s	<i>-</i>
זע	aw lines to match	the followin	g terms with t	the corresponding de	finition:
7. Pla	net	Obje	ect moving arou	nd a star	
8. Sola	ar System:	A sys	tem of billions o	f stars	
9. Gal	аху	All ex	dsting matter an	d space	
10 . U	niverse	A sta	ar, and all of the	objects that travel in orbi	it around it

This week's issue:

SHOULD AMERICAN STUDENTS BEREQUIRED TO LEARN A SECOND LANGUAGE?



What are the benefits of knowing two languages? Many scientific studies show that growing up bilingual is great for kids' brain development. Being bilingual may also be good for getting a job. Many businesses want to hire people who speak more than one language because they consider this skill a valuable **attribute**.

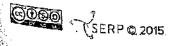
But most Americans do not know a second language, and those who do typically do not know the second language very well. Children who come from homes where English is not the family's native language often forget the language their parents speak.

How did we become so monolingual? Some say it is because we are a **multicultural** nation and it would be too confusing if every group were to use its own language. Unlike educated Americans, most educated Europeans, Asians, and Africans speak several languages, often including English. In Europe, students are required to take two **distinct** foreign languages in school. Most people around the world think that knowing several languages is critical; multilinguals can participate in the political and **economic** activities taking place globally.

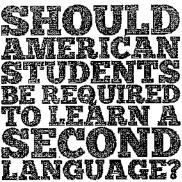
Even the U.S. government and U.S. Armed Forces are constantly looking for speakers of languages relevant to facilitating our economic and foreign policy. For example, they seek Arabic speakers, but very few Americans (unless they come from Arabic-speaking families) study Arabic in school or university. Currently, the State Department pays six-figure salaries to speakers of Farsi, Pashto, and Arabic.

Knowing more than one language seems to be good for learning, employment, and maybe even national security. So how can parents, schools, and society **facilitate** opportunities for learning languages? Should American students all be required to learn a language in addition to English?

Word Generation | Series 2B | Unit 2.14 | wordgeneration.org

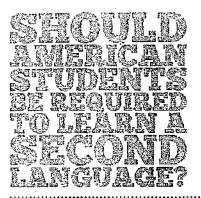








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	E THE FOCUS WORDS * and alternate parts of speech nomic (adjective) financial, related to money
	Sample Sentence: These are hard economic times; many people are losing their jobs and their homes because of a bad economy.
9	Turn and Talk: Should children be involved in the economic decisions of their households? Why or why not?
muli	ticultural (adjective) related to more than one culture
	Sample Sentence: The multicultural art festival showed the work of artists from around the world.
9	Turn and Talk: Would you describe your city or neighborhood as multicultural? Why or why not?
attri	bute (noun) skill, feature
	Sample Sentence: Akhil is a very Intelligent boy, but his best attribute is his honesty.
	Turn and Talk: What are some attributes that the President of the United States should have?
*atti	ribute (verb) to hold responsible for; to credit
	Sample Sentence: Marcus attributed his team's victory to teamwork and practice.
9	Turn and Talk: To what do you attribute your success in school? I attribute my success in school to
faci	litate (verb) to make easy or possible
	Sample Sentence: The internet facilitates the sharing of photos, since you can easily upload and view pictures in just seconds.
9	Turn and Talk: How can you help facilitate the arrival of a new student to your school?
dist	inct (adjective) different
	Sample Sentence: Margarita is distinct from her friends because she is the only one who plays plano.
9	Turn and Talk: How are you distinct from other students at your school?





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How Pixar Tells a Story

By Rachel Slivnick 2018

Pixar is an animation studio that uses computer images to create movies. You've likely seen several of Pixar's films, which include Toy Story, Finding Nemo, The Incredibles, and more in this informational text, Rachel Slivnick discusses the types of stories that Pixar tells. As you read, take notes on what all Pixar films have in common.

[1] Have you seen the movie Coco? Do you love music like Miguel? What about Finding Nemo? Have you ever felt lost and afraid like Nemo did in the ocean? Did you watch The Incredibles, a movie about a family of superheroes, with your own family? Which of their superpowers would you want to have?

These movies may seem different, but they actually share a lot in common. For starters, they were all made by an animation studio called Pixar. Since 1995, Pixar has been working hard to



"Calorful Balloons" by Megan McMillan is Ilcensed under CC BY 2.0

bring stories to kids just like you. But they're not just for kids — adults also love Pixar movies!

How can one studio make movies that everyone loves? The secret: Pixar tells stories that audiences of all ages and backgrounds can connect with. Pixar movies aren't just about silly characters, like Crush the sea turtle. They're more than just amazing action scenes, like in *The Incredibles*, and beautiful animation, like in *Coco*. The most important part of any Pixar movie is the story itself.

Great Storytelling Is Hard Work

The writers at Pixar spend a long time developing the story for each film. Sometimes, they work on a story for over a year! Why do the writers spend so much time on a story? Because they know that a movie with a good story will connect with more people all over the world.

(5) Storytelling is an art and a skill. Pixar creators know this. They have put a lot of time and thought into what makes a great story. One Pixar storyboard¹ artist named Emma Coates created a list called "The 22 Rules of Storytelling According to Pixar." These are the rules that all Pixar stories must follow in order to be called a good story.

One rule is that "You admire a character for trying more than for their successes." In Finding Dory, Dory Isn't a perfect character. She finds it hard to remember things. She makes goofy mistakes, like waking up a giant squidi But Dory never stops trying to find her parents. This makes her the hero of her story. If you have ever tried hard for something, you can relate to Dory. Her feelings remind you of your own experiences, even though you aren't a fish!

^{1.} a series of drawings that show what is planned for a movie

Here's another rule that Pixar creators think about: "What is your character good at, comfortable with? Throw the polar opposite² at them. Challenge them. How do they deal?" In the movie Toy Story, Woody is very good at being in charge of the other toys. But he isn't good at sharing attention with Andy's new toy, Buzz Lightyear. Woody feels like Buzz is the polar opposite of him. He feels jealous and lonely when Buzz begins to replace him as Andy's favorite toy. This conflict is the heart of Toy Story. If you've ever felt jealous or left out, you can understand what Woody goes through!

Great Storytelling Connects Us

Why are the stories that Pixar tells important? The director of *Up* and *Monsters, Inc.*, Pete Docter, has this to say:

"What you're trying to do, when you tell a story, is to write about an event in your life that made you feel some particular way. And what you're trying to do, when you tell a story, is to get the audience to have that same feeling."

Feelings of anger, fear, sadness, joy, and love are universal. Everybody — no matter how old, how young, where they grew up, if they are a girl or a boy — feels emotion. In this way, Pixar's stories have the power to show audience members that we are more alike than different. Because we can connect with the characters' emotions, we can connect with each other.

[10] The stories that Pixar tells are very creative. They tell stories about friendly monsters, space-traveling robots, talking cars, and balloon-propelled³ houses. No two movies are the same! But the stories and, more importantly, the feelings in each are universal.⁴ Even though we've never traveled the ocean with Dory, fought evil villains with the Incredibles, or played guitar with Miguel, the power of these stories inspires us. They push us to better understand each other and to seek out our own adventures.

"How Pixar Tells a Story" by Rachel Slivnick, Copyright © 2018 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.

^{2.} the complete opposite of something

^{3.} **Propel** (verb): to drive or push in a certain direction

^{4.} Universal (adjective): happening to or done by all people



Text-Dependent Questions

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

- 1. PART A: What is the main idea of the text?
 - A. Pixar movies interest many people, as they tell stories that we can all relate to.
 - B. People find that it's easier to relate to movies that are far from reality.
 - Pixar movies largely appeal to children, as they teach them important life lessons.
 - D. Audiences are more interested in Pixar movies now that they use computer images.
- PART B: Which quote from the text best supports the answer to Part A?
 - A. "They're more than just amazing action scenes, like in The incredibles, and beautiful animation, like in Coco." (Paragraph 3)
 - B. "Storytelling is an art and a skill. Pixar creators know this. They have put a lot of time and thought into what makes a great story." (Paragraph 5)
 - C. "But he isn't good at sharing attention with Andy's new toy, Buzz Lightyear. Woody feels like Buzz is the polar opposite of him." (Paragraph 7)
 - D. "No two movies are the same! But the stories and, more importantly, the feelings in each are universal." (Paragraph 10)
- 3. Which alternate title best expresses the main idea of the text?
 - A. How to Write a Pixar Movie
 - B. Why Everyone Enjoys Pixar Movies
 - C. The Best Pixar Movies of All Time
 - D. How Pixar Movies Make Money
- 4. How does the author of "How Pixar Tells a Story" organize information?
 - A. The author discusses successful Pixar movies and then the movies that didn't do as well and why.
 - B. The author gives examples of different Pixar movies and then explores why their stories are important.
 - C. The author explains the rules that need to be followed for a good story and then how Pixar breaks these rules.
 - D. The author compares Pixar's steps for storytelling with other movie studios and explores why Pixar is the best.



5.	How does the text help the reader understand the relationship between Pixar's rules for storytelling and why audiences care about their stories? Use details from the text in your answer.				

□ Math: Review Star Cards from Unit 2 and 3 using the
 Star Card Guide
 □ ELA/ Humanities: "Don't Hate on the Trait"
 □ Science: Unit 3 Vocabulary and Star Card Review

UNIT 3 Vocabulary and StarCard Review

Directions: Use your STARCards to complete this homework assignment

STAR Card Vocabulary STAR Card Definitions **HOMOLOGUS STRUCTURE** LAW of SUPERPOSTION OLDER **STAR Card Questions STAR Card Answers** 3a. How can a scientists determine the age of fossils? 3b.Which rock layer is the oldest? Youngest? How do you know? 3c. What is one thing a scientist can determine about Earth based on these rock layers? 4. Scientists use various pieces of evidence to support the evolution of living organisms on Earth over time. What is a piece of evidence that help supports the theory of evolution?

Rat wing



Name:	Class:

Don't Hate on the Trait

By BirdBrain Science 2016

Ever wonder why people all look and act differently? This informational text explains that people's traits, like their different appearances and personalities, develop mainly from two sources: their parents' genes and the environment. As you read, identify the different ways how genes and environment can affect people's traits.

Think about the building where you live. If it's a house or an apartment building, it's made up of water pipes, a roof, different rooms, and thousands of wooden boards. On your street there are probably many different buildings and each building is very, very complicated. For people to be able to live inside, all the thousands of different parts have to work and fit together. To build something with so many parts, architects have to draw every single part. They need to think about every electrical plug, toilet, and wall. The architects then give their drawings to people who build the house. These drawings are the instructions that show them what to



<u>"Day 251 - Two's Company"</u> by Marcus Peaston is licensed under CC BY-NC-ND 2.0

build. Since there are so many different parts to put together, every building needs its own instructions.

Just like buildings, all people are built differently too. For instance, the people in your class might all have different colors of eyes, hair, and skin. People can change what they look like somewhat by cutting their hair or wearing different clothes. You can decide what some parts of you look like on the outside, but you can't decide how you are built. The parts of you that you cannot change are in your genes. Genes are the instructions for your body and they are inside of every one of your cells. They are found in every other living thing on earth too, and are the instructions for how to make each of those things. Your genes tell your cells what to do. They tell your body how to grow, make you look a certain way, and even decide what your personality will be like.

Genes give you characteristics³ that can make you look the same as other people or very different from them. Your genes might give you brown eyes, black hair, and make you 5 feet 4 inches tall. All other living things also have characteristics that came from their genes. A palm tree might be tall, brown, skinny, and have green leaves at the top. Each of those is a characteristic of that palm tree. Another name for a characteristic that we use in science is trait. A trait is any part of a living thing that was determined by its genes, by its environment, or by both.

There are three different reasons why the person and the palm tree are the way they are:

- 1. An architect is someone who designs buildings.
- 2. A cell is the basic unit of every living thing.
- a specific detail



- [5] 1. Their genes make them that way. (Your genes make your eyes brown, blue, or green.)
 - 2. Their environment makes them that way. (You are around people who smoke and you get cancer, or you are not around people who smoke and you don't get cancer.)
 - 3. Their genes and their environment made them that way. (Your genes tell your cells to grow tall, but you don't eat healthy food and you grow up to be 5 feet 8 inches instead of 6 feet tall.)

You might have some of the same traits as your parents. The parts of you that you share with your parents were either passed down in their genes to you, or come from the environment where you both live. Every child gets half of each of their parent's genes. Heredity is the name for when genes are passed from parents to children. It is one of the reasons why you look like both of your parents.

Genes are not the only things that make you and your parents look the same. You and your parents may also spend time in the same environments or different ones, and that will also change how you look. If you and your parents have a gene for dark skin, and you spend more time than them outside, your skin will be darker than theirs. If you spend time inside and your parents spend most of the day outside, they will have darker skin than you. The environment is very important in how the same trait looks on different people.

In humans, each child gets half of each of their parents' genes. This means that every child will get half of their father's genes and half of their mother's genes. No child is exactly the same as either of their parents, because they only have half of each parents' genes. This also means that every single person is different or varied. Variation means that there are differences between things. If you look at the chairs in your classroom, they might all look the same. There is no variation in the chairs. Now look at what the students in your class use to write. Some may use lead pencils, while others use pens. All of these might be different sizes or colors. There is variation in the colors, types, and sizes of what your classmates use to write with in your class. In science we use variation to describe differences between organisms.⁴

"Don't Hate on the Trait" by BirdBrain Science. Copyright © 2016 by BirdBrain. Reprinted with permission, all rights reserved.

^{4.} An organism is a living thing.



Text-Dependent Questions

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

- 1. PART A: Which of the following best summarizes a central idea of the text?
 - A. Genes decide what people look like, both on the inside and on the outside, and these appearances cannot be changed.
 - B. Children look like their parents because they receive all of their parents' genes.
 - Genes instruct cells on how to form, as well as how a person should grow, look, and act.
 - D. A person's environment has a bigger impact on how they look and behave than their genetics.
- 2. PART B: Which quote from the text best supports the answer to Part A?
 - A. "These drawings are the instructions that show them what to build. Since there are so many different parts to put together, every building needs its own instructions." (Paragraph 1)
 - B. "Your genes tell your cells what to do. They tell your body how to grow, make you look a certain way, and even decide what your personality will be like." (Paragraph 2)
 - C. "Heredity is the name for when genes are passed from parents to children. It is one of the reasons why you look like both of your parents." (Paragraph 8)
 - D. "No child is exactly the same as either of their parents, because they only have half of each parents' genes." (Paragraph 10)
- 3. Which of the following best explains the relationship between genes and environment?
 - A. Environment can change over time but a person's genes will stay the same for their entire life.
 - B. Genes are passed down from a person's parents, but environment affects much larger groups of people.
 - C. Environment, like a person's genes, can determine how someone behaves, grows, and looks.
 - D. Genes and environment can both affect how a person looks, but environment affects how they act.
- 4. How does the comparison in paragraphs 1-2 develop the central idea of the article?
 - A. It shows how genes are like architects because they both need instructions to build things.
 - B. it compares people to buildings and shows how different parts of the body are built.
 - It compares buildings to cells to show how complicated cells are.
 - D. It shows how variation makes people, or "buildings," unique.

The Bridge and the same



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☐ Math: Review Star Cards from Unit 3 and 4 using th
Star Card Guide
☐ ELA: "Dedicated to the Goal"
☐ Humanities: "Are After-School Jobs Helpful or
Harmful for Middle and High School Students?"
☐ Science: Unit 4 and 5 Vocabulary and Star Card
Poviow

UNIT 4 Vocabulary and StarCard Review

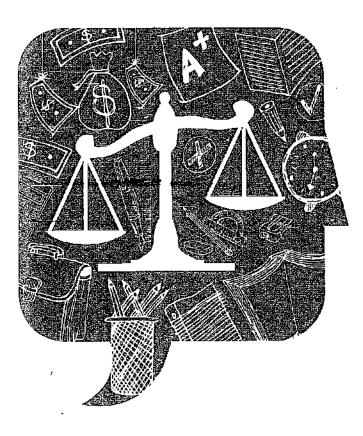
STAR Card Vocabulary	STAR Card Definitions
NUCLEUS	
MULTICELLULAR	
CHARACTERISTICS of LIFE	In order to be considered alive
CELL MEMBRANE	The cell membrane
3a. What is a cell and it's relationship to a	За.
living organism?	
Advant Cod	3b.
3b. What allows a cell to function on it's	
own?	, , , , , , , , , , , , , , , , , , ,
•	
5a. Which organelle breaks down sugar to release energy to the rest of the cell?	5a
5b. What do we call it (nickname)?	5b
Sc. What would happen to an organism if this	
organelle was not functioning properly?	r_
	5c

UNIT 5 Vocabulary and StarCard Review

STAR Card Vocabulary	STAR Card Definitions
Digestive System	
Immune System	
Excretory System	
Nervous System	-
Homeostasis	
2a. What is a cell and how does it relate to the human body?	2a
2b. Put the structures in order from least complex to most complex starting with a cell and going to a human.	2b.
一个公司	
4a. What is the purpose of your body systems working together?	4a.
4b. Which body systems are responsible for allowing your kidneys to remove toxic waste from your blood?	4b

This week's issue:

AFTER-SCHOOL JOBS HELPFUL OR MIDDLE AND HIGH SCHOOL STUDENTS?



Jason's day is full of teachers, classes, and assignments. He also has an after-school job. Jason works hard to earn money and keep up with his studies. But in the past few weeks he has been working too many hours and not doing his homework or passing his tests.

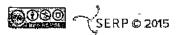
When Jason first started looking for a job he was very excited. He put together a **resumé** to help him **acquire** his position. He thought having a job would teach him about **responsibility** as well **as help hi**m earn some extra cash.

Like Jason, many students think that having a part-time job is a good thing. They get a chance to make new friends with their coworkers. Their bosses and coworkers **perceive** them as responsible adults. They start to learn the value of money and to save up for the things they want, like clothes, video games, or even a car. Some even help out with their family's needs. These are all benefits of having an after-school job.

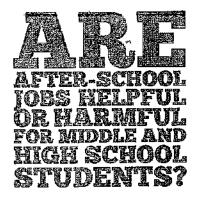
Then there are those who think students should not be working while they are in school. Jason could not **sustain** his good grades because of work. Some people claim that students who work do not do as well in school because they don't have as much time to study or do assignments. These students are also tired more often and do not pay as much attention in class.

What do you think about this? Are after-school jobs helpful or harmful to middle and high school students?

Word Generation | Series 2B | Unit 2.23 | wordgeneration.org









resumé | responsibility | acquire | perceive | sustain

USE THE FOCUS WORDS

resumé (noun) a document summarizing experience and qualifications

- Sample Sentence: Most high school students learn to write a resume that includes all of their work and volunteer experiences, as well as academic achievements.
- Turn and Talk: What are two things that you hope to be able to include on your resumé when you are a high school senior?

responsibility (noun) duty; the ability to act independently

- Sample Sentence: Jason thought having a job would teach him about responsibility as well as help him earn some extra cash.
- Turn and Talk: Where have you learned more about responsibility: in school or at home? Explain.

acquire (verb) to gain

- Sample Sentence: Jason put together a resumé to help him acquire a job.
- Turn and Talk: How do you plan on acquiring the experience and skills necessary for building a strong resumé?

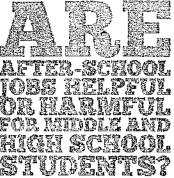
perceive (verb) to sense or be aware of, to view in a certain way

- Sample Sentence: When students get a job, their bosses and coworkers perceive them as responsible adults.
- Turn and Talk: Do your teachers perceive you as responsible? Why or why not?

sustain (verb) to keep up

- Sample Sentence: As it turns out, Jason could not sustain his good grades while working.
- Turn and Talk: What was the last book that sustained your interest from beginning to end?







OR MIDDLE TICH SCHO STUDBINI TAKE A STAND	<u> </u>	resum	aé respon	sibility (ac	quire perce	ive i sus
Δ	ition with clear reasor nse.	ns and specific	examples. Try	to use relevant	words from the W	ord Genera
esu <u>mé</u> d-responsi						
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Name:	Class:	

Dedicated to the Goal

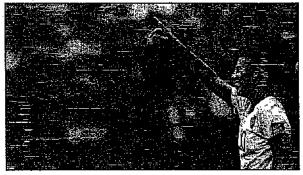
Soccer standout Carli Lloyd is not afraid of hard work.

By Marty Kaminsky 2016

In this informational text, Marty Kaminsky discusses Carli Lloyd's journey to becoming an important player, on the women's national soccer team. As you read, take notes on what actions Lloyd took to succeed in soccer.

[1] More than 53,000 soccer fans, waving flags and banners, fill BC Place stadium in Vancouver, British Columbia. They await the start of the 2015 Women's World Cup final between Japan and the United States. The U.S. has not held the cup since 1999 and is determined to take it back. Japan is set on keeping the cup, which they won in 2011.

But Japan isn't ready for this year's U.S. team and their starting center midfielder, Carli Lloyd. Less than three minutes into the game, midfielder Megan Rapinoe directs a corner kick to Lloyd,



"This month, Lloyd and the U.S. team are going for the Olympic gold ance again," by Xinhua / Alamy is used with permission.

who taps it into the goal, making the first score of the game. A minute and a half later, Lloyd collects a pass from teammate Julie Johnston and flips it into the net. Soon, midfielder Lauren Holiday breaks free and scores.

The game is barely fifteen minutes old, and Japan, stunned by the U.S. team's lightning strikes, faces a score of 3.–0.

As if three unanswered goals are not enough, the unthinkable happens. In a burst of energy, Lloyd steals the ball. She sees that Japan's goalie is out of position. The crowd roars as Lloyd launches a high, arcing shot from 55 yards out. The goalkeeper can only stumble backward and swat at the ball as the improbable shot sails over her head and into the net.

[5] The game is not even one quarter over, and Carli Lloyd has already completed a hat trick²—scoring three goals in one game. Team U.S.A. leads with a score of 4–0, well on their way to a 5–2 victory and the World Cup championship.

Before the World Cup began, Lloyd described her knack³ for shining in big games. "There's a switch that kind of goes off inside of me when there's a big match," she said in an interview with U.S. Soccer. "Those are the moments that I live for, you know — the blood, the sweat, the tears. Everything that goes into my training, it's for those big moments."

^{1.} Improbable (adjective): not likely to happen

^{2. -} a way to describe scoring three times

^{3.} Knack (noun): a special ability to do something



Born in 1982, Lloyd lived to play sports as she grew up in Delran, New Jersey. Her parents tried to interest her in three d's — dance, dolls, and dress-up. Instead, she was drawn to basketball, baseball, hockey, and most of all, soccer.

Soon, she could outcompete her younger siblings, Stephen and Ashley. She searched the neighborhood for tougher challenges, playing anyone who was willing. In a nearby soccer field, she practiced for hours.

Her practice paid off in high school. Twice, her team made it to the state finals. Twice, she was chosen for the all-state team. And she was named to Parade magazine's All-America Team, also twice.

[10] In 2001, she went to Rutgers University, where she became an award-winning standout. Coaches at the national level noticed her, and in 2003 she was invited to try out for the under-21 U.S. team.

To her surprise, she was cut from the team.

"I was devastated," Lloyd recalls. "There was lots of crying and wondering what I should do. I felt that I let a lot of people down. I was about to quit the game for good."

Her father convinced her to work with soccer trainer James Galanis. Soon, she was in six-hour practice sessions, year-round, in all kinds of weather. "Her will to learn was high and her sacrifices were great," Galanis explains. "Carli turned her weaknesses into her strengths. Endurance, mental toughness, and determination are now her strengths."

Lloyd's play improved, and so did her attitude. When she was benched for poor play, she did not blame others. Instead, she cheered on her teammates, then she worked even harder on her skills. Finally, a spot opened up on the under-21 team. This time, she made the roster.⁶

[15] Since then, Lloyd has started more than 200 games with the women's national team. Despite injuries and setbacks, she has become the highest-scoring midfielder in U.S. women's soccer history.

She scored the game-winning goals for the U.S. women's team in the 2008 and 2012 Olympics. In the 2015 World Cup, she was awarded the Golden Ball, recognizing her as the best player in the tournament. This month, she and the U.S. team are going for gold again at the Summer Olympics In Rio de Janeiro, Brazil. Through it all, she has learned to stay positive. "If you have a goal, there will always be challenges, but if you work hard, you can do it," she says. "Believe in yourself, dedicate yourself to that goal, and make it come true."

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^{4.} Devastate (verb): to cause someone serious shock or grief

^{5.} Endurance (noun): the ability to withstand hardships

a list of members of a team



Text-Dependent Questions

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

- PART A: Which statement identifies the central idea of the text?
 - A. From a young age, Lloyd was encouraged to pursue sports and other activities uncommon for young girls.
 - B. Lloyd worked hard and overcame many challenges to become one of the top women in soccer.
 - C. Soccer is a sport built on teamwork, a skill that Lloyd had to develop before being accepted on the women's national team.
 - D. Lloyd was a natural athlete, and found the journey to succeeding in sports to be easy.
- 2. PART 8: Which detail from the text best supports the answer to Part A?
 - A. "A minute and a half later, Lloyd collects a pass from teammate Julie Johnston and filps it into the net." (Paragraph 2)
 - B. "She searched the neighborhood for tougher challenges, playing anyone who was willing. In a nearby soccer field, she practiced for hours." (Paragraph 8)
 - C.. "Her father convinced her to work with soccer trainer James Galanis. Soon, she was in six-hour practice sessions, year-round, in all kinds of weather." (Paragraph 13)
 - D. "Despite injuries and setbacks, she has become the highest-scoring midfielder in U.S. women's soccer history." (Paragraph 15)
- 3. How does the author introduce the United States' women's soccer team in the text?
 - A. The author describes the women's team as surprising Japan with how quickly and easily they scored.
 - B. The author portrays the women's team as impressed by the size of the crowd.
 - C. The author describes the women's team as being able to beat Japan, only because of Lloyd's talent.
 - D. The author portrays the women's team as working harder than the Japanese team.
- 4. How does paragraph 8 contribute to the development of ideas in the text?
 - It shows that Lloyd's siblings gave up playing soccer because Lloyd was better than them.
 - It shows Lloyd's love of soccer and how she was willing to work hard to get good at it.
 - C. it reveals that Lloyd's parents gave her a lot of freedom as a child.
 - D. It emphasizes Lloyd's interest in many types of activities, not just sports.



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□ Math: Review Star Cards from Unit 4, Unit 2, and
 Unit 1 using the Star Card Guide
 □ ELA/ Humanities: "African American Suffragists"
 □ Science: Unit 6 Vocabulary and Star Card Review

"A person who no	ever made a mistake never tried anything new "
Scientist Name:	
	bulary and StarCard Review
Directions: Use your STARCa	rds to complete this homework assignment
Mass	
Density	
Pure Substance	
Mixture	
3a. What is density? 3b. Which material is the most dense? Least dense? Explain how you know.	3a.
Material A Material B Material C	3b.
4. How do we determine the density of an object?	4



Name:	Class:	

African American Suffragists

By Margaret Gushue 2018

In the United States, women didn't have the right to vote until the 19th amendment, which was passed in 1920. Until the law was passed, women fought tirelessly for the right to vote. These women were known as suffragists, in this informational text, Margaret Gushue discusses the African American suffragists who contributed to the fight for women's right to vote. As you read, take notes on how African American women were treated during the women's suffrage movement.

Imagine being in class and your teacher asks a question to the whole room. You're excited because you have the answer, and you cannot wait to share it. But the teacher will not call on you. The teacher doesn't even seem to notice that you have your hand in the air, waiting to be called on. Your fellow students don't seem to notice you either. No matter what you do, the teacher is not going to let you speak. Imagine how frustrating that would feel.

Being ignored in class is a little like what women faced before the passing of the 19th amendment. Before this amendment — no



<u>"spectacled_old_negro_woman_Sojourner_Truth_wikipedia"</u> by Jim Surkamp is licensed under CC BY-NC 2.0

matter your age, race, or job — if you were a woman, you were not allowed to vote. This meant you had no say when it came to politics. You had no power to change things. If you tried to vote, you could be sent to jail!

Women had to fight to get the right to vote through marches and protests. Women's suffrage, which means women's right to vote, became a popular movement in the United States after the Civil War. The women who fought for these rights were known as suffragists. The larger movement ended in 1920 with the passing of the 19th amendment, which gave female U.S. citizens the right to vote.

Before the passing of this amendment, African American women wanted to join the movement for voting rights, but the white suffragists would not let them. White suffragists tried to distance themselves from the African American suffragists. White women believed they had a better chance on their own of convincing men to let them vote. This meant that not only were African American women denied rights by the government for being women but they were also ignored by white women because of the color of their skin. African American women responded to being ignored by forming their own groups in the fight to become equal citizens.

^{1.} An amendment is a new rule or regulation added to the U.S. Constitution



[5] While there were many African American women who fought for women's suffrage, there were a few that became famous for their work. Harriet Tubman, for instance, was quite frail by the time women's suffrage became a popular issue, but she still gave speeches to crowds. Her message was that all people, regardless of gender or color, were equal and should be able to participate in politics. Harriet Tubman died before the 19th amendment was passed, but other African American women continued the fight, such as Sojourner Truth, Ida B. Wells, and Mary Church Terrell.

Sojourner Truth

Sojourner Truth was born a slave but was freed at the age of 29, when New York ended slavery within the state in 1827. Once she was free, she traveled all over the United States, giving speeches about her life as a slave. Truth believed all people were equal, and her speeches helped others understand the struggles African Americans and women of all races faced. Her most famous speech is "Ain't I A Woman," which she gave at the 1851 Women's Convention. In it, she highlighted the different ways African American women were treated compared to white women. While Sojourner Truth did not live to see women granted the right to vote, her speeches and writing inspired other African American activists.

Ida B. Wells

Ida B. Wells was a writer inspired by the work of Sojourner Truth. Wells was never a slave, but she was still mistreated because of the color of her skin. Because of these experiences, she decided to become an activist who fought for equality for all people. At first, her work focused on equality for African Americans, but she later focused on women's rights. She learned that many African American women did not have the resources to learn about politics, which made her work even harder to educate them. She started the Alpha Suffrage club, bringing African American suffragists together to become a more powerful group.

Ida B. Wells attended the National American Woman Suffrage Association parade in Washington D.C. In 1913. The white suffragists tried to make her and other African American women march at the back of the parade. Wells refused to participate until she was allowed to march alongside the white women. This story became widely told and drew attention to the struggles African American women faced within the women's suffrage movement.

Mary Church Terrell

Mary Church Terrell, like Ida B. Wells, became famous for her activism. She was born in 1863 to former slaves in Memphis, Tennessee. At a young age, she became aware of the treatment she received as both a woman and an African American. Terrell and Wells worked together multiple times in their lives to-bring attention to the mistreatment of African Americans. Terrell wanted to be active in the women's suffrage movement but was overlooked due to the color of her skin. As a result, she founded the National Association of Colored Women and became their first president.



[10] Both Wells and Terrell became important members of the National Association for the Advancement of Colored People (or NAACP). The group played a key role in the fight against racial injustice after women received the right to vote.

"African American Suffragists" by Margaret Gushue, Copyright © 2018 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.



Text-Dependent Questions

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

- 1. PART A: Which statement identifies the central idea of the text?
 - A. The discrimination that black women experienced for being women was far greater than the discrimination they faced for being black.
 - B. The women's suffrage movement would've achieved their goals much more quickly if they allowed black women to participate in the movement.
 - C. Achieving racial equality was a more important goal for black women than achieving the right to vote.
 - D. Despite the resistance that black women encountered from white women, they made important contributions to women's suffrage.
- 2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Before this amendment no matter your age, race, or job if you were a woman, you were not allowed to vote." (Paragraph 2)
 - 8. "African American women responded to being ignored by forming their own groups in the fight to become equal citizens." (Paragraph 4)
 - C. "At first, her work focused on equality for African Americans, but she later focused on women's rights." (Paragraph 7)
 - D. "The white suffragists tried to make her and other African American women march at the back of the parade." (Paragraph 8)
- 3. Which of the following best describes the structure of information in the text?
 - A. The author describes black women's experiences during women suffrage and then details individual contributions to the movement.
 - B. The author describes women's suffrage as a whole and then discusses the contributions of a few black and white women.
 - C. The author discusses black women's exclusion from women's suffrage and then details why white women were afraid to allow them to help.
 - D. The author discusses women's suffrage as a whole and then emphasizes how black women were successfully kept from helping or contributing.
- 4. Which of the following best describes white suffragists' treatment of black suffragists?
 - A. White women attempted to keep black women out of the suffrage movement, as they thought they had a better chance of getting the vote without them.
 - B. White women were reluctant to allow black women to contribute to the movement, as they didn't think they were serious about women's rights.
 - C. White women discouraged black women from participating in the movement, as they feared for their safety.
 - D. White women declined black women's offer to help in the movement, as they already had enough volunteers.



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☐ Math: Review Star Cards from Unit 5, 3 and 1 usin
the Star Card Guide
☐ ELA: "For Teens, A Good Mood Depends on Good
Sleep"
☐ Humanities: "Should There Be Amnesty for
Undocumented Immigrants?"
☐ Science: Unit 7 Vocabulary Review (look up the
words you don't know!)

	"A person who ne	ver made a mist	ake never tried a	nything new "		
Scientist Name:			e:			
	<u>UNIT 7 \</u>	VOCABULA	RY REVIEW	·		
	Vocabulary	STAR Card Definitions				
Medium	AIGS					
Mechanical Wave					,	
The state of the s			a.	. (*) *** 1		
Frequency		,				
Amplitude		-				
Wavelength	avelenati -	. .				
Reflection						
optglftal recri	wave berries					
Refraction						
original wave						
Absorption				· · · · · · · · · · · · · · · · · · ·		
	Absorption_					

A STATE OF THE STA	"A person who	never made a mistake never tried a	nything new "	
olar Nan	ne:	Date:	Class:	
		LeapFrog Review Packet	t	
Direction	ons: Use your NOTES	and STARCARDS as RESOURCES to hel	p you complete thi	s packet.
1. Put t	these in order from n	nost complex (largest) to lease comple	x (smallest):	
		galaxy, universe, star, solar system		
	→		· 	
Direction	ons: Use the word ba	ink to answer questions 2-5.		
	g	WORD BANK: alaxy, universe, star, solar sys	tem	
2. Wh	at is a bunch of plan	ets and other space rocks go around a	center Sun?	
3. Wh	at is a bunch of sola	r systems moving together as one?		
4. Eve	erything in space falls	under the name:		<u>.</u>
5. The	ere are billions of the	ese in a galaxy. The sun is an example o	of one.	
6. Wh	ich is more complex	(has more parts) , a solar system or a g	galaxy	
Wh	ıy?			
Dr	aw lines to match	the following terms with the co	rresponding def	inition:
7. Pla	net	Object moving around a sta	ır	
8. Sola	ır System:	A system of billions of stars		
9. Gala	аху	All existing matter and space	2	
10. Ui	niverse	A star, and all of the objects	that travel in orbit	around it

is week's issue:



From the time he came to the United States as a child, Marcos studied hard while his parents worked long hours. Now he is a top student in his high school class. But he may not be able to go to college because the government won't give him the same help it gives to other students. There are jobs that he will not be allowed to take, even though he could do the work. And he won't be allowed to get his driver's license. Marcos is an undocumented immigrant, someone who doesn't have papers that prove he has the right to live in America. The laws and programs that help many people in America exclude Marcos and his family.

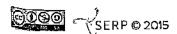
Some people say it's unfair that our laws exclude hardworking people. They think America is a place where everyone should have equal rights. Some want the government to give undocumented immigrants amnesty, so that they can become legal immigrants. The U.S. passed a law like this once before. It let immigrants who had been in America from 1982 to 1986 get legal documents. Some people argue that immigrants who were brought to the U.S. as children should be given amnesty. They shouldn't be punished for something they had no control over. Many argue that the U.S. should pass a new amnesty law to help people like Marcos and his family.

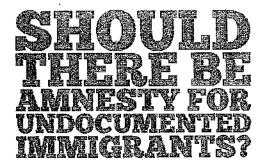
Other people say that because Marcos' family broke the law when they entered the country, they should not have the same rights as legal immigrants. These people believe there should not be amnesty for undocumented immigrants. They say we should orient our immigration laws toward protecting those who went through the proper channels, not those who "Jumped the line." As it is, they say, we don't have enough jobs to go around, or enough money to pay for everyone's education. Giving amnesty to undocumented immigrants will only compound the problem.

What do you say? Should there be amnesty for undocumented immigrants?

Word Generation | Series 2B | Unit 2.20 | wordgeneration.org









amnesty | undocumented | orient | exclude | compou

USE THE FOCUS WORDS * and alternate parts of speech

amnesty (noun) official forgiveness

- Sample Sentence: Some people want the government to give undocumented immigrants amnesty, so that they ca become legal immigrants.
- Turn and Talk: Can you think of a reason that a person would be granted amnesty for murder?

undocumented (adjective) without legal papers

- Sample Sentence: Marcos is an undocumented immigrant, someone who doesn't have papers that prove he has t right to live in America.
- Turn and Talk: Some people who were brought to the U.S. when they were young have done well in school, but because they are undocumented, they can't get financial aid to go to college. What should be done?

orient (verb) to adjust, to align

- Sample Sentence: Some say the United States should **orient** its immigration laws toward protecting those who were through the proper channels, not those who "jumped the line."
- Turn and Talk: Are there enough movies that are oriented to teenagers? Explain.

exclude (verb) to leave out

- Sample Sentence: Programs that help many people in America often exclude undocumented immigrants.
- Turn and Talk: Do you think it is ever okay to exclude people from a school activity?

compound (verb) to add to

- Sample Sentence: Some think that forgiving people who entered the country without permission will only compour problems like unemployment.
- Turn and Talk: Does punishing children physically teach them a valuable lesson or simply compound their behavious issues? Explain.

*compound (adjective) having two or more parts

- Sample Sentence: Compound microscopes use two lenses to magnify an object.
- Turn and Talk: A compound word brings together two or more independent words, like lifeguard, babysit, or loudspeaker. Can you think of other compound words?



amnesty | undocumented | orient | exclude | compound

	Support your position with clear reasons and specific examples. Try to use relevant words from the Word General list in your response.					
mn	esty undocumented orient exclude compound					
		<u></u>				
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For Teens, A Good Mood Depends on Good Sleep

Sleeping less than eight hours — or more than 10 — makes teenagers feel worse the next day

By Meenaskshi Prabhune 2017

How many hours of sleep do you get a night? Likely not as much as Andrew Fulight finds teenagers should get in his new study. In this informational text, Meenaskshi Prabhune discusses how many hours of sleep teenagers should get each night to be at their best the next day. As you read, take notes on why teenagers may not be getting enough sleep.

[1] For families with teenagers, school nights may fall into a familiar pattern. Parents urge their kids to go to bed early. But teens would rather stay up late. Maybe they have homework or want to spend time with friends. Or maybe it's just hard to fall asleep. But a new study confirms that adolescents need eight to 10 hours of sleep at night to feel their best the next day.

As kids reach adolescence, they often face increasing workloads and responsibilities. But they are not yet adults. Their bodies and brains are still changing. As a result, "Their sleep needs are like that of a developing child," says Rafael



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Pelayo. He is a sleep doctor at the Stanford Center for Sleep Sciences and Medicine in California. He was not involved in the new study.

"Adolescence is sometimes referred to as the 'perfect storm' of problems of sleep," says Pelayo. On the one hand, teens need regular sleep to be mentally and physically healthy. But their internal clocks shift during this period. Their bodies want to stay awake later at night and sleep later in the morning. School still starts early, though. As a result, Pelayo estimates that 80 to 90 percent of teens do not get enough sleep.

That missed sleep has consequences. Sleep-deprived kids are more prone² to mental and physical illnesses. Sleepy drivers face a heightened risk of car accidents — the top cause of teenage death. But too much sleep can have its own problems, such as leaving teens with a sour mood upon waking.

a system in the body that controls when a person sleeps, eats, and performs other necessary functions

Prone (verb): more likely to suffer from something



Sleep affects mood

Andrew Fuligni studies the mental health of adolescents at the University of California, Los Angeles. He wanted to understand which sleep habits help teens feel and perform their best. To find out, his team surveyed 419 students. Each was between the ages of 13 and 19. Every day for two weeks, these volunteers recorded when they fell asleep and woke up. They also rated their moods and feelings the next day, such as their happiness, anxlety³ and pain.

Most students reported good moods after a night of eight to 10 hours of sleep. "Too much sleep and too little sleep are both extremes," says Pelayo. And both were linked with problems.

Within that eight-to-10-hour range, older kids seemed to need the least sleep. "A 17- or 18-year-old does not need as much sleep as a 14-year-old in order to function on a daily basis," Fuligni found. But, he adds, "They still need a sizeable amount of sleep."

The team published its findings August 18 in the Journal of Clinical Child and Adolescent Psychology.

Even among kids the same age, everyone needed a slightly different amount of sleep to feel good. One reason could be health issues that differ among them. For instance, in the new study, kids with anxiety and depression seemed to need more sleep to function well.

[10] Sleep is a lot like appetite, Pelayo says. Just as people eat different amounts of food daily, sleep patterns between healthy people also may differ.

Choosing snoozing

Biologically, kids' bodies shift toward a later schedule during the teenage years. "They become more like night owls and less like early risers," says Fuligni. But despite the change in their internal body clocks, school start times and other schedules don't change.

"We have set up a system that's very difficult for many teenagers and some kids who might be at risk of mental and behavioral health problems," he concludes.

One way to help teens get enough sleep is to have school start later. Some school districts have already done this. They've found that the later times let kids sleep more. They also have seen fewer car accidents, higher test scores and better graduation rates. Because of this, California lawmakers are trying to change school start times in their state. If they succeed, California middle and high schools could start no earlier than 8:30 a.m.

But until schools change their start times, teenagers have to help themselves. Pelayo suggests teens sleep for 10 hours each night for a week or two. This will help them figure out how much sleep they need to feel their best.

[15] Sleeping more on weekends to make up for missing sleep during the week isn't a good idea, though. Fuligni warns that getting different amounts of sleep each night can be bad for mental health.



Pelayo agrees. "The amount of sleep you get on weekdays and weekends should be the same," he says. We don't starve ourselves of food on weekdays and gorge on weekends, he points out. We shouldn't do that with sleep either.

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Text-Dependent Questions

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

- PART A: Which statement best expresses the central idea of the text?
 - A. Teenagers require a unique amount of sleep to fully function, which depends on their specific age and the individual demands of their body.
 - B. Adults who did not get enough sleep during their teenage years showed slower mental development than those who did get enough sleep.
 - C. Teenagers function better during the day if they are allowed to follow their internal clock and sleep as much as they can.
 - D. Sleeping for 8-10 hours a night supports teenagers' mental development and guarantees that teens perform better in school.
- PART B: Which quote from the text best supports the answer to Part A?
 - A. "Their bodies want to stay awake later at night and sleep later in the morning. School still starts early, though." (Paragraph 3)
 - B. "Too much sleep and too little sleep are both extremes,' says Pelayo. And both were linked with problems." (Paragraph 6)
 - "Even among kids the same age, everyone needed a slightly different amount of sleep to feel good. One reason could be health issues that differ among them." (Paragraph 9)
 - They've found that the later times let kids sleep more. They also have seen fewer car accidents, higher test scores and better graduation rates." (Paragraph 13)
- How does paragraph 13 contribute to the development of ideas in the text?
 - A. It shows how easy it is for schools to allow teenagers to sleep longer.
 - B. It emphasizes the positive outcomes of starting school later for teenagers.
 - C. It points out how uncommon it is for teenagers to go to school later in the U.S.
 - D. It explains why many states are hesitant to start school at a later time.
- 4. What is the author's main purpose in the text?
 - A. to argue that all schools should start later in the day
 - B. to warn teens about the dangers of staying up late
 - C. to compare the sleep patterns of teens and adults
 - D. to explore what the right amount of sleep is for teenagers



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5.

□ Math: Review Star Cards from Unit 4, 6, and 3 using the Star Card Guide
 □ ELA/ Humanities: "Noticing Mistakes Boosts
 Learning"

☐ Science: Star Card questions and answers