Spark Academy At-Home Learning Packet: 7th Grade

Name:		
Homeroom:		

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

sure you keep learning while you're at home!

Use these STAR Card Resources for your math work!

Standard	STAR Card Question	Student-Friendly Answer
1.1	Name at least 3 ways negative numbers make sense in the real world.	Possible Answers: 1) Underwater 2) Underground 3) Temperature 4) Debt (owe people \$)
1.2	Explain how you could use a number line to solve: -5 + 8 =	 Start at zero Draw an arrow left to -5 Draw an arrow right by counting up 8 spaces You end up at 3
1.3	How could you solve this problem by quickly sketching it on a number line but: -40 − 50 =	 Start at Zero Draw an arrow to the left and label the arrow -40 Since it is subtraction, draw another arrow left. Since the arrows are going the same direction, you always add the numbers together; so 40 + 50 gets 90 Since the last arrow ended up in the negative world, the final answer is -90.
1.4	How could you use a number line to solve: 83 =	1) Start at zero 2) Draw an arrow right to 8 3) Since it is a minus, you usually go left towards the smaller numbers, but since the 2 nd number is negative (-3) you do the opposite - and head right 5 spaces. You end up at 11

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Unit 1 Star Cards - Number Sense

JIII I DUIL C	ards — Number Sense		
1.5	Why is 45 + -45 a special kind of expression?	+45 and -45 are opposite quantities	
		They are special because opposite quantities always combine to 0.	
1.6	Ms. Mendieta dove 50 ft underwater. Is her distance from the top of the ocean 50 ft or -50 ft?	Although her location is -50, her "distance" form the top is 50. Distance is always a positive value.	
		-50 = 50	
1.7	Solve the 4 problems below:	The order we add or multiply doesn't matter.	
	3+2=2+3=	This is called the commutative property.	
	4 x 3 = 3 x 4 =		
	What do these problems tell you about addition and multiplication?		
1.8	Solve these problems: a) 3 x 5 =	a) 15 b) -15	
7.NS.A.2	b) -3 x 5 = c) 3 x -5 = d) -3 x -5 =	c) -15 d) 15	
1.9	When you multiply (or divide) positive and negative numbers, how do you know the sign of the answer?	When you multiply or divide if the signs are the same , your answer will always be positive .	
		When you multiply or divide if the signs are different, your answer will always be negative.	

Standard	STAR Card Question	Student-Friendly Answer
2.1 7.RP.1	a) What is a proportion? Give an example. b) What is a unit rate?	a) A proportion is when two ratios are set equal to each other. $Ex. \frac{1}{2} = \frac{3}{6}$ b) A unit rate is a ratio where one of the parts is one?
2.2	Ms. Mendieta has 4 sad students and 7 happy students in the Panthers.	4:7 4 7 4 to 7
	Write this ratio 3 different ways.	
2.3	Carly is having a Quinceanera, she needs 3 pies for every 20 people. She's invited 80 people. Nicole thinks that she needs 63 pies to feed all the people Kelvin thinks that she needs 12 pies to feed all the people Who is right and why?	Kelvin is correct because this relationship is proportional. You need 4 times more pies because you have 4 times the people. 3 pies 12 pies 30 people x 4 1 1 1 1 1 1 1 1 1
2.4	Estarlin runs a professional basketball league, he thinks the best league has 5 tall people for every 3 short people. * If he has 12 short people how many tall people should he have on his team. Set up a proportion that could help you solve this problem.	$\frac{5 tall}{3 short} = \frac{? tall}{12 short}$ OR $\frac{3 short}{5 tall} = \frac{12 short}{? tall}$

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2.5	How would you solve this proportion?	
	$\frac{3short}{5 tall} = \frac{12 short}{? tall}$	$\frac{3 \text{ short}}{5 \text{ tall}} = \frac{12 \text{ short}}{? \text{ tall}}$
AND ADDRESS OF THE PARTY OF THE		 Figure out what to <u>multiply</u> 3 by to get 12 (it is 4)
		Multiply the 5 by that same number (5 x 4)
		You will need 20 tall people
2.6	In this proportion, what is the quickest way to find the missing quantity? 15 pounds ? pounds	x 3
AMARINE E E E E E E E E E E E E E E E E E E	$\frac{15 \ pounds}{5 \ bags} = \frac{? \ pounds}{9 \ bags}$	The quickest way is to use the relationship within the ratio.
		In first ratio you're multiplying 5 by 3 to get the total pounds, 15.
		Do the same in the second ratio, 9 times 3 , which is 27.
		You will have 27 pounds
2.7	How do you figure out what to multiply 3 hours by in this proportion? $\frac{20 \text{ miles}}{3 \text{ hours}} = \frac{50 \text{ miles}}{?}$	$\frac{20 \text{ miles}}{3 \text{ hours}} = \frac{50 \text{ miles}}{7.5 \text{ hours}}$ $\times 2.5$
		The quickest way is to solve this is to figure out $20 \times \underline{\hspace{1cm}} = 50$
		To fill in the blank, solve: $50 \div 20 = \frac{50}{20} = \frac{5}{2} = 2.5$
		Then multiply 3 hours by 2.5 to determine the missing hours.
		3 x 2.5 = 7.5 hours

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Unit 5 Star Cards - Percents

Standard	STAR Card Question	Student-Friendly Answer
4.1	What is a percent?	A percent is a fraction out of 100
	What does 43% mean?	43/100
	What are two ways to find a percent from a fraction?	1. Numerator ÷ denominator x 100 2. $\frac{Num}{Den} = \frac{\%}{100}$
	How do you find a percent from a decimal?	Multiply by 100
	Find a percent from each of these decimals: 0.2 0.35 0.03 1.18	20% 35% 3% 118%
4.4	Anthony has read 85% of a 200 page book. How do you figure out how many pages he has read?	$0.85 \times 200 = 170$ Or $\frac{x_2}{85} = \frac{170}{200}$ x_2
	How do you find the % change, % increase or % decrease?	$rac{change}{original} = rac{\%}{100}$

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Standard	Cards – Inequalities STAR Card Question	Student-Friendly Answer
6.1	Ms. Ski is buying pizza for the basketball tournament. Pizzas cost \$6 and she wants to spend no more than \$50. What inequality shows this situation? PIZZ PIZZ PARTY	6x ≤ 50
6.2	Ms. Ski told Xavier if he could solve this inequality the whole class gets open gym after the pizza party: OPENGYM What should Xavier tell Ms. Ski?	They can buy 8 pizzas or less
6.3	Ms. Mendieta gave the problem to her class: -3x < 15 Jonabel said the solution is x < -5 Betsabe said the solution is x > -5 Who is correct and why?	Betsabe is correct because when dividing or multiplying by a negative number the inequality flips.

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Unit 7 Star Cards – Circles, 2D & 3D Shapes

Standard	STAR Card Question	Student-Friendly Answer
	What is the radius of a circle?	A line from the center to the edge of a circle.
	What is a diameter of a circle?	A line that goes across the whole circle through the center.
	a) For every circle in the world, how many of its diameters does it take to go around its circumference?	a) It will always take about 3 diameters to go around the circumference.
	b) What is this special number called?	b) This special number is called pi. π ≈ 3.14
	How do you find the area of a circle?	1 st) Find the area of the radius square 2 nd) Multiply it by pi (3.14)
	What is the sum of the 3 angles inside of every triangle in the world?	The sum of the 3 angles in every triangle in the world is always 180°

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

"IP"= 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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☐ Math: Review Star Cards from Unit 1 and 2 using the
Star Card Guide
☐ ELA: "How Jackie Robinson Changed Baseball"
☐ Humanities: "Should American Students be Required
to Learn a Second Language?"
☐ Science: Unit 2 Key Idea Review

	"A person who n	ever made a mistake never tried anything nev	N" .
Scientist Name:		Date: HR:	
	· <u>U</u>	<u>INIT 2 KEY IDEA REVIEW</u>	
Directions: Us	se your STARCARDS	and CLASS RESOURCES to help you con	plete this packet
STAR Card	Questions	STAR Card Answe	ers
NASA scientists are co	, –		
	including new planets r to keep up with all the		
-	y must stay organized.		
1. How do scientists of in space?	organize the structures		>
		Salarity Gonda Syptom Many Nag	Control of the Contro
Rowan is studying the Mars and Earth becau		2a	
one day there will be			
concludes that Mars's	s mass is 1/3 of the	2b	
•	nts to determine which		
planet has more grav	пу.		
2a. What is gravity?		2c	
2a. What two variable	es impact an object's		
gravitational force? 2r. Based on the info	rmation above, which		
planet would have m			
· -	oks up in the sky at the	3a	
moon and observes of appearance. She thin			
growing and shrinkin		3b.	
3a. Is Maria right?			
3b. What is happening	ng to the moon?		
	The state of the s		
			If you could see the burne class of the Gunon the drytene.
			entry in the three plants and in
	_	* /***********************************	

A PROPERTY AND A PARTY OF THE P	"A person w	no never made a	a mistake never	tried anything new "	
Scholar Na	me:		Date:	Class:_	
		, - 1			
Direct	ions: Use your N O	TES and STARCAR	DS as RESOURCE	S to help you complete th	nis packet!
1. Put	these in order fro	m most complex ((largest) to lease	complex (smallest):	
	,	galaxy, univ	erse, star, solar sy	<i>y</i> stem	
		→		>	>
Direct	tions: Use the wor	d bank to answer	questions 2-5.		
			/ORD BANK: erse, star, sol	ar system	
2. W	/hat is a bunch of	planets and other	space rocks go a	round a center Sun?	
3. W	Vhat is a bunch of	solar systems mov	ing together as o	one?	
4. E	verything in space	falls under the na	me:		
, 5. T	here are billions o	f these in a galaxy	. The sun is an ex	ample of one.	
6. V	Vhich is more com	plex (has more pa	rts) , a solar syst e	em or a galaxy	·······
V	· Vhy?				
	• •	•			
_		,		-	
Γ	Draw lines to m	atch the follow	ing terms with	the corresponding d	efinition:
7. P	Planet	0	bject moving arou	und a star	
8. So	olar System:	As	system of billions	of stars	
9. G	alaxy	All	exīsting matter a	nd space	
10.	Universe	А	star, and all of th	e objects that travel in or	bit around it

This week's issue:

IGUAG



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.

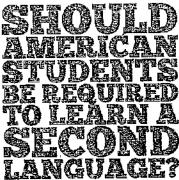
Even the U.S. government and U.S. Armed Forces are constantly looking for speakers of languages relevant to facilitating our economic and foreign policy. For example, they seek Arabic speakers, but very few Americans (unless they come from Arabic-speaking families) study Arabic in school or university.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

Knowing more than one language seems to be good for fearning, 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





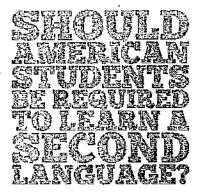




multicultural | attribute | facilitate | distinct

N 383	THE PROPERTY I SERVICE I SERVICE I SECTION IN A SECURIOR IN THE PROPERTY IN TH
	THE FOCUS WORDS * and alternate parts of speech omic (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?
mult	icultural (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?
attrii	bute (noun) skill, feature
	Sample Sentence: Akhil is a very intelligent boy, but his best attribute is his honesty.
W ?	Turn and Talk: What are some attributes that the President of the United States should have?
*attr	ibute (verb) to hold responsible for; to credit
	Sample Sentence: Marcus attributed his team's victory to teamwork and practice.
W	Turn and Talk: To what do you attribute your success in school? I attribute my success in school to
facil	itate (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 2	Turn and Talk: How are you distinct from other students at your school?







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	Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.
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Name:	Class:
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How Jackie Robinson Changed Baseball

By Jessica McBirney 2017

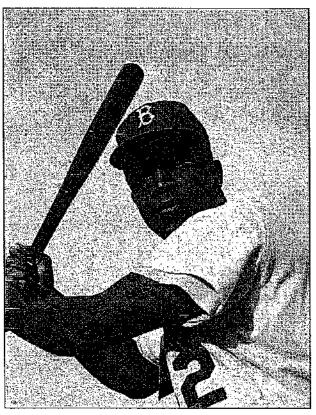
Jackie Robinson (1919-1972) was a professional baseball player and the first African American to play in the Major Leagues. This informational text discusses Robinson's life and accomplishments, and the impact his role in baseball had on the Civil Rights Movement. As you read, take note of the different ways that Jackie Robinson fought back against racial discrimination and segregation throughout this life.

1] Today you may not be surprised to see an African-American or Latino player when you turn the TV to Major League Baseball. Maybe your favorite player is a person of color. But baseball has not always been as welcoming to diversity as it is now. In 1947 the famous Jackie Roosevelt Robinson became the first African American to play on a Major League Baseball team. The road he paved was an important, but difficult one.

Early Athletic Success

Robinson was born in Georgia on January 31, 1919, the youngest of five children. His father left the family just a year later, and his mother moved herself and her children to Pasadena, California. She worked odd jobs to support her family, but Robinson still grew up in relative poverty.

When Jackie enrolled in high school, his siblings encouraged him to get involved in school sports teams. He excelled in football, basketball, track, and baseball, and he broke many school records.



"Jackie Robinson, Brooklyn Dodgers, 1954" by Bob Sandberg is in the public domain.

Robinson continued to play all of these sports in junior college. Ironically, he viewed baseball as his weakest sport. He transferred to UCLA to complete his degree, where he became the first athlete to letter² in all four of those sports. UCLA had some of the most racially integrated college sports teams at the time, but Robinson was still among a very small minority of non-white athletes on all his teams.

^{1.} the inclusion of different types of people (such as people of different races or cultures) in a group or organization

^{2.} to earn an award for excellence in school activities



Fighting Racism

[5] Even early in his life, Robinson confronted racism head on. In 1938, while still at junior college, he was arrested after disputing the police's detention of one of his black friends. He managed to escape a long jail sentence, but this and other run-ins with the police earned him a reputation of being very combative against racial oppression.

When the U.S. entered World War II, Robinson enlisted in the army. He never saw direct combat, but his military career was marred³ by racial problems. While stationed in Texas, Robinson boarded a non-segregated bus, but he was instructed to sit in the back anyway. He refused, and military police took him into custody for his insubordination.⁴ Fortunately, one month later, an all-white jury acquitted⁵ him, but the situation foreshadowed only more of the same prejudice he'd face later in life.

A Negro Player with Guts

Robinson joined the professional Negro Leagues to play baseball in early 1945. He signed with the Kansas City Monarchs and had great success, but he was frustrated by all the disorganization that plagued⁶ the Negro Leagues. At the time, a few Major League teams were recruiting from the Negro Leagues, and Robinson struck up a relationship with the General Manager of the Brooklyn Dodgers, Branch Rickey.

Rickey liked the potential he saw in Robinson, but he had one question. He knew Robinson would face racial discrimination and injustice if he joined the Major Leagues. Could he be "a Negro player with enough guts not to fight back?" Robinson promised that he could, and signed a contract with the Montreal Royals, the Dodgers' top minor league team. After just one season, he transferred to the Brooklyn Dodgers.

As he stepped onto the field as first baseman in 1947, Jackie Robinson became the first Major League baseball player to break the color barrier⁷ since 1880. He was 28 years old.

[10] African-American fans flooded to Dodgers games, and even the general public and the press had a mostly positive view of the team's newest addition. However, Robinson faced discrimination from a few of his own team members, who threatened to sit out of games if he was allowed to play. Management took Robinson's side — "I say he plays," said the manager. "I say he can make us all rich. And if any of you cannot use the money, I will see that you are all traded."

Other teams also disliked Robinson's admittance into the League. Many threatened not to play against him. Most managers rejected these threats and forced the players to participate anyway. Instead, they took it out on Robinson directly during the games. Some players were physically violent — he once received a 7-inch gash in his leg from an opponent who spiked him with his cleats — while others hurled verbal racial insults at him and his teammates. The racism from other teams only united the Dodgers, however, and the team grew more accepting of him.

- 3. Mar (verb): to damage or spoil to a certain extent
- 4. Insubordination (noun): defiance of authority
- 5. to free someone from a criminal charge by verdict of not guilty
- 6. Plague (verb): to cause continual trouble or distress
- 7. an unspoken social code of racial segregation or discrimination



Major Success

Robinson won Rookie of the Year in 1947. In later seasons, more African-Americans joined other teams in the Major Leagues, as Robinson continued to excel. His success gained him fans from all over the country. He started at second base for the National League in the 1949 All-Star game, and he helped the Dodgers win the 1949 National League pennant.

Over the next several years his success grew, and by 1955 the Dodgers pulled out a win in the World Series. Robinson was 36 and starting to feel the effects of his age. In 1956 he did not dominate the league as much as he used to, partially because of side effects he suffered from diabetes. When the Dodgers traded him to the New York Giants, Robinson decided to quit baseball altogether and become an executive for a coffee company instead.

A Legendary Impact

After his retirement Robinson remained a baseball legend. In 1962, he received baseball's highest honor when he was elected into the Hall of Fame. His playing style changed many team strategies. For example, he inspired players to be more aggressive in their base-running, rather than relying only on the distance they could hit the ball.

[15] Robinson also made important racial breakthroughs in the sports world. The first baseball player to break the color barrier in 60 years, he paved the way for many future African-American and minority athletes. His career helped the upcoming Civil Rights Movement by giving Americans a heroic African-American sports figure to rally around.

"How Jackie Robinson Changed Baseball" by Jessica McBirney. Copyright © 2017 by CommonLit, Inc. This text is licensed under CC BY-NC-SA



Text-Dependent Questions

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

1. PART A: Which of the following identifies a central idea of the text?

[RI.2]

- A. Jackie Robinson's undeniable talent made it easy for coaches and team members to accept him, despite the racial tension of the era.
- B. While Jackie Robinson faced racial discrimination early on in his life, this stopped once he became the first African-American Major League Baseball player.
- C. As the first African-American Major League Baseball player, Jackie Robinson was significant in the increased racial diversity that followed in baseball and in other aspects of American culture.
- D. Once Jackie Robinson left baseball, the impact he had on the sport dwindled, and the radial diversity present on teams decreased.
- 2. PART B: Which section from the text best supports the answer to Part A?

[RI.1]

- A. "African-American fans flooded to Dodgers games, and even the general public and the press had a mostly positive view of the team's newest addition." (Paragraph 10)
- B. "The racism from other teams only united the Dodgers, however, and the team grew more accepting of him." (Paragraph 11)
- C. "Robinson was 36 and starting to feel the effects of his age. In 1956 he did not dominate the league as much as he used to, partially because of side effects he suffered from diabetes." (Paragraph 13)
- D. "Robinson also made important racial breakthroughs in the sports world. The first baseball player to break the color barrier in 60 years, he paved the way for many future African-American and minority athletes." (Paragraph 15)
- 3. PART A: What is the meaning of "combative" in paragraph 5?

[RI.4]

- A. compliant
- B. ready to fight
- C. ineffective
- D. reckless
- 4. PART B: Which detail from the text best supports the answer to Part A?

[RI,1]

- A. "Even early in his life, Robinson confronted racism head on." (Paragraph 5)
- B. "When the U.S. entered World War II, Robinson enlisted in the army." (Paragraph 6)
- C. "He never saw direct combat, but his military career was marred by racial problems." (Paragraph 6)
- D. "Robinson boarded a non-segregated bus, but he was instructed to sit in the back anyway." (Paragraph 6)



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Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

 In the context of the article. how has America changed over time? How has America changed in its treatment and acceptance of people of color? In what capacity did Jackie Robinson represent the beginning of this change? In the context of the article, how does a person overcome adversity? How did Jackie Robinson overcome the discrimination he experienced (in life and in baseball) despite be 		
 accomplishments in baseball make him a hero to many? Cite evidence from this text, you own experience, and other literature, art, or history in your answer. In the context of the article, how has America changed over time? How has America changed in its treatment and acceptance of people of color? In what capacity did Jackie Robinson represent the beginning of this change? In the context of the article, how does a person overcome adversity? How did Jackie Robinson overcome the discrimination he experienced (in life and in baseball) despite be told not to fight back? How did Robinson continue to challenge discrimination during this 	1.	discrimination? Why was this considered having "guts"? How would this idea be treated
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	4.	Robinson overcome the discrimination he experienced (in life and in baseball) despite being told not to fight back? How did Robinson continue to challenge discrimination during this

☐ Math: Review Star Cards from Unit 2 and 5 using theStar Card Guide☐ ELA/ Humanities: "If We Must Die"

☐ 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 3a. 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?



8,	DART R. V	Which of the following words helped you choose the answer to Part A?		
.	A. "murderous"			
	В.	"cowardly"		
	c.	"pressed"		
	D.	"fighting"		
9.	PART A: The tone of this poem can be described as:			
	A.	hopeful		
	В.	cautious		
	C.	inspirational		
	D.	critical		
10.	PART B: Which TWO phrases helped you answer Part A?			
	A.	"be like hogs"		
	В.	"hunted and penned"		
	C.	"let us nobly die"		
	D.	"O kinsmen!"		
	E.	"let us show us brave"		
	F.	"lies the open grave"		
		·		

PART A: In lines 13-14, the diction portrays the enemy as which of the following?

7.

A.

В.

C. D. brave

weak

honorable trapped



Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

-	
1.	According to the speaker, how should a person face death? Explain your answer in detail.
2.	Based on your own experience, how do people face death? Cite evidence from your own life, and other literature, art, or history in your answer.
3.	Consider the time period during which McKay wrote "If We Must Die." How might the social conditions of the era and McKay's experience as a black writer in Harlem have informed his views on death and bravery?
4.	In the context of this poem, what does it mean to be brave? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

☐ Math: Review Star Cards from Unit 5 and 6 using the Star Card Guide ☐ ELA: Questions for "If We Must Die" and "How Jackie Robinson Changed Baseball" ☐ Humanities: "Are After-School Jobs Helpful or Harmful for Middle and High School Students?" ☐ Science: Unit 4 and 5 Vocabulary and Star Card Review

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	3a.
living organism?	•
As a mark	3b.
Ongonistic	
3b. What allows a cell to function on it's	•
own?	
5a. Which organelle breaks down sugar to	5a
release energy to the rest of the cell?	
5b. What do we call it (nickname)?	5b
5c. What would happen to an organism if this	
organelle was not functioning properly?	5c
оров	

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.
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 OBS HELPFUL OR MARMFUL FOR 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.

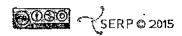
When Jason first started looking for a job he was very excited. He put together a **resumé** to help him **acquire** his position. He thought having a job would teach him about **responsibility** as well as help him earn some extra cash.

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.

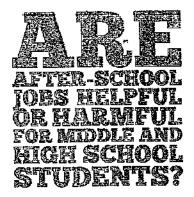
Then there are those who think students should not be working while they are in school. Jason could not **sustain** his good grades because of work. Some people claim that students who work do not do as well in school because they don't have as much time to study or do assignments. These students are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

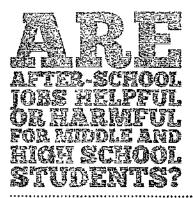
- Sample Sentence: Jason put together a resumé to help him acquire a job.
- Turn and Talk: How do you plan on acquiring the experience and skills necessary for building a strong resumé?

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?





resumé | responsibility | acquire | perceive | sustai

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list in your respo	onse.		·	•	•		ant words fro		
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Name:_		Class:		Date:		I TO TALL
P	airing O	uestions for "If W			ow lac	kie
, 2 ,		Robinson Cha			<u> </u>	IXIC
		g the texts, choose the best ansv complete sentences.	ver for the multiple-cho	ice questio ns b	elow and re	spond to
1.		of the following best identifies n standing up for what one be		d Claude McKa	ıy's shared	[RI.3, RL.3]
	Α.	It is best to stand up for wha likely help others.		because that	person will	
	₿.	It is best to stand up for wha prevail.	t someone believes in	because justi	ce will	
	C.	It is best to stand up for wha severe consequences.	t someone believes in	, even if there	could be	
	D.	It is best to stand up for what the situation becomes difficu		, but they sho	uld give in i	f
2.	Part B: Select	TWO quotations that best sup	port the answer to Pa	rt A.		[RI.1, RL.1]
	Α.	"UCLA had some of the most time, but Robinson was still athletes on all his teams." (")	among a very small m	inority of non-		
	В.	"In 1938, while still at junior of police's detention of one of its 5)	ollege, he was arreste	ed after disput		ı
	C.	"As he stepped onto the field became the first Major Leagn since 1880." ("Jackie Robinso	ue baseball player to l			
	D.	"round us bark the mad and accursed for." ("If We Must D	hungry dogs, / Makin	g their mock a	t our	
	E.	"What though before us lies t	he open grave?" ("If W	le Must Die," L	ine 12)	
	F.	"Like men we'll face the murd dying, but fighting back!" ("If	· ·	-	the wall,	
3.	How did Jacki	e Robinson embody the type o	f heroism identified i	า "If We Must I	Die"?	[RI.3, RL.3]



Z....

□ Math: Review Star Cards from Unit 7, 2, and 1 using the Star Card Guide
 □ ELA/ Humanities: "African American Suffragists"
 □ Science: Unit 6 Vocabulary and Star Card Review

"A person who ne	ver made a mistake never tri	ed anything new "	
Scientist Name:			·
	oulary and StarCard		
Directions: Use your STARCa	rds to complete this h	omework assignm	ient
Mass			
Density (1)			
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	-	
D = N			



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.

Inagine 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 Solourner 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 frail² 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.

(da 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 Weils 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.

- 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)
 - B. "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)
- 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.



5.	How did race impact African American women's experiences during the women's suffrage movement?					
	·					
	•					

5.__...

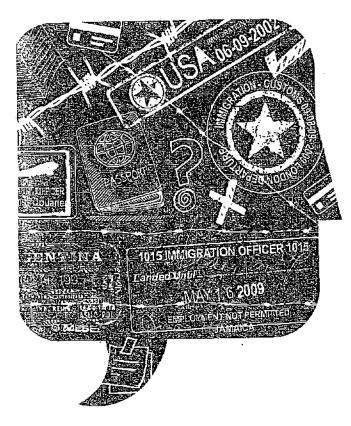
Math: Review Star Cards from Unit 6, 5, and 1 using
the Star Card Guide
ELA: "For Teens, A Good Mood Depends on Good
Sleep"
Humanities: "Should There Be Amnesty for
Undocumented Immigrants?"
Science: Unit 7 Vocabulary Review (look up the
words you don't know!)

	."A person who ne	ver made a r	mistake n	ever tried any	thing new "		
Scientist Name:					HR:		
	<u> UNIT 7 \</u>	<u> VOCABU</u>	LARY	<u>REVIEW</u>			
	Vocabulary	STAR Card Definitions					
Medium							
Mechanical Wave					•		
				.			
Frequency		,					
					·		
Amplitude							
Wavelength		- -	***************************************				
Reflection					······································		
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Absorption			<u></u>	······································			
	Absorption						

	"A person who	never made a mistake never tried ar	nything new "	
olar Name	e:	Date:	Class:	
		LeapFrog Review Packet		
Direction	ns: Use your NOTES	and STARCARDS as RESOURCES to help	you complete this p	acket.
1. Put th	nese in order from m	nost complex (largest) to lease complex	((smallest):	
		galaxy, universe, star, solar system		
	•	- , , , , ,		
	→	→	-)	
Direction	ns: Use the word ba	nk to answer questions 2-5.		
		WORD BANK:		
	g	alaxy, universe, star, solar syst	em	
2. Wha	nt is a bunch of plan	ets and other space rocks go around a c	center Sun?	
3. Wha	at is a bunch of sola	r systems moving together as one?		
4. Ever	ything in space falls	under the name:		
5. Ther	re are billions of the	ese in a galaxy. The sun is an example o	f one	
6. Whi	ch is more comple x	(has more parts), a solar system or a g	alaxy	
Why	<i>i</i> ?			•
•				
				
Dra	w lines to match	the following terms with the cor	responding defin	ition:
7. Plan	et	Object moving around a star	r	
8. Solar	r System:	A system of billions of stars		
9. Galax	ху	All existing matter and space	•	

This week's issue:

SHOULD HERE BE MNESTY FOR INDOCUMENTED MINIGRANTS?



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.

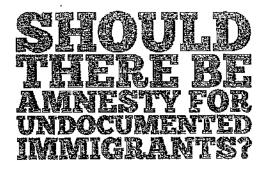
Other people say that because Marcos' family broke the law when they entered the country, they should not have the same rights as legal immigrants. These people believe there should not be amnesty for undocumented immigrants. They say we should **orient** our immigration laws toward protecting those 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 | crient | 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."
- Furn 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 behavior 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

list in your response.		and specific examples. Tr			
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For Teens, A Good Mood Depends on Good Sleep

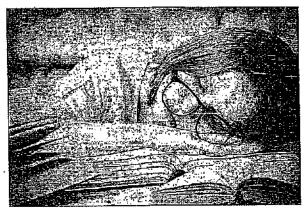
Sleeping less than eight hours — or more than 10 — makes teenagers feel worse the next day

By Meenaskshi Prabhune 2017

How many hours of sleep do you get a night? Likely not as much as Andrew Fuligni 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

Prome (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, anxiety³ 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.

a feeling of worry or nervousness



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.

- 1. 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)
 - C. "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)
 - D. "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)
- 3. 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



What is the relationship between teenagers' internal clocks and school schedules? Use evidence from the text in your answer.	