

Southport Elementary School

Grade 6th

Kuester's 6/7 History Hodge Podge Independent Study 10-Day Packet

IN THE NEWS

- ☐ Complete 2 Current Event Activities. Use a reliable online source, a "real-life" newspaper article or a relevant magazine article on something current/recent in the news. You will need to complete all 3 pages as well as provide the link or attach the article to the assignment

CITIZENSHIP FOCUS

- Be sure to answer ALL questions. Attach an additional sheet of paper if necessary.
- ☐ Complete "Are You a Good Citizen?"
- ☐ Complete "How Fair are You?"
- ☐ Complete "Do You Act with Respect?"
- ☐ Complete "Do You Act Responsibly?"
- ☐ Complete "Can you be Trusted?"

TEST PREP/REVIEW

- Be sure to number your paragraphs & annotate (highlight where you found the answer)
- ☐ Complete "The Black Death Strikes" Read & Answer questions 1-8
- ☐ Complete "A Morning in Pompeii" Read & Answer questions 1-8
- ☐ Complete "Honoring the Cat" Read & Answer questions 1-8
- ☐ Complete "The Ultimate Warriors" Read & Answer questions 1-8
- ☐ Complete "Arabian Nights" Read & Answer questions 1-8

WHO'S WHO - Independent Research.

- ☐ You will need to create a One-Pager on TWO different historical humans from our studies this year. Please use the attached template as a guide. Be sure to include a colored visual of the individual in the center. This can be hand-drawn or PRINTED & glued.

6th grade should choose from Hammurabi, Siddhartha Guatama, Aesop, Tutankhamen, Moses, Confucius, Alexander the Great, Socrates, Darius, Ashoka the Great, Gandhi

7th grade should choose from Julius Caesar, Justinian, King John, Empress Wu Chao, Marco Polo, Mansa Musa, Kublai Khan, Prince Shitoku, Joan of Arc, Pachacuti Inca Yupanqui, Shakespeare, Martin Luther

CURRENT EVENT ASSIGNMENT

Extra! Extra! Tell us all about it!

**Big news is happening all around us... We are relying on YOU to share it with the world.
Select any article, print or online from a CREDIBLE source & answer the questions below.**

Name: _____ **Date:** _____ **Period:** _____

| | |
|---|---|
| <p>1. What is the headline/title of your article?</p> | <h2 style="text-align: center;"><u>CITE YOUR SOURCE</u></h2> <p>Source/Publication Name (title of newspaper/website/magazine):</p> <p>Author(s) name(s):</p> <p>Audience (who was this written for):</p> <p>Occasion/Publication Date:</p> <p>Purpose:</p> |
| <p>2. Is this article controversial? Yes ___ No ___ <small>*controversial - principles concerning the distinction between right and wrong or good and bad behavior.</small></p> | |
| <p>3. Does this article deal with morality? Yes ___ No ___ <small>*morality - principles concerning the distinction between right and wrong or good and bad behavior.</small></p> | |
| <p>4. What moral question is most prominently being discussed? Please pose this AS a question.</p> | |
| <p>5. Do you believe that BIAS was written into this article? Yes ___ No ___ <small>*bias - does the author insert their opinion into the article AND does the author present both sides of view on the topic</small></p> | <p>Is this a primary (first hand information) or secondary source (after the fact)? How do you know?</p> |
| <p>6. If you answered YES to question 5, why do YOU believe the article is biased? If you answered NO, why do you believe that no bias is present?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | |

SAY WHAT?

7. In your opinion, what are the two most significant statements (or quotes) from this Article? Describe the significance of each, using complete sentences.

Evidence/Statement/Quote #1**Evidence/Statement/Quote #2****Significance #1****Significance #2**

8. Who will be most impacted by your article? (one sentence)

9. Describe the impact they may experience? (one sentence)

SUM IT UP!

10. In paragraph form, write a summary of your article. Be sure to address each of the following questions: What happened? Who did it happen to? When did it happen? Where did it happen? Why did it happen? How did it happen?

BOIL IT DOWN!

11. Now that you have identified the main elements of the article it's your time to share YOUR opinion on the issues. What do you think about the moral question described in the article? What do you think should be done? Explain your position.

*please attach your article to this activity or include the complete web address here:

Failure to complete this step results in ½ credit on the assignment.

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Failure to complete this step results in ½ credit on the assignment.

Are You a Good Citizen?

PART 1

Try this quiz to see if you are a good citizen. Circle the number that best expresses how you feel about the statement.

- | Agree | Sometimes Agree | Disagree | Don't Know | |
|--|-----------------|----------|------------|---|
| 3 | 2 | 1 | 0 | |
| 1. I obey the school and classroom rules. | 3 | 2 | 1 | 0 |
| 2. I work with the people in my community to make it a good place to live. | 3 | 2 | 1 | 0 |
| 3. I know the words to the pledge of allegiance. | 3 | 2 | 1 | 0 |
| 4. I help take care of the environment in my community. | 3 | 2 | 1 | 0 |
| 5. If I see someone in need I try to find someone to help him or her. | 3 | 2 | 1 | 0 |
| 6. I only look out for myself. Others can do the same. | 3 | 2 | 1 | 0 |
| 7. If I am on the winning side of a game or debate, I respect the losers. | 3 | 2 | 1 | 0 |
| 8. If a rule or law is unfair it is okay to break it. | 3 | 2 | 1 | 0 |
| 9. Since I am not an adult I do not need to worry about citizenship. | 3 | 2 | 1 | 0 |
| 10. I speak up if something is unfair. | 3 | 2 | 1 | 0 |

Study the statements. Which ones do you think illustrate good citizenship? Which statements do you think concern questionable behavior? Consider how you scored on these two sets of statements. Based on your scores, how well do you think you understand what it means to be a good citizen?

PART 2

Read the paragraph below and write a sentence telling what you would do.

An empty lot near your home is filled with trash, cans and bottles, and weeds. Rats and mice live and breed there. You think it would make a nice tot lot if only somebody would clean it up. What, if anything, would you do to reach your goal of getting a tot lot in your neighborhood?

PART 3

President Thomas Jefferson once wrote to a friend, "A nation as a society, forms a moral person, and every member of it is personally responsible for his society." Tell what you think Jefferson meant by this and why he thought it was important.

How Fair are You?

PART 1

Try this quiz to see if you are a fair person. Circle the number that best expresses how you feel about the statement.

- | Agree | Sometimes Agree | Disagree | Don't Know | |
|--|-----------------|----------|------------|---|
| 3 | 2 | 1 | 0 | |
| 1. I listen to what others say before judging them. | 3 | 2 | 1 | 0 |
| 2. When I want to win, I ignore the game's rules. | 3 | 2 | 1 | 0 |
| 3. I try to think of the feelings of others when I act. | 3 | 2 | 1 | 0 |
| 4. The strongest people should always win. | 3 | 2 | 1 | 0 |
| 5. What my friends say about someone else is important to me. | 3 | 2 | 1 | 0 |
| 6. To be treated fairly you should treat others fairly. | 3 | 2 | 1 | 0 |
| 7. There is never a time in which someone should get an extra advantage. | 3 | 2 | 1 | 0 |
| 8. Some people deserve to be taken advantage of. | 3 | 2 | 1 | 0 |
| 9. The smartest people should always win. | 3 | 2 | 1 | 0 |
| 10. I am good at following rules. | 3 | 2 | 1 | 0 |

Study the statements. Which ones do you think illustrate fairness? Which statements do you think concern questionable behavior? Consider how you scored on these two sets of statements. Based on your scores, do you think you qualify as a fair person?

PART 2

Read the paragraph below and write a sentence telling what you would do.

Just before lunch, your teacher asked you to stay after class to talk about an assignment. Your friends went to the lunchroom without you. When you get there, you see the lunch line is very long because everyone's favorite meal is being served. You see that your friends are still in line. Will you try to cut into the line with your friends or wait your turn?

PART 3

President Theodore Roosevelt said, "This country will not be a good place for any of us to live in unless we make it a good place for all of us to live in." Tell what you think this statement has to do with being fair and just.

Do You Act with Respect?

PART 1

Try this quiz to see how respectful you are. Circle the number that best expresses how you feel about the statement.

Agree

Sometimes Agree

Disagree

Don't Know

3

2

1

0

1. I respect myself. 3 2 1 0
2. If I disagree with someone, I will tell him or her in no uncertain terms. 3 2 1 0
3. If someone is bullying another person, I will tell him or her to stop. 3 2 1 0
4. I am considered a polite person with good manners. 3 2 1 0
5. Every person has the right to be treated respectfully. 3 2 1 0
6. Respecting the environment is not very important. 3 2 1 0
7. Some people don't deserve to be respected. 3 2 1 0
8. People should work out conflicts in a nonviolent way. 3 2 1 0
9. Practicing tolerance is not necessary. 3 2 1 0
10. People in my community are generally respectful. 3 2 1 0

Study the statements. Which ones do you think illustrate respectful behavior? Which statements do you think concern questionable behavior? Consider how you scored on these two sets of statements. Based on your scores, do you think you qualify as a respectful person?

PART 2

Read the paragraph below and write a sentence telling what you would do.

There is a new student at your school. You must admit he is a little funny looking. But you don't think he deserves to be teased and embarrassed by other students. You overheard a group of students planning to grab him and stuff him in a locker. What do you do?

PART 3

In 1963, President John F. Kennedy said, "Every American ought to have the right to be treated as he would wish to be treated, as one would wish his children to be treated. This is not the case." Do you think that things in the United States have changed since 1963?

Do You Act Responsibly?

PART 1

Try this quiz to see if you behave responsibly. Circle the number that best expresses how you feel about the statement.

- | Agree | Sometimes Agree | Disagree | Don't Know | |
|--|-----------------|----------|------------|---|
| 3 | 2 | 1 | 0 | |
| 1. I always do what I say I will do. | 3 | 2 | 1 | 0 |
| 2. I am on time to appointments and meetings. | 3 | 2 | 1 | 0 |
| 3. If I make a mistake, I usually have an excuse for it. | 3 | 2 | 1 | 0 |
| 4. I think through the consequences of my actions. | 3 | 2 | 1 | 0 |
| 5. I think of myself as self-disciplined. | 3 | 2 | 1 | 0 |
| 6. When I am angry, I sometimes lose control. | 3 | 2 | 1 | 0 |
| 7. I have responsibilities to my family. | 3 | 2 | 1 | 0 |
| 8. I have responsibilities to my friends. | 3 | 2 | 1 | 0 |
| 9. I have responsibilities to my country. | 3 | 2 | 1 | 0 |
| 10. I am good at following rules. | 3 | 2 | 1 | 0 |

Study the statements. Which ones do you think illustrate responsible behavior? Which statements do you think concern questionable behavior? Consider how you scored on these two sets of statements. Based on your scores, do you think you qualify as a responsible person?

PART 2

Read the paragraph below and write a sentence telling what you would do.

About two weeks ago you told a student in your class you would attend a party at that student's home. You thought your friends would be there too. Now you find out that none of them will be at the party. Instead they are going to a movie. Your friends want you to come to the movie with them. What do you do?

PART 3

President Harry S. Truman kept a sign on his desk that said, "The Buck Stops Here." Tell what you think that saying means and why it would be on the desk of a U.S. president.

Can You Be Trusted?

PART 1

Try this quiz to see how trustworthy you are. Circle the number that best expresses how you feel about the statement.

- | Agree | Sometimes Agree | Disagree | Don't Know | |
|---|-----------------|----------|------------|---|
| 3 | 2 | 1 | 0 | |
| 1. I always do what I say I will do. | 3 | 2 | 1 | 0 |
| 2. I keep secrets and do not tell others. | 3 | 2 | 1 | 0 |
| 3. If I make a mistake, I usually make an excuse for it. | 3 | 2 | 1 | 0 |
| 4. I return borrowed items. | 3 | 2 | 1 | 0 |
| 5. I have a set of moral convictions that I follow. | 3 | 2 | 1 | 0 |
| 6. I sometimes tell "white lies." | 3 | 2 | 1 | 0 |
| 7. I am loyal even if it means harm may come to someone else. | 3 | 2 | 1 | 0 |
| 8. I am honest. | 3 | 2 | 1 | 0 |
| 9. I have loyalties to family and friends. | 3 | 2 | 1 | 0 |
| 10. I keep my promises. | 3 | 2 | 1 | 0 |

Study the statements. Which ones do you think illustrate trustworthy behavior? Which statements do you think concern questionable behavior? Consider how you scored on these two sets of statements. Based on your scores, do you think you are trustworthy?

PART 2

Read the paragraph below and write a sentence telling what you would do.

You have a big test coming up. Your teacher is the parent of one of your friends. The friend offers to get you the answers for the test. You really need a good grade on the test to pass the course. What do you do?

PART 3

President George Washington said, "I hope I shall always have firmness and virtue enough to maintain, what I consider the most enviable of all titles, the character of an honest man." Tell what you think this saying means and why Washington might think it was important.

Read the article. Then answer questions 1 through 8.

The Black Death Strikes

In late Middle Ages, the "Black Death" swept across Asia, North Africa, and Europe. The disease was characterized by black blotches on the skin. An attack usually began suddenly. A person would feel chills, then fever, along with headache, muscular pains, and swollen glands. The fever and pain increased rapidly. Death followed within a few days.

The Black Death was a form of bubonic plague. People were not aware that it could be spread by fleas on infected rats. In the Middle Ages, rat control and sanitation were not practiced. People did understand, however, that the disease could be spread through contact with a sick person. Laws were passed in London to confine victims to their homes.

This was not easy to do. The sick had no medications, and were burning up with fever and often delirious. One way they got relief was to run in the streets, especially at night. In a fictional account, Daniel Defoe describes the horrors of the plague.

"The running of distempered people about the streets was very dismal, and the Magistrates did their utmost to prevent it; but as such attempts were generally in the night and always sudden, the officers could not be at hand to prevent it. Even when the sick got out in the daytime, the officers appointed did not care to meddle with them, as touching them was one of the most dangerous things you could do.

The sick generally ran on, not knowing what they did, till they dropped down stark dead, or till they had exhausted their spirits so that they would fall and die in perhaps half an hour or an hour."

Source: "A Journal of the Plague Year," by Daniel Defoe

The Spread of the Plague

The outbreak of the Black Death began in China in 1331. It traveled toward the west across the trade routes. It spread to important seaports. By 1347 it had spread to cities and towns throughout Europe. People died so quickly, there was not time to bury them.

Agnolo di Tura, a survivor of the plague, described conditions in Sienna, Italy.

"Members of a household brought their dead to a ditch as best they could, without priest, without divine offices. . . .

"They died by the hundreds, both day and night, and all were thrown in those ditches and covered with earth. And as soon as those ditches were filled, more were dug.

And I buried my five children with my own hands."

Another survivor, Ibn Khaldun, described the effect on civilization.

"Cities and buildings were laid waste, . . . settlements and mansions became empty, and dynasties and tribes grew weak. The entire inhabited world changed."

A Change of Mood

The Black Death wiped out between one-fourth to one half of 14th-century Europe's population before it finally ended!

This immense loss of life was such a shock, it changed the way the survivors viewed the world. Some wondered if the plague had been sent as some kind of cosmic punishment. Others claimed that witchcraft or sorcery caused the plague.

Europe had grown smaller and people were filled with uncertainty.

MAKE A GENERALIZATION

1. Based on the information in this passage, you can conclude that the officials of the city —
A were kind and compassionate to the sick
B abandoned the city and would not help the sick
C felt that the plague was spread by people from foreign countries
D were unable to do much to help the sick and infected

CLUES _____

SETTING

2. The sick usually ran the street —
A in the early morning
B at night
C throughout the day
D before noon

CLUES _____

GENRE

3. Reread the description written by Agnolo di Tura. These paragraphs were probably taken from —
A a personal diary or journal
B notes for a drama about the plague
C a government document
D a medical report

CLUES _____

TECHNIQUES OF PERSUASION

4. Which of the conditions described by Agnolo di Tura is designed to stir your emotions in a personal way?
A that people buried their dead in ditches
B that people died by the hundreds
C that people were buried without a priest
D that he buried his five children himself

CLUES _____

BEST SUMMARY

5. Reread the first paragraph by Daniel Defoe, which begins: "The running of distempered people. . . ." Which is the best summary of this passage?
A The sick liked to run at night because it cooled them off.
B The running of the sick was dismal but could not be prevented.
C The officials felt sorry for the sick but did nothing.
D The officials were afraid to get infected by the sick.

CLUES _____

SYNONYM

6. Which word means the same or nearly the same as characterized, as used in the first paragraph?
A helped
B sickened
C identified
D infected

CLUES _____

POINT OF VIEW

7. The narrator in Defoe's story seems to feel —
A anger at the carelessness of the officials
B compassion for the sick people
C uncertainty about how the plague spread
D indifference to the situation

CLUES _____

TECHNICAL TERMS

8. The opposite of distempered people, as used in the fourth paragraph is —
A healthy people
B peaceful people
C angry people
D feverish people

CLUES _____

Read the article. Then answer questions 1 through 8.

A Morning in Pompeii

Young Olympia leaned out the window of the villa and gazed at the skies over Pompeii. The year was 79 A.D. Olympia was glad she was spending the summer in Pompeii. She was fortunate that her father worked in the government. That meant that her family could live in busy, exciting Rome during the year and enjoy this lovely seaside villa in the summer.

Smiling, Olympia thought about her sister, who had just arrived from Rome. Perhaps they could ride to the beach today. Perhaps they could picnic under Mount Vesuvius. She turned to gaze at the majestic mountain off in the distance, but her smile quickly turned to a frown. There it was again—the dark, menacing cloud over the mountaintop.

“Olympia, don’t forget to greet your father’s guests,” her mother called, stepping across the threshold.

“Mother, why is there a cloud over Vesuvius?” Olympia responded. “It’s been there for two days. It seems larger and darker than before!”

“No one knows, child. The most competent astrologers have analyzed their charts, but have no answer. But, time flies. The breads are baking, the meat and fish are on the fire, and dinner will be served at 3:00.”

Suddenly the room was plunged into darkness. The walls began to shake violently, as if some giant was hurling huge boulders at the villa! The acrid smell of burning ash drifted in from the outdoors, and fumes began to choke the screaming women. Stones and rocks continued to assault the walls of the villa and, when she looked up, Olympia saw the roof beginning to collapse!

“It’s Vesuvius!” shouted her father, appearing in the doorway. “We must run!”

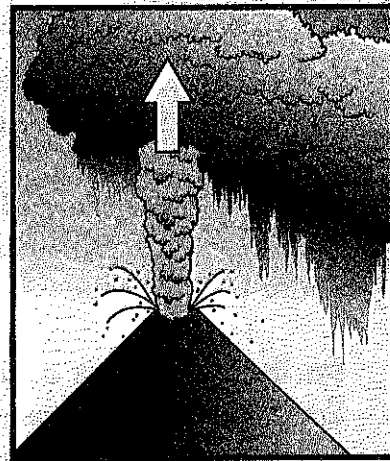
The three of them raced out the door, down the streets, and away from the fiery mountain. As they dodged jagged rocks flying

through the air, they pulled their togas over their faces to avoid inhaling the burning ash.

An hour passed. They were in an open field now, exhausted, but still running. Had they looked back, they would have seen Vesuvius as never before—belching flames from the top, and hurling stones and ash into the heavens!

Facts about Vesuvius

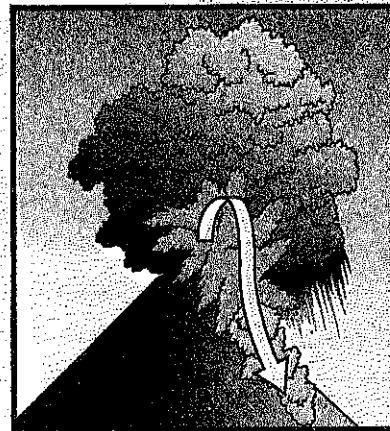
Vesuvius erupted over a two-day period in August, 79 A.D.



August 24: The first phase:

About midday, stone and ash from the inside of Vesuvius blew out of the top and rose in a tower into the air. It then spread out into the atmosphere and fell down like rain on the

city below. Most of the 20,000 people in the city got away.



August 25: The second phase:

That morning, a river of hot lava, called a pyroclastic flow, moved at a very high speed down the side of Vesuvius and across Pompeii, effectively burying those citizens

who remained—about 2,000 people—under molten lava.

LATIN ROOTS

1. The word inhaling is based on the Latin root *halare*, which probably means —.
- A eat
 - B face
 - C breathe
 - D see

CLUES _____

DRAW CONCLUSIONS

2. Based on the information in the passage, how did the people of Pompeii feel about the cloud over Vesuvius?
- A They were concerned about the cloud.
 - B They had been told that Vesuvius was about to erupt.
 - C They had not noticed the cloud.
 - D They believed the cloud was a good omen.

CLUES _____

SEQUENCE

3. Which of these events occurred first?
- A Volcanic ash hid the sun for three days.
 - B About 18,000 people escaped from Pompeii.
 - C Stone and ash blew out of the top of Vesuvius.
 - D A river of hot lava moved down the side of Vesuvius.

CLUES _____

MAKE A GENERALIZATION

4. Which generalization is best supported by the information in this passage?
- A Most of the citizens of Pompeii were buried under molten lava.
 - B Prior to August 24-25, 79 A.D., Vesuvius had erupted many times.
 - C The second phase caused more loss of life than the first phase.
 - D Most of the citizens tried to help their neighbors escape.

CLUES _____

MOOD AND TONE

5. At which point does the mood of the story change?
- A Olympia's mother enters the room.
 - B Olympia looks out the window.
 - C The room becomes dark and the walls shake.
 - D Olympia and her parents race out the door.

CLUES _____

UNFAMILIAR WORDS

6. Choose the meaning of the underlined word: a menacing cloud
- A dark
 - B rumbling
 - C threatening
 - D vast

CLUES _____

MATH: PERCENTAGE

7. Based on the information in this passage, what percentage of the population of Pompeii escaped?
- A 2%
 - B 10%
 - C 20%
 - D 90%

CLUES _____

MATH: BASIC OPERATIONS

8. Olympia's family lived 1.5 miles from the base of Mount Vesuvius. Because of the congestion, their running time averaged 12 minutes per mile. At the end of the story, how far were they from Vesuvius?
- A 5 miles
 - B 7.5 miles
 - C 6.5 miles
 - D 10 miles

CLUES _____

Read the article. Then answer questions 1 through 8.

Honoring the Cat



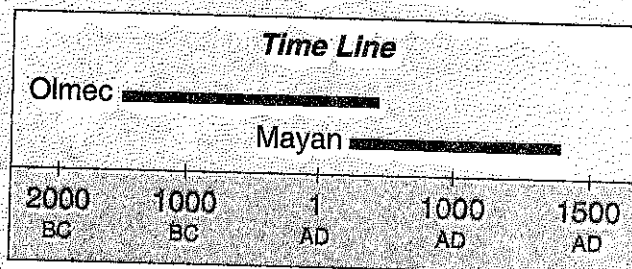
Imagine yourself deep in the rainforests of Middle America. It is nighttime. Your skin feels sticky from the humidity. You can hear insects buzzing in the darkness. Suddenly you hear a snarl. A branch breaks above you as a swift and agile predator leaps from the tree to the ground. In the light of the full moon, you see the animal. It is a big, muscular cat, about six feet long. Its coat is tan with black spots. You hardly dare to breathe as it approaches and then disappears into the forest in pursuit of its prey.

You have just met a jaguar, the largest, most powerful wild cat in the Western Hemisphere. Jaguars are solitary predators. They hunt at night through rainforests, swamps, and other wooded regions, looking for ground-living mammals.

Jaguars are found in the Americas, from the southwestern United States to central Argentina in South America. These big cats live in thickets and shoreline forests. They can survive in open country, too, if the grass and rocks offer enough cover for hunting and if there is a reliable supply of water.

Put the facts together and you will see why the jaguar is an animal of myth; a powerful animal, solitary, strong, and cunning; an animal that strikes and kills by night. Why wouldn't ancient peoples believe the jaguar had supernatural powers?

The Olmec and Mayan Civilizations



The **Olmec**, an ancient people who lived in the hot, humid lands along the Gulf Coast in southern Mexico, honored the jaguar. Olmec artists carved jade and pottery into figures of *werejaguars*, gods that were a cross between jaguars and humans. In their belief system, these deities had human mothers and jaguar fathers. Werejaguars were often carved in stone statues and altars, and they were depicted with the snarling mouths, fangs, and claws of a jaguar.

The **Mayan** people, whose culture began in 400 B.C., left evidence of jaguar worship deep in the rainforests of Guatemala. In a place called Tikal, archaeologists have found the ruins of a lost Mayan city. The city covers about 10 square miles and includes thousands of structures. The imposing Temple of the Great Jaguar got its name from the jaguar carved on its door. The temple was a burial tomb containing the skeleton of Mayan ruler Ah Cacao, along with precious jewels, jade carvings, and pearls.

After hundreds of years of living in Tikal, the Mayan people mysteriously abandoned it. No one knows why. But in its ruins, the worship of the jaguar lives on.

GENRE

1. Where did this article most likely come from?
A a nonfiction book on history and culture
B a science fiction novel on jaguars
C a tourist brochure for Guatemala
D a training manual for hunters

CLUES _____

ANTONYMS

2. In this selection the word predator is used. Choose a word that means the OPPOSITE of that word.
A stalker
B prey
C animal
D jaguar

CLUES _____

SETTING

3. At the beginning of the story, the jaguar is in a —.
A desert
B swamp
C rainforest
D lake

CLUES _____

MAIN IDEA

4. Reread the paragraph, which begins: "The Olmec, an ancient people who lived in. . . ." What is the main idea of this paragraph?
A The Olmec worshipped the jaguar in the form of the half-jaguar, half-human werejaguar.
B Olmec artists carved jade and pottery into the figure of the werejaguar.
C The Olmec lived in the hot, humid lands along the Gulf Coast in southern Mexico.
D Werejaguars were represented as having the snarling mouths, fangs, and claws of a jaguar.

CLUES _____

GRAPHIC SOURCES

5. Based on the time line, about how long did the Olmec civilization last?
A about 2,000 years
B about 1,800 years
C about 1,600 years
D about 1,200 years

CLUES _____

MOOD AND TONE

6. Reread the first paragraph of this article. What mood do the words in the paragraph suggest?
A deep depression
B mounting suspense
C quiet delight
D wild jubilation

CLUES _____

MATH: PERCENTAGE

7. Guatemala is about 42,000 square miles. What percentage is Tikal of Guatemala?
A .024%
B 25%
C 23.8%
D 40.5%

CLUES _____

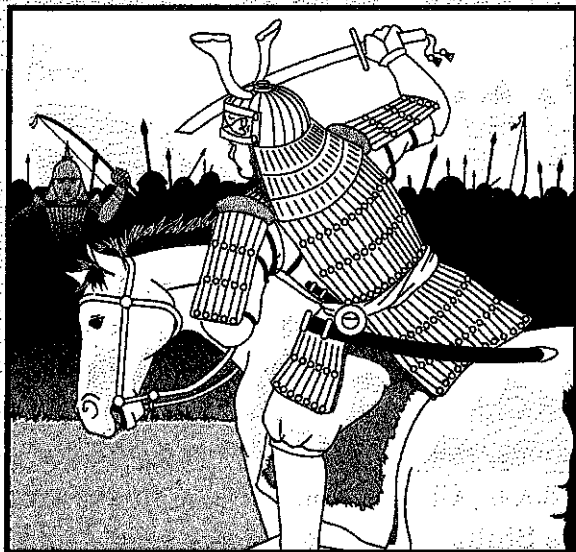
MATH: PERCENTAGE

8. You can get a 16% reduced-fare ticket to Guatemala! The regular fare is \$420. How much would you pay for the reduced-fare ticket?
A \$352.80
B \$252.80
C \$67.20
D \$404.00

CLUES _____

Read the article. Then answer questions 1 through 8.

The Ultimate Warriors



What makes a great warrior? Courage? Strength? What emotions does a great warrior inspire? Admiration? Fear? All of these qualities together describe the samurai, the professional warriors of old Japan.

These warriors were ever alert, always ready to fight. Honor was the most important value for them. To have honor, the samurai must obey his master in all things. (His master was the shogun, a sort of Japanese commander-in-chief.) A samurai would give his life fighting in his lord's service. He sought the fiercest fighting because it brought the most glory. He never retreated unless ordered to. He would die rather than be taken prisoner.

What rewards did these warriors receive for their courage? The samurai warriors were wealthy. The shogun rewarded them with land and money. As landowners, these warriors collected rice—the Japanese form of wealth—from their resident peasants. They had private armies, which gave them enormous power.

Essentially, the samurai formed an upper class in Japan. They passed their status on by ancestry—one had to be born a samurai. They were admired, feared, and respected by all. And they were fiercely proud of their honor, bravery, and skill.

The Samurai and the Arts

Surprisingly enough, these fierce fighting men had another side. They were also accomplished poets and dancers. Japan's greatest master of the delicate haiku—a form of poetry—was a samurai. Matsuo Basho was his name, a seventeenth-century warrior. He was born and trained to fight, yet he also proved himself a great artist with words.

Until Basho, the haiku had been a trivial and humorous verse form. It was a reduced version of the traditional 31-syllable tanka, and included 3 lines of 5, 7, and 5 syllables each. But Basho filled the haiku's structure with the spirit of Japanese philosophers. Consider this example:

Lightning in the sky!
In the deeper dark is heard
A night-heron's cry.

In a single breath, this little poem creates a vivid picture. It stirs a mood. What's more, it hints at something more, something universal.

Basho insisted that the language of haiku must be fresh. He told his followers to concentrate on universal meaning. The language would reveal, he said, "hidden hopes in small things" and the interconnection between all things.

Consider the following haiku. It is the first one Basho wrote in this very special style and spirit. Notice the picture he paints and the mood he creates:

On a withered branch
A crow has alighted:
Nightfall in autumn.

It seems that the samurai class defined a whole lifestyle, not just an occupation. Their aim was to achieve perfection in both spiritual refinement and physical strength. Even when on the march in wartime, a samurai carried along a lightweight Buddhist shrine. He believed that worship and meditation, along with warfare, made him a complete man.

MAIN IDEA

1. Which of the following is the best title for this selection?
- A Samurai Poetry
 - B How Samurai Warriors Fought Battles
 - C Japanese Civilization
 - D The Samurai Warrior Class of Japan

CLUES _____

UNFAMILIAR WORDS

2. There is enough information in this article to show that refinement refers to a kind of —.
- A improvement
 - B skill
 - C culture
 - D worship

CLUES _____

MOOD

3. What is the mood of the first haiku?
- A cheerful
 - B mournful
 - C angry
 - D joyous

CLUES _____

SETTING

4. What words in each haiku identify the setting?
- A *sky* and *branch*
 - B *cry* and *withered*
 - C *night* and *autumn*
 - D *lightning* and *alighted*

CLUES _____

MAKE A GENERALIZATION

5. Which generalization about Basho is best supported by the information in this passage?
- A Basho was a feared and respected samurai.
 - B Basho loved to write about nature.
 - C Basho studied the teachings of the old Japanese philosophers.
 - D Basho combined a warrior's skill with a poet's spirituality.

CLUES _____

UNFAMILIAR WORDS

6. There is enough information in this article to show that trivial means —.
- A ancient
 - B much-loved
 - C commonplace
 - D three-lined

CLUES _____

MATH: ROUNDING

7. A samurai built his castle on a mountain that is 2174 feet high. What is that number rounded to the nearest hundred?
- A 2,000
 - B 2,100
 - C 2,170
 - D 2,200

CLUES _____

MATH: VOLUME

8. A samurai built a shed behind his castle for storage. The floor is 8 ft. long and 6 ft. wide. The shed is 10 ft. high. What is the volume of the shed?
- A 48 ft.^3
 - B 96 ft.^3
 - C 280 ft.^3
 - D 480 ft.^3

CLUES _____

Read the article. Then answer questions 9 through 16.

Arabian Nights

The ancient Persians were gifted storytellers. They set about collecting every kind of story. In time they had a collection of stories unmatched in the eastern world. The book became known as "Tales from the Arabian Nights."

The unknown collector placed the stories within the framework of a larger, overarching story. The larger story was of a woman who told tales to save her life. She was Scheherazade, and this is her story.

The Story of Scheherazade

King Shahryar's wife had betrayed him! The king was overcome with grief and rage. He decided to take revenge on all women.

Every night King Shahryar ordered a beautiful woman from within the kingdom to be brought to his chambers. He wed the woman that night, and the next morning he had her put to death! The people in the kingdom wept for their daughters!

One night his bride was Scheherazade, the daughter of the king's favorite official. As soon as the king seated her in his chambers, Scheherazade began to speak.



"Long ago," she said, gazing at the king, "there lived a great ruler. . . ."

The king leaned forward to listen. Scheherazade told him a long, exciting tale. As she reached the most interesting part of the tale, the sun came up. She stopped.

"You must finish the tale," the king said to Scheherazade, "for I cannot bear the suspense of not knowing the ending."

"I can tell no more," said his beautiful bride, "for it is morning. I must wish my family farewell and prepare for my death."

"Spare her life," the king told his guards, "for I must hear the rest of this amazing story! Bring her to my chambers tonight!"

That night Scheherazade completed the tale. Then she began another tale just as interesting as the one before. When she reached the middle of it, the sun came up once again. The king felt he had to hear the rest of the tale. He ordered that Scheherazade live for another day.

And so it continued, night after night. As long as the king remained intrigued by her tales, Scheherazade lived—and no other young women died. The people prayed that her stories would never end!

But after a thousand and one nights, Scheherazade bowed her head. "I am finished, Great King," she said. "I can tell no more tales."

The king sighed. "You have been very generous with me, Scheherazade," he said. "Ask for anything you wish and I will give it to you."

"Put an end to the killing of the young brides," said Scheherazade. "That is my only wish."

The King agreed. He gave Scheherazade her freedom and a palace of her own. In addition, he proclaimed her Storyteller of the Kingdom. She was treated with honor and had all that she needed for the rest of her life.

UNFAMILIAR WORDS

9. The word intrigued as used in this selection means —.
- A puzzled
 - B shocked
 - C upset
 - D interested

CLUES _____

MAKE AN INFERENCE

10. There is enough information in the story to make the inference that Scheherazade —.
- A was truly in love with the king
 - B used storytelling as a strategy to end the killings
 - C loved stories and wanted to become the king's storyteller
 - D wanted to gain wealth and favor from the king

CLUES _____

AUTHOR'S PURPOSE

11. What was the author's purpose in writing the story of Scheherazade?
- A to persuade the reader that kings were evil
 - B to describe the lifestyle of a Persian king
 - C to entertain the reader with a tale of a clever woman
 - D to persuade people to change their form of government

CLUES _____

ELEMENTS OF STYLE

12. What narrative device did the unknown writer use to keep the stories unified?
- A centered all the stories around the king
 - B set the stories in ancient times
 - C placed all the stories within a larger story
 - D told the stories in alphabetical order

CLUES _____

CHARACTER

13. Which of the following best describes Scheherazade?
- A energetic
 - B courageous
 - C angry
 - D optimistic

CLUES _____

SEQUENCE

14. Which of these events happened first?
- A Scheherazade told the king the first story.
 - B Scheherazade said she could tell no more stories.
 - C The king told the guards to spare Scheherazade's life.
 - D The king married Scheherazade.

CLUES _____

MATH: ALGEBRAIC EXPRESSION

15. Scheherazade's brother, Ibn, and his friend pack for a trip through the desert. Ibn's load weighs 14 pounds less than his friend's load. Choose the correct algebraic expression to indicate the weight of Ibn's load.
- A $2p + 14$
 - B $p + 14$
 - C $p - 14$
 - D $14 - p$

CLUES _____

MATH: ALGEBRAIC EXPRESSION

16. Ibn owns a large number of camels. His friend, Al, has half as many camels as Ibn. Al's father has 3 more camels than Al. Choose the correct algebraic expression to indicate the number of camels Al's father has.
- A $3 + \frac{1}{2}x$
 - B $3 - \frac{1}{2}x$
 - C $3 + xy$
 - D $xy - 3$

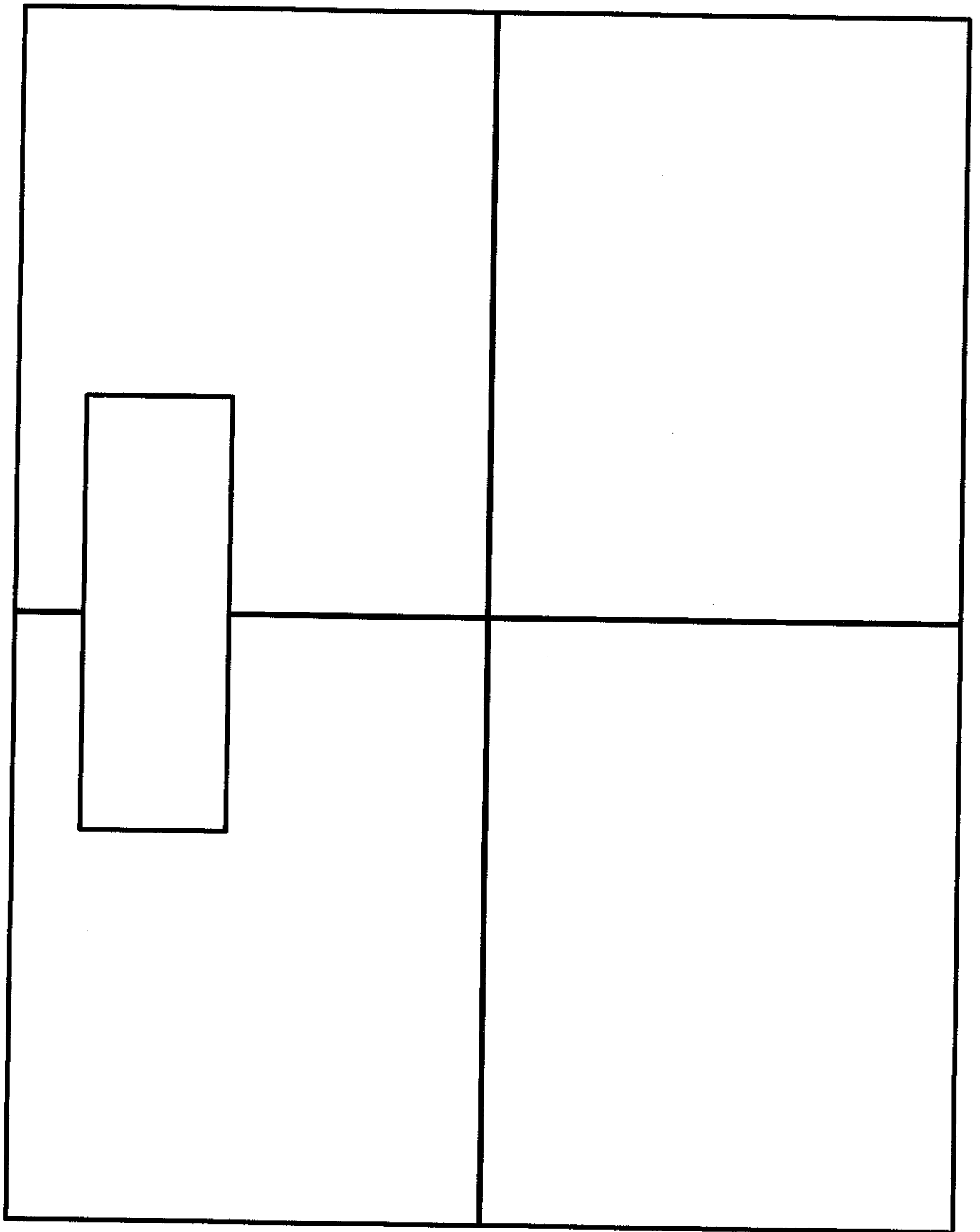
CLUES _____

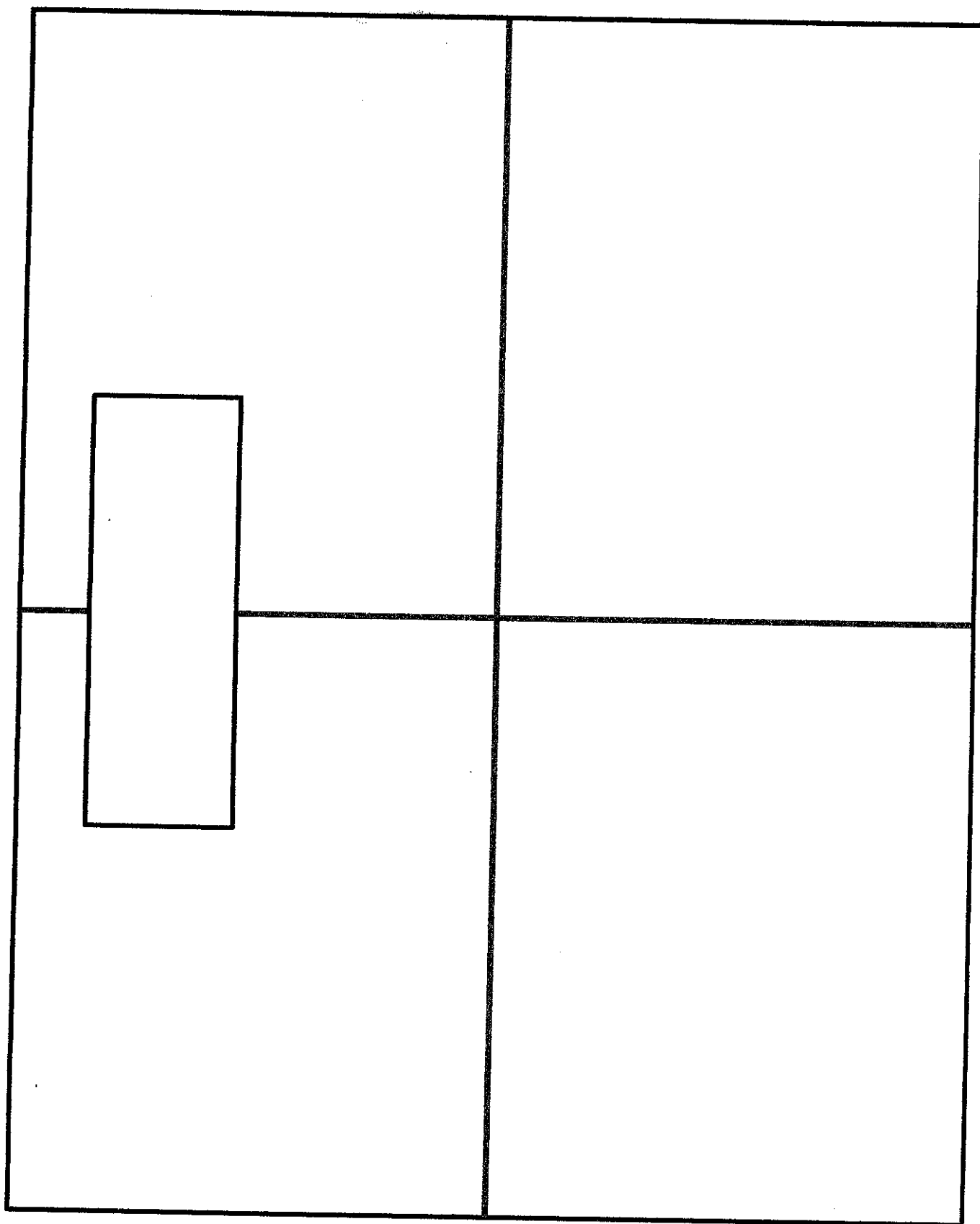
List of accomplishments in order

| List of accomplishments in order | |
|--|--|
| Description of what the person is most known for | Description of Early Life |
| Description of struggles or obstacles they had to overcome | Three Interesting Facts or a motivational quote that they said or lived by |

List of accomplishments in order

List of accomplishments in order





Math 6

10-day independent study math work

1. Complete Benchmark test A, Chapter 1-12. Please show any work that is necessary to get the answer.

The answer key is included with this packet to check answers.

2. Please also check Khan Academy to stay up with the latest assignments we are doing in class.
3. Continue to work on “missions” for continued math improvement.

Benchmark Test A, Chapters 1–12

1. The Andersons drove 175 miles in $3\frac{1}{2}$ hours. 6.RP.2, 6.RP.3, 6.RP.3b, 6.RP.3d

Part A: What is their average driving rate, in miles per hour?

Part B: At this rate, how many miles will the Andersons drive in $8\frac{1}{2}$ hours?

Part C: What is the Andersons' driving rate in feet per second? Round to the nearest tenth.

2. A bookstore advertises 4 paperback books for \$18.00. Select all of the equivalent ratios. 6.RP.1, 6.RP.3, 6.RP.3a

- ☐ 1 book for \$4.00
☐ 3 books for \$13.50
☐ 6 books for \$25.00
☐ 9 books for \$40.50
☐ 10 books for \$45.00

3. Students at a middle school were surveyed to determine how they arrive at school each day. The table shows the results of the survey. Complete the table to order the responses from least to greatest percent of students. 6.RP.3

| How Students Arrive at School | Portion of Students |
|-------------------------------|---------------------|
| Walk | 29% |
| Bicycle | $\frac{1}{4}$ |
| Dropped off | 0.06 |
| Bus | $\frac{2}{5}$ |

| | How Students Arrive at School | Percent of Students |
|----------|-------------------------------|---------------------|
| Least | | |
| | | |
| | | |
| Greatest | | |

4. A principal estimated that 100 students attended the school's play. Select all of the statements that could represent this estimate. 6.RP.3, 6.RP.3c

- ☐ 65% of 150 students
- ☐ 24% of 394 students
- ☐ 52% of 140 students
- ☐ 78% of 211 students

5. A store reduces the price of a jacket by 40%. The sale price of the jacket is marked as \$30.00. 6.RP.3, 6.RP.3c

Part A: What percent of the original price is the sale price?

Part B: What was the original price of the jacket?

6. Decide whether each product will have 3 decimal places. 6.NS.3

Yes **No**

- | | | |
|--------------------------|--------------------------|----------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 42.7×3.5 |
| <input type="checkbox"/> | <input type="checkbox"/> | 6×1.732 |
| <input type="checkbox"/> | <input type="checkbox"/> | 1.85×10.7 |
| <input type="checkbox"/> | <input type="checkbox"/> | 20.34×5.02 |
| <input type="checkbox"/> | <input type="checkbox"/> | 6.217×5.384 |

7. Sebastian ran 8.64 miles in 2.4 hours at a steady pace. 6.NS.2, 6.NS.3, 6.RP.3, 6.RP.3d

Part A: How many miles did Sebastian run in 1 hour?

Part B: How many miles did Sebastian run in the last 24 minutes? Justify your answer.

8. Decide whether each product is less than 1, equal to 1, or greater than 1. Sort the products into the appropriate bins. 6.NS.1

$$\frac{2}{3} \times \frac{3}{4} \quad \frac{4}{5} \times 1\frac{1}{4} \quad \frac{1}{6} \times 6\frac{1}{2}$$

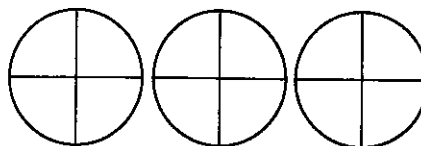
$$\frac{7}{10} \times 2\frac{1}{3} \quad \frac{3}{5} \times \frac{9}{10}$$

| Greater than 1 |
|----------------|
| |

| Equal to 1 |
|------------|
| |

| Less than 1 |
|-------------|
| |

9. A baker cuts pies into equal slices as shown in the diagram. Select all of the expressions the baker can use to find the total number of pie slices. 6.NS.1



- ☐ $3 \div \frac{1}{4} = \frac{3}{4}$
☐ $3 \div \frac{1}{4} = 12$
☐ $12 \div \frac{1}{3} = 4$
☐ $12 \div \frac{1}{4} = 3$

10. The length of Rosie's garden is $21\frac{1}{4}$ feet. Fencing comes in pieces $2\frac{1}{8}$ feet long. 6.NS.1

Part A: How many pieces of fencing will Rosie need along the length of her garden?

| |
|--|
| |
|--|

Part B: For each piece of fencing, 4 stakes are used to secure it in place. The stakes are equally spaced along the fencing piece, with one stake at each end. How far apart are the stakes on one piece of fencing?

| |
|--|
| |
|--|

11. The table shows the scores of five golfers at the end of a tournament. The integer 0 represents par. The greater the score, the more golf strokes a player makes. Complete the table to order the players from the fewest strokes to the most strokes. 6.NS.7, 6.NS.7b

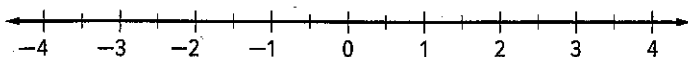
| Player | Golf Score |
|---------|------------|
| Isao | 7 |
| Vijay | -5 |
| Phil | -12 |
| Eldrick | 2 |
| Jack | 0 |

| | Score | Player |
|----------------|-------|--------|
| Fewest strokes | | |
| | | |
| | | |
| | | |
| Most strokes | | |

12. A student wants to compare these numbers. 6.NS.6, 6.NS.6c, 6.NS.7, 6.NS.7a

| | | | |
|------|------|-----|-----------------|
| 2 | -1.3 | 0.4 | $-1\frac{1}{2}$ |
| -3.1 | 1.3 | -2 | 4.0 |

Part A: Graph the points on the number line. Label the points.



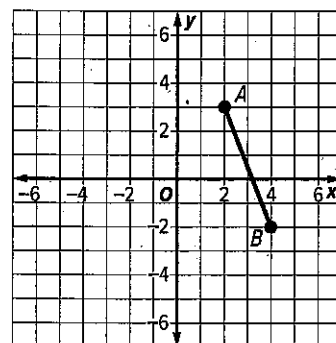
Part B: Compare the numbers by writing them in the inequality.

| | | | | | | | | | | | | |
|----------------------|---|----------------------|---|----------------------|---|----------------------|---|----------------------|---|----------------------|---|----------------------|
| <input type="text"/> | < | <input type="text"/> | < | <input type="text"/> | < | <input type="text"/> | < | <input type="text"/> | < | <input type="text"/> | < | <input type="text"/> |
|----------------------|---|----------------------|---|----------------------|---|----------------------|---|----------------------|---|----------------------|---|----------------------|

13. Mr. Wong graphed points *A* and *B* on the coordinate plane and then connected them. 6.NS.6, 6.NS.6b, 6.NS.8

Part A: Reflect points *A* and *B* over the *y*-axis and then connect them.

Part B: How do the coordinates of the reflected points compare to the coordinates of the original points *A* and *B*?



14. Powers have a base and an exponent. Sort each power into the appropriate bin based on how the value compares to 16. 6.EE.1

| | | |
|-------|-------|-------|
| 4^2 | 5^3 | 3^5 |
| 2^4 | 3^2 | 8^2 |

| Less than 16 |
|--------------|
| |

| Equal to 16 |
|-------------|
| |

| Greater than 16 |
|-----------------|
| |

15. Five friends went to an amusement park. The cost of admission per person is x dollars. Three friends paid \$30 each for a front-of-line pass. The group had a \$20 coupon off the total price. Circle all of the expressions that represent the total cost. 6.EE.2, 6.EE.2a, 6.EE.4

| | | | |
|------------------|-----------------------|-----------------------|-----------|
| $5x + 30 - 20$ | $3(30) + 2x - 20$ | $5(x + 30) - 20$ | $5x + 70$ |
| $2x + 70$ | $3(x + 30) + 2x - 20$ | $3(x + 30 - 20) + 2x$ | $5x + 10$ |
| $3(x + 10) + 2x$ | $3x + 30 + 2x - 20$ | $3x + 90 + 2x - 20$ | $5x + 30$ |

16. The rent for an apartment is \$800 per month. The landlord charges one month's rent as a deposit plus a nonrefundable damage cost of \$250. The expression $800(n + 1) + 250$ represents the cost of the renting the apartment for n months. 6.EE.2, 6.EE.2c, 6.EE.3

Simplify the expression.

| |
|--|
| |
|--|

How much does the apartment cost to rent for 2 years?

| |
|--|
| |
|--|

17. A teacher said that the solution of an equation is $n = 6$. Select all of the equations that have 6 as the solution. 6.EE.5

☐ $n + 8 = 14$

☐ $5n = 11$

☐ $\frac{n}{3} = 18$

☐ $\frac{60}{n} = 10$

☐ $15 - n = 9$

18. Nicole has run 2.75 miles so far in a race. The race is 10.5 miles. Write an addition equation and then solve to find out how much farther Nicole has to run. 6.EE.7

Addition equation:

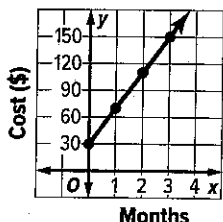
Miles Nicole has to run:

19. A bus traveled 744 miles between two cities. The bus traveled at a speed of 48 miles per hour. Write a multiplication equation and then solve to find out how many hours it took for the bus to arrive at its destination. 6.EE.7

Multiplication equation:

Hours the bus takes to arrive:

20. A health-club membership costs \$30 to join and \$40 per month. Select all of the representations of this function: 6.EE.9



- ☐ $y = 40 + 30x$, where y represents the total cost and x represents the number of months

☐

| Number of Months | 1 | 3 | 5 | 10 |
|------------------|----|-----|-----|-----|
| Cost (\$) | 70 | 150 | 230 | 430 |

21. Jeremy has \$20 to spend. He wants to buy some t-shirts that cost \$6.25 each. 6.EE.6, 6.EE.8

Part A: Write an inequality to find out how many t-shirts Jeremy can buy. Identify any variables you include.

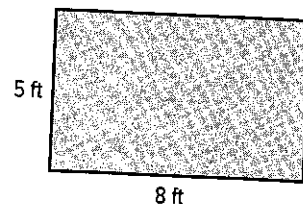
Part B: Solve the inequality. At most, how many t-shirts can Jeremy buy?

22. Lakeesha says that the area of the parallelogram she is looking at is 24 square feet. Samantha says that the area of the triangle she is looking at is also 24 square feet. The girls exclaim, "How can this be?" Select whether each statement is true or false. 6.G.1

True False

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | The heights are the same, and the base of the parallelogram is twice the base of the triangle. |
| <input type="checkbox"/> | <input type="checkbox"/> | The base and the height of the parallelogram are both twice the base and height of the triangle. |
| <input type="checkbox"/> | <input type="checkbox"/> | The bases are the same, and the height of the parallelogram is half the height of the triangle. |
| <input type="checkbox"/> | <input type="checkbox"/> | The base and height of both figures are the same. |

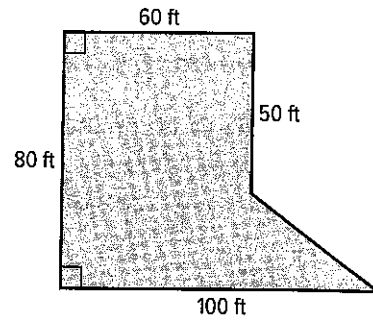
23. The figure shows the dimensions of a rectangular garden that Consuela originally planned to create. She realizes that a garden of this size will not be large enough for all of the vegetables and flowers that she wants to plant. Consuela considers tripling the length and width of the garden and thinks that the new garden size would be large enough for her plants. Select all of the statements that are true for Consuela's garden. 6.G.1



- | | |
|--------------------------|--|
| <input type="checkbox"/> | Consuela needs 3 times the length of fencing to enclose the larger garden than the smaller garden. |
| <input type="checkbox"/> | Consuela needs 12 times the length of fencing to enclose the larger garden than the smaller garden. |
| <input type="checkbox"/> | Consuela will have 3 times as much space for her plants with the larger garden than with the smaller garden. |
| <input type="checkbox"/> | Consuela will have 9 times as much space for her vegetables and flowers with the larger garden than with the smaller garden. |

24. The diagram shows the outline of a school's playground. What is the area of the playground? 6.G.1

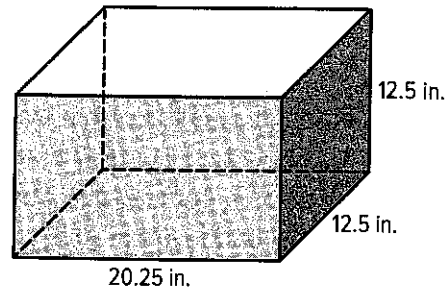
ft^2



25. The diagram shows the dimensions of Paloma's fish tank. 6.G.2

Part A: What is the greatest volume of water that the fish tank can hold? Round to the nearest tenth.

in^3



Part B: Paloma fills the fish tank with water to a height of 8 inches. How much more water can she put into the fish tank? Round to the nearest tenth.

in^3

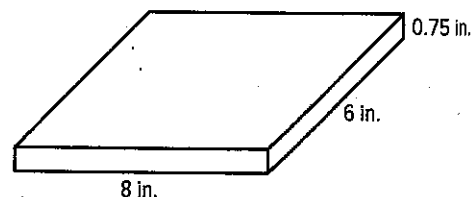
26. The points $A(-5, 3)$ and $B(3, -2)$ are the endpoints of the hypotenuse of a right triangle graphed on a coordinate plane. 6.G.3

Part A: What point can be graphed to make a right triangle whose hypotenuse is segment AB ?

Use the coordinates of the point in Part A to find the lengths of the two sides that form the right angle in the triangle.

Part B: Is there another point that can be graphed to make a different right triangle than the one described in Part A? Explain.

27. Sheila purchases the gift box shown. What is the least amount of wrapping paper that Sheila needs to completely cover the box? 6.G.4



28. The list shows a student's quiz scores. 6.SP.3, 6.SP.5, 6.SP.5a

6 10 5 6 6 10 8 9

Part A: Write the appropriate number for each data measure.

number of data values:

mean of quiz scores:

median of quiz scores:

mode of quiz scores:

range of quiz scores:

interquartile range of quiz scores:

| | |
|-----|-----|
| 3.5 | 7.5 |
| 4 | 8 |
| 5 | 8.5 |
| 6 | 9.5 |
| 7 | 10 |

Part B: What is the mean absolute deviation of the scores? Explain how you found your answer.

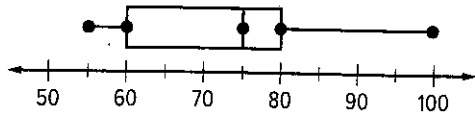
29. Jenna's bowling scores for five games are listed. Select whether each statement is true or false. 6.SP.3, 6.SP.5, 6.SP.5c

142 138 35 140 142

True False

- ☐ ☐ The mean is a better measure to represent the data than the median.
- ☐ ☐ The mean is less than the median.
- ☐ ☐ The range is affected by the score that is an outlier.
- ☐ ☐ The mode is affected by the score that is an outlier.

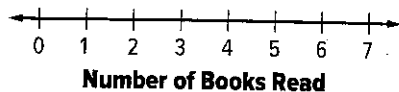
30. The box-and-whisker plot represents the test scores in Ms. Alvarez's class. Select all of the statements that describe the data. 6.SP.4, 6.SP.5, 6.SP.5d



- ☐ The median score is 75.
- ☐ The range of the scores is 45.
- ☐ The box plot shows clusters and gaps in the data.
- ☐ The same number of scores occurs between 55 and 60 as between 80 and 100.
- ☐ The shape of the data distribution is symmetric.
- ☐ Half the scores are between 60 and 80.
- ☐ The most appropriate measures of center and spread to describe the data distribution are mean and mean absolute variation.

31. Students in one middle school class kept track of the books they read during summer vacation. The results are in the table. 6.SP.1, 6.SP.2, 6.SP.4

Part A: Complete the line plot by graphing points for the data values.



| Books Read During Summer Vacation | | |
|-----------------------------------|---|---|
| 1 | 5 | 6 |
| 4 | 3 | 0 |
| 3 | 7 | 5 |
| 4 | 3 | 1 |
| 3 | 7 | 5 |
| 5 | 4 | 3 |

Part B: Is the question "How many books did the students read during summer vacation?" a statistical question?

Describe the shape of the data distribution.

Which two measures are the same? Explain.

NAME _____ DATE _____ PERIOD _____ SCORE _____

Benchmark Test A, Chapters 1-12

1. The Andersons drove 175 miles in $3\frac{1}{2}$ hours. 6.RP.2, 6.RP.3, 6.RP.3b, 6.RP.3d

Part A: What is their average driving rate, in miles per hour?

50 mph

Part B: At this rate, how many miles will the Andersons drive in $8\frac{1}{2}$ hours?

425 mi

Part C: What is the Andersons' driving rate in feet per second? Round to the nearest tenth.

73.3 ft/s

2. A bookstore advertises 4 paperback books for \$18.00. Select all of the equivalent ratios. 6.RP.1, 6.RP.3, 6.RP.3a

- ☐ 1 book for \$4.00
☒ 3 books for \$13.50
☐ 6 books for \$25.00
☒ 9 books for \$40.50
☒ 10 books for \$45.00

3. Students at a middle school were surveyed to determine how they arrive at school each day. The table shows the results of the survey. Complete the table to order the responses from least to greatest percent of students. 6.RP.3

| | How Students Arrive at School | Percent of Students |
|----------|-------------------------------|---------------------|
| Least | Dropped off | 6% |
| | Bicycle | 25% |
| | Walk | 29% |
| Greatest | Bus | 40% |

| How Students Arrive at School | Portion of Students |
|-------------------------------|---------------------|
| Walk | 29% |
| Bicycle | $\frac{1}{4}$ |
| Dropped off | 0.06 |
| Bus | $\frac{2}{5}$ |

Benchmark Test A, Chapters 1-12

4. A principal estimated that 100 students attended the school's play. Select all of the statements that could represent this estimate. 6.RP.3, 6.RP.3c

- ☒ 65% of 150 students
☒ 24% of 394 students
☐ 52% of 140 students
☐ 78% of 211 students

5. A store reduces the price of a jacket by 40%. The sale price of the jacket is marked as \$30.00. 6.RP.3, 6.RP.3c

Part A: What percent of the original price is the sale price?

60%

Part B: What was the original price of the jacket?

\$50.00

6. Decide whether each product will have 3 decimal places. 6.NS.3

- Yes No
☐ ☒ 42.7×3.5
☒ ☐ 6×1.732
☒ ☐ 1.85×10.7
☐ ☒ 20.34×5.02
☐ ☒ 6.217×5.384

7. Sebastian ran 8.64 miles in 2.4 hours at a steady pace. 6.NS.2, 6.NS.3, 6.RP.3, 6.RP.3d

Part A: How many miles did Sebastian run in 1 hour?

3.6 mi

Part B: How many miles did Sebastian run in the last 24 minutes? Justify your answer.

1.44 mi; Sample answer: $24 \text{ min} = 24 \div 60 = 0.4 \text{ h}$. After 2 hs, he ran $2 \times 3.6 = 7.2 \text{ mi}$. During the last 0.4 h, he ran $8.64 - 7.2 = 1.44 \text{ mi}$.

8. Decide whether each product is less than 1, equal to 1, or greater than 1. Sort the products into the appropriate bins. 6.NS.1

$$\frac{2}{3} \times \frac{3}{4}$$

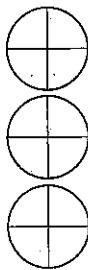
$$\frac{4}{5} \times \frac{1}{4}$$

$$\frac{1}{6} \times \frac{6}{2}$$

$$\frac{7}{10} \times \frac{2}{3}$$

$$\frac{3}{5} \times \frac{9}{10}$$

| Greater than 1 | Equal to 1 | Less than 1 |
|---|----------------------------------|---|
| $\frac{1}{6} \times \frac{6}{2}$ $\frac{7}{10} \times \frac{2}{3}$ | $\frac{4}{5} \times \frac{1}{4}$ | $\frac{2}{3} \times \frac{3}{4}$ $\frac{3}{5} \times \frac{9}{10}$ |



9. A baker cuts pies into equal slices as shown in the diagram. Select all of the expressions the baker can use to find the total number of pie slices. 6.NS.1

☐ $3 \div \frac{1}{4} = 4$

☒ $3 \div \frac{1}{4} = 12$

☐ $12 \div \frac{1}{3} = 4$

☐ $12 \div \frac{1}{4} = 3$

10. The length of Rosie's garden is $2\frac{1}{4}$ feet. Fencing comes in pieces $2\frac{1}{8}$ feet long. 6.NS.1

Part A: How many pieces of fencing will Rosie need along the length of her garden?

10 pieces

Part B: For each piece of fencing, 4 stakes are used to secure it in place. The stakes are equally spaced along the fencing piece, with one stake at each end. How far apart are the stakes on one piece of fencing?

$\frac{17}{24}$ ft

11. The table shows the scores of five golfers at the end of a tournament. The integer 0 represents par. The greater the score, the more golf strokes a player makes. Complete the table to order the players from the fewest strokes to the most strokes. 6.NS.7, 6.NS.7b

| Player | Golf Score |
|---------|------------|
| Isao | 7 |
| Vijay | -5 |
| Phil | -12 |
| Eldrick | 2 |
| Jack | 0 |

| Fewest strokes | Score | Player |
|----------------|-------|---------|
| | -12 | Phil |
| | -5 | Vijay |
| | 0 | Jack |
| | 2 | Eldrick |
| Most strokes | 7 | Isao |

12. A student wants to compare these numbers. 6.NS.6, 6.NS.6c, 6.NS.7, 6.NS.7a

$$2 > -13$$

$$0.4 > -1\frac{1}{2}$$

$$-3.1 < 1.3$$

$$-2 < 4.0$$

Part A: Graph the points on the number line. Label the points.



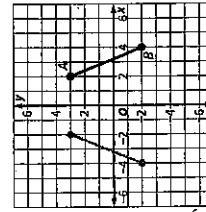
Part B: Compare the numbers by writing them in the inequality.

$$-3.1 < -2 < -1\frac{1}{2} < -1.3 < 0.4 < 1.3 < 2 < 4.0$$

13. Mr. Wong graphed points A and B on the coordinate plane and then connected them. 6.NS.6, 6.NS.6b, 6.NS.8

Part A: Reflect points A and B over the y-axis and then connect them.

Part B: How do the coordinates of the reflected points compare to the coordinates of the original points A and B?



The x-coordinates are opposites and the y-coordinates are the same.

14. Powers have a base and an exponent. Sort each power into the appropriate bin based on how the value compares to 16. 6.EE.1

| | | |
|-------|-------|-------|
| 4^2 | 5^3 | 3^6 |
| 2^4 | 3^2 | 8^2 |

| | | |
|--------------|----------------|-------------------------|
| Less than 16 | Equal to 16 | Greater than 16 |
| 3^2 | 4^2 2^4 | 5^3 3^5 8^2 |

15. Five friends went to an amusement park. The cost of admission per person is x dollars. Three friends paid \$30 each for a front-of-line pass. The group had a \$20 coupon off the total price. Circle all of the expressions that represent the total cost. 6.EE.2, 6.EE.2a, 6.EE.4

| | | | |
|------------------|-----------------------|-----------------------|-----------|
| $5x + 30 - 20$ | $3(30) + 2x - 20$ | $5(x + 30) - 20$ | $5x + 70$ |
| $2x + 70$ | $3(x + 30) + 2x - 20$ | $3(x + 30 - 20) + 2x$ | $5x + 10$ |
| $3(x + 10) + 2x$ | $3x + 30 + 2x - 20$ | $3x + 90 + 2x - 20$ | $5x + 30$ |

16. The rent for an apartment is \$800 per month. The landlord charges one month's rent as a deposit plus a nonrefundable damage cost of \$250. The expression $800(n + 1) + 250$ represents the cost of the renting the apartment for n months. 6.EE.2, 6.EE.2c, 6.EE.3

Simplify the expression.

| |
|----------------|
| $800n + 1,050$ |
|----------------|

How much does the apartment cost to rent for 2 years?

| |
|------------|
| $\$20,250$ |
|------------|

17. A teacher said that the solution of an equation is $n = 6$. Select all of the equations that have 6 as the solution. 6.EE.5

☒ $n + 8 = 14$
☐ $5n = 11$
☐ $\frac{n}{3} = 18$
☒ $\frac{50}{n} = 10$
☒ $15 - n = 9$

18. Nicole has run 2.75 miles so far in a race. The race is 10.5 miles. Write an addition equation and then solve to find out how much farther Nicole has to run. 6.EE.7

Addition equation:

| |
|-------------------|
| $n + 2.75 = 10.5$ |
|-------------------|

Miles Nicole has to run:

| |
|------------|
| 7.75 miles |
|------------|

19. A bus traveled 744 miles between two cities. The bus traveled at a speed of 48 miles per hour. Write a multiplication equation and then solve to find out how many hours it took for the bus to arrive at its destination. 6.EE.7

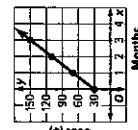
Multiplication equation:

| |
|-------------|
| $48n = 744$ |
|-------------|

Hours the bus takes to arrive:

| |
|------------|
| 15.5 hours |
|------------|

20. A health-club membership costs \$30 to join and \$40 per month. Select all of the representations of this function. 6.EE.9



- ☐ $y = 40 + 30x$, where y represents the total cost and x represents the number of months
☒

| Number of Months | 1 | 3 | 5 | 10 |
|------------------|----|-----|-----|-----|
| Cost (\$) | 70 | 150 | 230 | 430 |

21. Jeremy has \$20 to spend. He wants to buy some t-shirts that cost \$6.25 each. 6.EE.6, 6.EE.8

Part A: Write an inequality to find out how many t-shirts Jeremy can buy. Identify any variables you include.

6.25n ≤ 20, where n represents the number of t-shirts

Part B: Solve the inequality. At most, how many t-shirts can Jeremy buy?

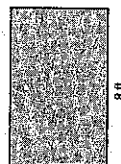
n ≤ 3.2; 3 t-shirts

22. Lakeesha says that the area of the parallelogram she is looking at is 24 square feet. Samantha says that the area of the triangle she is looking at is also 24 square feet. The girls exclaim, "How can this be?" Select whether each statement is true or false. 6.G.1

True False

- ☐ The heights are the same, and the base of the parallelogram is twice the base of the triangle.
- ☐ The base and the height of the parallelogram are both twice the base and height of the triangle.
- ☐ The bases are the same, and the height of the parallelogram is half the height of the triangle.
- ☐ The base and height of both figures are the same.

23. The figure shows the dimensions of a rectangular garden that Consuela originally planned to create. She realizes that a garden of this size will not be large enough for all of the vegetables and flowers that she wants to plant. Consuela considers tripling the length and width of the garden and thinks that the new garden size would be large enough for her plants. Select all of the statements that are true for Consuela's garden. 6.G.1

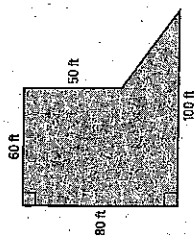


- ☒ Consuela needs 3 times the length of fencing to enclose the larger garden than the smaller garden.
- ☐ Consuela needs 12 times the length of fencing to enclose the larger garden than the smaller garden.
- ☐ Consuela will have 3 times as much space for her plants with the larger garden than with the smaller garden.
- ☒ Consuela will have 9 times as much space for her vegetables and flowers with the larger garden than with the smaller garden.

Course 1 • Benchmark Test A • Chapters 1–12 171

24. The diagram shows the outline of a school's playground. What is the area of the playground? 6.G.1

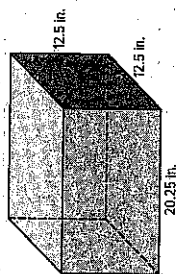
5,400 ft²



25. The diagram shows the dimensions of Paloma's fish tank. 6.G.2

Part A: What is the greatest volume of water that the fish tank can hold? Round to the nearest tenth.

3,164.1 in³



Part B: Paloma fills the fish tank with water to a height of 8 inches. How much more water can she put into the fish tank? Round to the nearest tenth.

1,139.1 in³

26. The points A(–5, 3) and B(3, –2) are the endpoints of the hypotenuse of a right triangle graphed on a coordinate plane. 6.G.3

Part A: What point can be graphed to make a right triangle whose hypotenuse is segment AB?

(–5, –2) OR (3, 3)

Use the coordinates of the point in Part A to find the lengths of the two sides that form the right angle in the triangle.

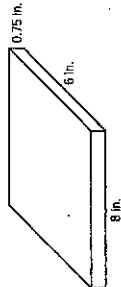
vertical side: 5; horizontal side: 8

Part B: Is there another point that can be graphed to make a different right triangle than the one described in Part A? Explain.

Yes; The point is on the other side of the hypotenuse. It can be either (–5, –2) or (3, 3).

172 Course 1 • Benchmark Test A • Chapters 1–12

27. Sheila purchases the gift box shown. What is the least amount of wrapping paper that Sheila needs to completely cover the box? 6.G.4



117 in²

28. The list shows a student's quiz scores. 6.SP.3, 6.SP.5, 6.SP.5a

6 10 5 6 6 10 8 9

Part A: Write the appropriate number for each data measure.

number of data values: 8

mean of quiz scores: 7.5

median of quiz scores: 7

mode of quiz scores: 6

range of quiz scores: 5

interquartile range of quiz scores: 3.5

Part B: What is the mean absolute deviation of the scores? Explain how you found your answer.

1.75; Sample answer: I found the absolute value of the difference between the mean 7.5 and each data value. I took the sum of those differences, 14, and divided by the number of data values, 8, to get $14 \div 8 = 1.75$.

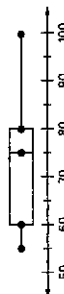
29. Jenna's bowling scores for five games are listed. Select whether each statement is true or false. 6.SP.3, 6.SP.5, 6.SP.5c

142 138 35 140 142

True False

- ☐ The mean is a better measure to represent the data than the median.
☒ The mean is less than the median.
☒ The range is affected by the score that is an outlier.
☐ The mode is affected by the score that is an outlier.

30. The box-and-whisker plot represents the test scores in Ms. Alvarez's class. Select all of the statements that describe the data. 6.SP.4, 6.SP.5, 6.SP.5d

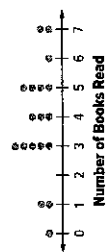


- ☒ The median score is 75.
☒ The range of the scores is 45.
☐ The box plot shows clusters and gaps in the data.
☒ The same number of scores occurs between 55 and 60 as between 80 and 100.
☐ The shape of the data distribution is symmetric.
☒ Half the scores are between 60 and 80.
☐ The most appropriate measures of center and spread to describe the data distribution are mean and mean absolute deviation.

31. Students in one middle school class kept track of the books they read during summer vacation. The results are in the table. 6.SP.1, 6.SP.2, 6.SP.4

| Books Read During Summer Vacation | 1 | 5 | 3 | 0 | 6 |
|-----------------------------------|---|---|---|---|---|
| 1 | 4 | 3 | 0 | | |
| 3 | 7 | 5 | | | |
| 4 | 3 | 1 | | | |
| 3 | 7 | 5 | | | |
| 5 | 4 | 3 | | | |

Part A: Complete the line plot by graphing points for the data values.



Part B: Is the question "How many books did the students read during summer vacation?" a statistical question?

Yes

Describe the shape of the data distribution.

Sample answer: The distribution is not symmetric. There is a peak at 3. There is a gap at 2. There is a cluster from 3–5.

Which two measures are the same? Explain.

mean and median; The mean is $69 \div 18 \approx 3.83$, which rounds to 4 books. The median is the average of the 9th and 10th values, which equals 4 books.

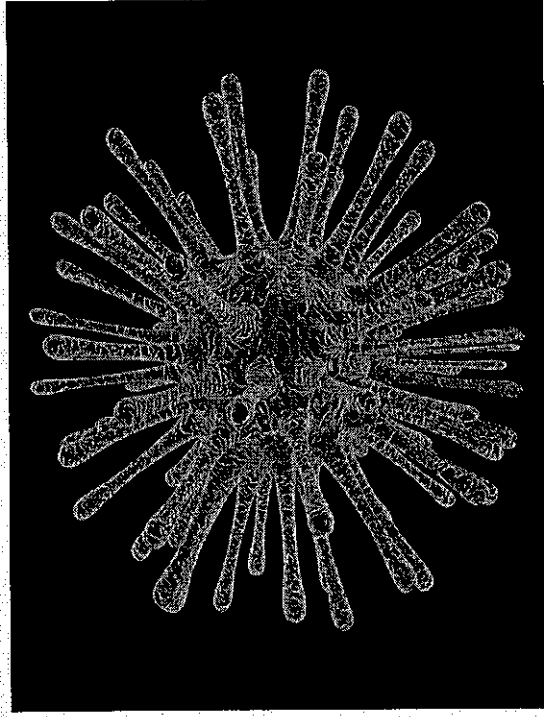
Independent Study Instructions Grade 6 SCIENCE

1. A. Cut out the cards for the "is it alive" card sort. Put them in to two piles (Alive and Not Alive)
B. Use the cards to fill out the "is it alive" graphic organizer.
3. Complete the Viruses Attack Activity. ***If the QR Code doesn't work, type in the address to your web browser.****
4. Complete the How Viruses Reproduce Activity. ***If the QR Code doesn't work, type in the address to your web browser.
5. Complete How the Influenza Virus Adapts Activity. ***If the QR Code doesn't work, type in the address to your web browser.****
6. Complete Identifying the Characteristics of Life ***If the QR Code doesn't work, type in the address to your web browser.****
7. Use the card sort "Are Viruses Alive" to complete the "Are viruses alive graphic organizer".
8. Use the CER Graphic Organizer to create a CER.
9. Write your CER in paragraph form on a separate piece of paper. If possible, use a marker to underline the Claim, Evidence and Reasoning in a separate color.

is it alive?



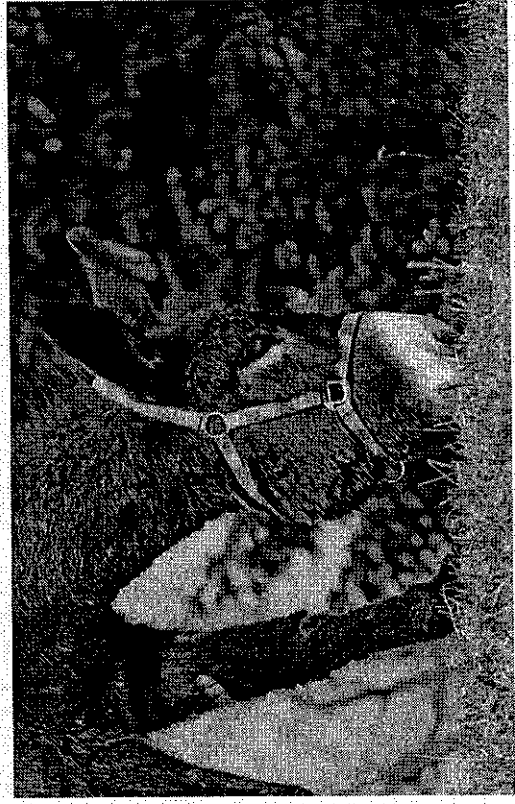
is it alive?



is it alive?



is it alive?



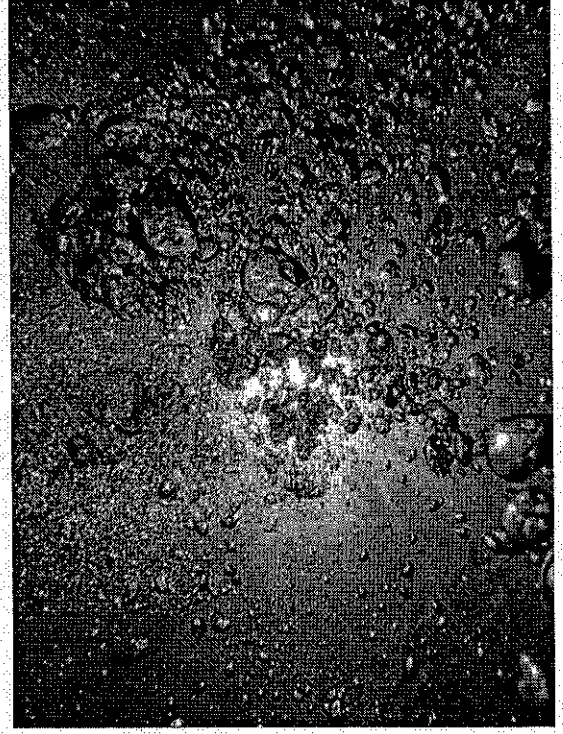
is it alive?



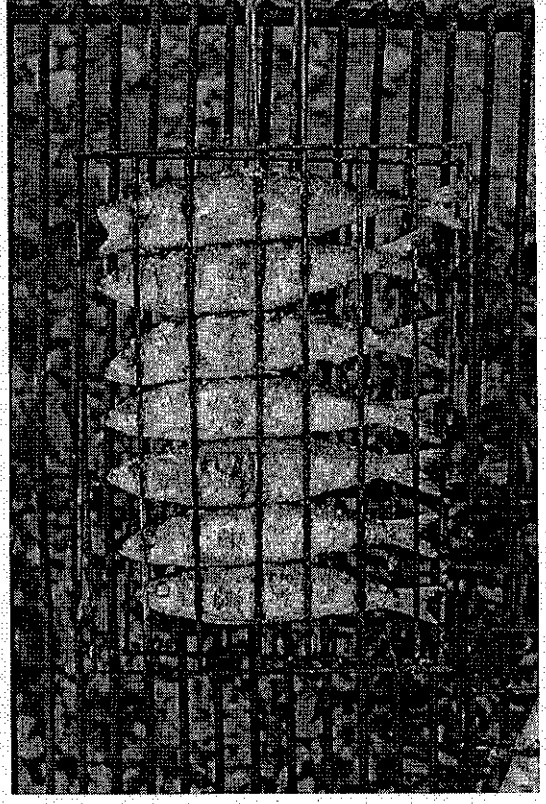
is it alive?



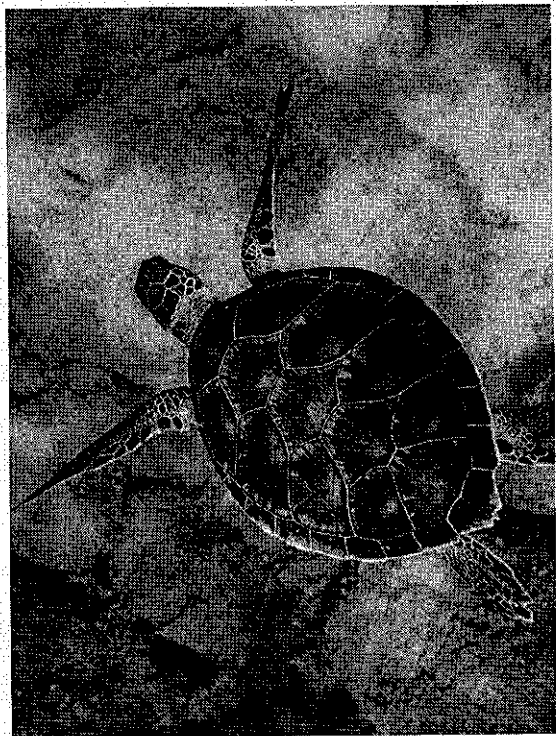
is it alive?



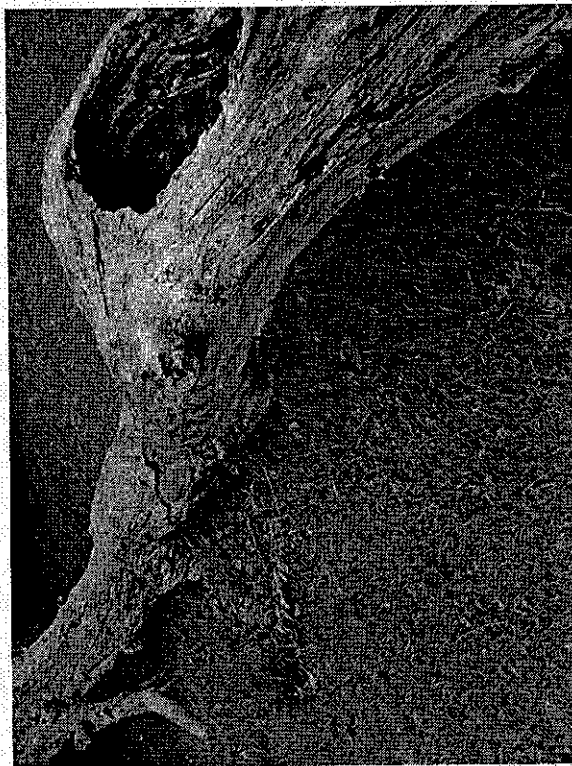
is it alive?



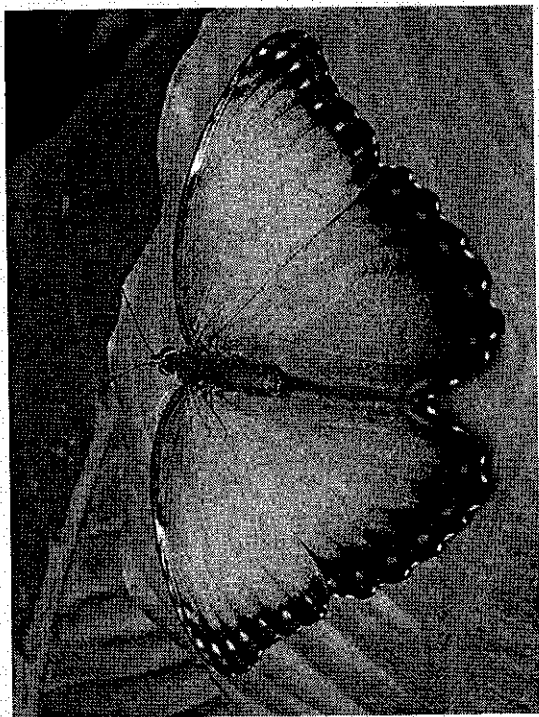
is it alive?



is it alive?



is it alive?



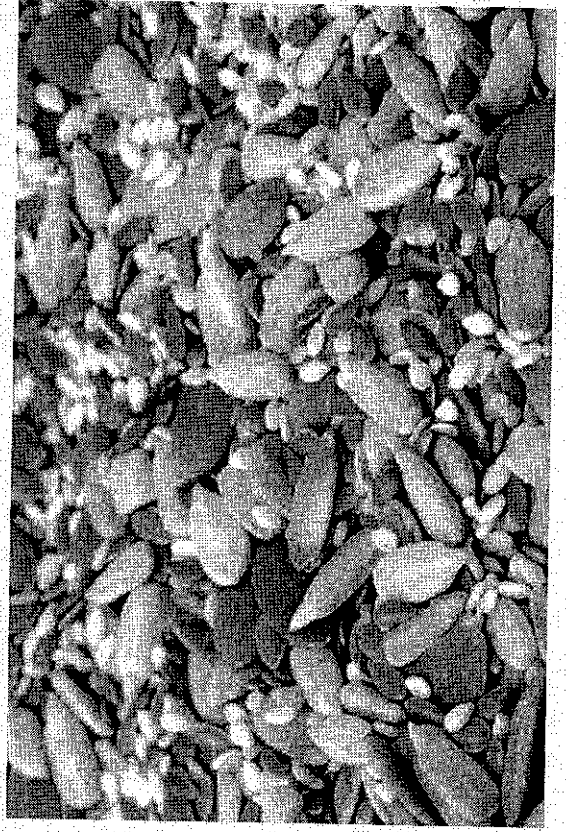
is it alive?



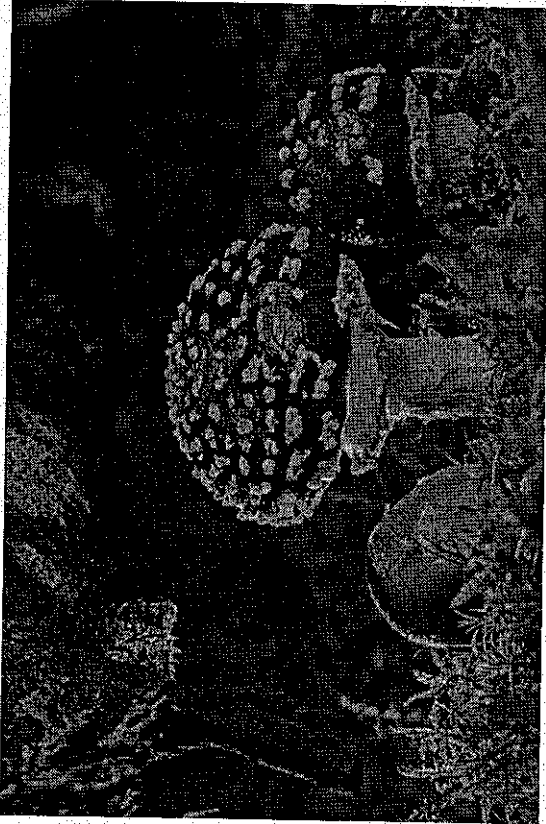
is it alive?



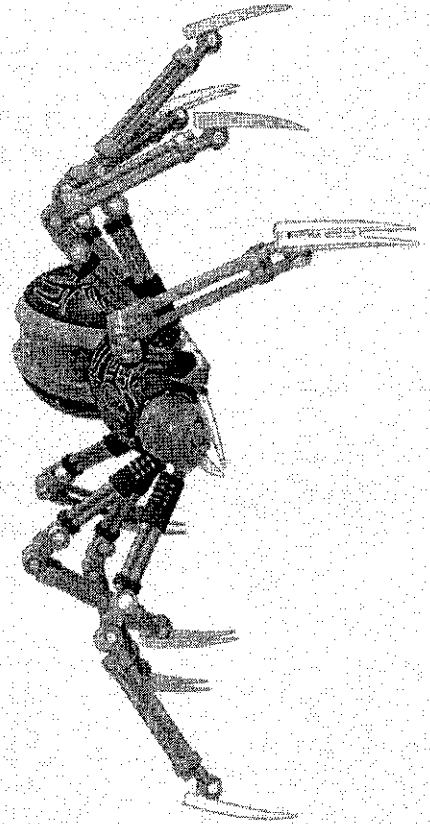
is it alive?



is it alive?



is it alive?



Class: _____

IS IT alive?

Task: Sort the cards at your station into two groups: living and nonliving. Then, record your responses and reasoning on the organizer below.

[illegible]

| EXAMPLE | CLASSIFICATION | REASONING |
|---------|----------------|-----------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

1. Which examples are you most confident you have classified correctly?

2. Which examples were difficult to classify? Why?

Class: _____



1. Draw a virus.

3. How does the virus get into the cell?

4. What does the virus do once it enters the cell?

5. What questions do you have about viruses and how they attack?

Name: _____

Class: _____

Are viruses Alive?

1. Respond to the question, **Are viruses alive?** Explain your reasoning, connecting what you may already know about viruses with what you know about the characteristics of living things.

2. Record and summarize what you learn about viruses below as you work through the following activities.

Viruses Attack

How Viruses Reproduce

How The Influenza Virus Adapts

Identifying The Characteristics Of Life

Name: _____

Class: _____



HOW VIRUSES REPRODUCE

Task: Watch video How Viruses Reproduce (available at <https://vimeo.com/227177718> or by using the QR code to the upper right) to complete the task below. Then, record what you have learned about viruses on your graphic organizer.

1. Create a series of drawings that illustrate how viruses reproduce. Use captions to describe what is happening at each step of the way.

Name: _____

Class: _____



HOW THE INFLUENZA VIRUS ADAPTS

TASK: Watch the video How The Influenza Virus Adapts (available at <https://vimeo.com/227179689> or by using the QR code to the upper right) to complete the task below. Then, record what you have learned about viruses on your graphic organizer.

1. Most viruses don't change. Why is this significant?
2. How is the influenza virus different than most viruses?
3. What changes about the virus each time it mutates? Why is this significant?
4. What is the role of pigs in the spread of disease from one organism (such as a bird) to another (such as a human)?

Teaching the Characteristics of Life

Name: _____

Class: _____

Identifying The Characteristics of Life



The Amoeba Sisters: Characteristics of Life
<http://bit.ly/2tLSXjD>



Text: Characteristics of Life
<http://bit.ly/2Vl3m1A>

Task: Access the resources provided above to answer the questions below and complete the graphic organizer with what you have learned about the characteristics of life.

1. What are some challenges scientists face when it comes to defining the characteristics of life?

2. Complete the graphic organizer below by recording what you have learned about the characteristics of life.

| Characteristic | Notes |
|----------------|-------|
| Organization | |
| Homeostasis | |
| Metabolism | |

CHARACTERISTIC

Notes

REPRODUCTION

GROWTH AND
DEVELOPMENT

RESPONSE TO
STIMULI

EVOLUTION

Class: -----

task: Complete the graphic organizer below to construct a Claim - Evidence - Reasoning response to the question, ARE VIRUSES ALIVE? Use information you have collected throughout unit activities, in addition to the information provided in the Are Viruses Alive? card set.

[illegible]

| | CLAIM (your response) | EVIDENCE (what supports your claim) | REASONING (how your evidence connects to the claim) |
|---|--|---|---|
| 4 | I fully and accurately respond to the question. I provide all relevant details to answer the question and completely explain my thoughts. | I provide sufficient evidence to support my claim. I use specific observations, measurements, and examples from my investigations and resources. All of my evidence is relevant and supports my claim. | I link each piece of the evidence I have provided to my claim by explaining the connection. I use scientific principles like facts and theories to explain the connection accurately and appropriately. I use the appropriate scientific terminology in my explanation. |
| 3 | I accurately respond to the question. To improve, I could elaborate on my thinking. | I provide evidence to support my claim. I use some specific observations, measurements, and/or examples. My evidence is mostly relevant. To improve, I could provide more evidence, use more specific examples, or remove evidence that is not relevant. | I link most of my evidence to my claim. I use some scientific principles and vocabulary appropriately in my explanations. To improve, I could link every piece of evidence or provide more information about the scientific principles or vocabulary that connect my evidence to my claim. |
| 2 | I respond to the question, but my thinking is flawed. To improve, I could return to my investigations, activities, and resources to better | I make a general statement about the evidence, but I don't include specific examples. I include some evidence that is not relevant or does not support my claim. To improve, I could include more specific evidence and remove evidence that is not relevant. | I may repeat the evidence, but I don't use scientific principles appropriately to connect my evidence to my claim. If I include any principles, I do not explain how they apply to my evidence or claim. I don't use scientific terminology in my explanation. To improve, I could tie my evidence to my claim with scientific principles and use the appropriate |
| 1 | I do not make a claim to answer the question. | I do not provide evidence that supports my claim. Evidence I do provide may not be relevant or it may not support my ideas. | I do not link my evidence to my claim appropriately in any way. If I include any scientific principles, my explanations are inaccurate or unclear. I do not use scientific terminology appropriately. |

Notes

| | CLAIM (your response) | EVIDENCE (what supports your claim) | REASONING (how your evidence connects to the claim) |
|---|--|---|---|
| 4 | I fully and accurately respond to the question. I provide all relevant details to answer the question and completely explain my thoughts. | I provide sufficient evidence to support my claim. I use specific observations, measurements, and examples from my investigations and resources. All of my evidence is relevant and supports my claim. | I link each piece of the evidence I have provided to my claim by explaining the connection. I use scientific principles like facts and theories to explain the connection accurately and appropriately. I use the appropriate scientific terminology in my explanation. |
| 3 | I accurately respond to the question. To improve, I could elaborate on my thinking. | I provide evidence to support my claim. I use some specific observations, measurements, and/or examples. My evidence is mostly relevant. To improve, I could provide more evidence, use more specific examples, or remove evidence that is not relevant. | I link most of my evidence to my claim. I use some scientific principles and vocabulary appropriately in my explanations. To improve, I could link every piece of evidence or provide more information about the scientific principles or vocabulary that connect my evidence to my claim. |
| 2 | I respond to the question, but my thinking is flawed. To improve, I could return to my investigations, activities, and resources to better | I make a general statement about the evidence, but I don't include specific examples. I include some evidence that is not relevant or does not support my claim. To improve, I could include more specific evidence and remove evidence that is not relevant. | I may repeat the evidence, but I don't use scientific principles appropriately to connect my evidence to my claim. If I include any principles, I do not explain how they apply to my evidence or claim. I don't use scientific terminology in my explanation. To improve, I could tie my evidence to my claim with scientific principles and use the appropriate |
| 1 | I do not make a claim to answer the question. | I do not provide evidence that supports my claim. Evidence I do provide may not be relevant or it may not support my ideas. | I do not link my evidence to my claim appropriately in any way. If I include any scientific principles, my explanations are inaccurate or unclear. I do not use scientific terminology appropriately. |

NOTES

| | CLAIM (your response) | EVIDENCE (what supports your claim) | REASONING (how your evidence connects to the claim) |
|-------|--|---|---|
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| Notes | | | |

are viruses alive?



Living things
have cells.

are viruses alive?



Living things
reproduce.

are viruses alive?



Living things
use energy.

are viruses alive?



Living things
respond to their
environment.

are viruses alive?



Living things
grow and
change.

are viruses alive?



Living things
work to maintain
a stable internal
environment.

are viruses alive?



Living things
pass their traits
to their
offspring.

are viruses alive?

If a dog, cat, or even
bacterium were left alone in
a room for a week, they
would change. If a virus
were left alone in a room
for a week, it would
experience no changes.

are Viruses alive?

Viruses have genetic material (either DNA or RNA) and a protein coat that protects the genetic material.

are Viruses alive?

Viruses do not have a cell membrane or other organelles that cells have.

are Viruses alive?

Viruses do not have the tools to make a copy of their DNA.

are Viruses alive?

Viruses have found ways to make new viruses by inserting their genetic material into a host cell.

Are Viruses alive?

A new type of virus has been discovered that has the tools to make a copy of its DNA. It is called a mimivirus.

Are Viruses alive?

Viruses do not use energy outside of a host cell.

Are Viruses alive?

Viruses become active when they come into contact with a host cell. They use the host's energy and tools to make more viruses.

Are Viruses alive?

Bacteria are considered alive. Some types of bacteria rely on energy from their hosts.

Are Viruses aLive?

Viruses interact with the cells they infect by binding to receptors on cells, injecting their genetic material into the cell, and mutating as they are reproduced.

Are Viruses aLive?

Interactions between viruses and hosts are based on the virus's chemical makeup. They are not active processes.

Are Viruses aLive?

Living organisms actively bind to other cells, pass on their genetic material, and evolve over time.

Are Viruses aLive?

When a donkey is mated with a female horse, the offspring is called a mule. It is unable to reproduce.

Answer the Following Question: Are Viruses Alive?

- After you have filled out this graphic organizer, write a CER Paragraph answering this question.

| | |
|--------------------------------------|--|
| C- Claim (Answer) | |
| E - Evidence (Example) | |
| R- Reasoning (Support) | |
| E - Evidence (Example) | |
| R- Reasoning (Support) | |

PE Independent Study Work

Choose 1 assignment below each day and complete. Answers will be completed in short essay or short answer form (depending on the question) Points are listed next to each assignment in **bold**. If there is a handout that goes with the assignment it will be attached to this paper. **All 1 page papers need to be double spaced and typed (if you have access to a computer) or handwritten double spaced. Please title the assignment with the appropriate title.**

1. 1 Page on childhood obesity. Talk about the health risks and causes. Can use sources from online. (10points)
2. With the provided handout (**Food Log - 1 Week**)keep a journal of everything you eat for one week. Analyze your diet. Do you think it's good or bad? (10 points)
3. 1 Page on how you can change your eating habits in order to improve your overall health. What exact foods can you choose or should be eating and why? (10 points)
4. Why is physical education important and what are the benefits of daily physical education? 1 Page. (10 points)
5. What are the top 10 causes of death in America? Which ones can be prevented through exercise and good nutritional habits? How? 1 Page (10 points)
6. What are the steps that an obese sedentary individual should take towards becoming physically fit and healthy? 1 Page (10 points)
7. What is cardiovascular disease? How do you prevent it? 1 Page (10 points)
8. Define physical fitness and wellness. How are they different? 1 Page (10 points)
9. What are the benefits of physical exercise and good nutritional habits?1 Page (10 points)
10. On the **Physical Activity Week Log** handout provided you will jog all the physical activity you participate in a normal week. Are you getting at least 30 minutes of moderate physical activity everyday and 20 minutes of vigorous physical activity 3 times a week? (20 points)
11. On the **Workout Activity Handout** you would do physical activity for a period of 30 minutes per day you missed, and answer the prompts that are provided. (10 points)

NAME: _____

DATE: _____

PERIOD: _____

Food Log (1 Week)

| DAY | TIME | FOOD/BEVERAGE | AMOUNT/ SERVING | CALORIES |
|-----------|------|---------------|--------------------|----------|
| Monday | | | | |
| | | | | |
| | | | | |
| Tuesday | | | | |
| | | | | |
| | | | | |
| Wednesday | | | | |
| | | | | |
| | | | | |
| Thursday | | | | |
| | | | | |
| | | | | |
| Friday | | | | |
| | | | | |
| | | | | |
| Saturday | | | | |
| | | | | |
| | | | | |
| Sunday | | | | |
| | | | | |
| | | | | |
| TOTALS: | | | | |

Check # of 8 ounce glasses of water:



NAME: _____

DATE: _____

PERIOD: _____

Physical Activity Week Log

Right the activity/activities that you each day in the space provided

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------|--------|---------|-----------|----------|--------|
| Activity | | | | | |

Define the two words below in your own words.

Moderate: _____

Vigorous: _____

Answer the following question in 3 to 5 complete sentences.

Are you getting at least 30 minutes of moderate physical activity everyday and 20 minutes of vigorous physical activity 3 times a week?

NAME: _____

DATE: _____

PERIOD: _____

Workout Activity

Activity: _____

Duration: _____

Requirements:

You must participate in some sort of physical activity for a period of 30 minutes per day you missed. The physical activity must be one that increases the heart rate. Your heart rate must be beating faster at the end of the activity than it was at the beginning.

To obtain credit, you must complete 1 activity below and return it to me.

Choose:

1) Draw a picture(using colored pencils,crayons,and/or markers) of what it looked like when you participated in this activity.

OR

2) Write a paragraph (5-7sentences) describing the exercise/activity you did.

You may include how you felt during the exercise, what you liked about it, how often you participate in this exercise, and/or anything else that relates to P.E.