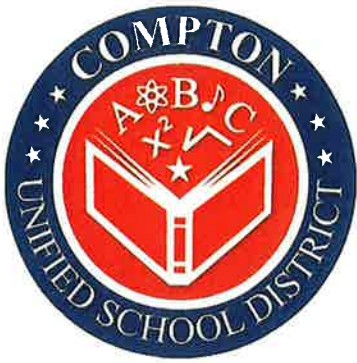# Compton USD Learning Packet

Seventh Grade

Name_____

COMPTON UNIFIED SCHOOL DISTRICT

Support Learning at Home

MESSAGE FOR PARENTS

Dear Parents and Guardians,

As spring break approaches, we would like to share with you some learning resources that we have available for our PreK-12 students. From activity packets and online programs, to the use of Google Classroom and Google Meet, CUSD students have multiple opportunities to reinforce learning. We want our scholars to continue learning beyond the classroom, whether it is at home, after school, on weekends, during vacation time, or in the event of extenuating circumstances that would prevent students from coming to school.

Visit our Compton Unified School District website to access the resources that we have available for our students!

PARENT SQUARE REGISTRATION
To receive important updates on student assignments please make sure that you are registered on Parent Square! You will receive notification from your schools.

EDUCATIONAL SERVICES

PHONE:
(310) 639-3165

WEBSITE:
www.compton.k12.ca.us

REVIEW LEARNING PACKETS

Our Common-Core aligned **Review Learning Packets** offer TK-12 students the opportunity to review some of the most important concepts learned throughout this academic year. These activities mainly cover the areas of literacy and mathematics. Each packet contains student work for 2 weeks, and it includes recommendations for students and families on how to distribute the completion of these review activities. In addition, we recommend that students engage in leisure reading for a minimum of 30 minutes daily! Encourage them to take home reading books from their classroom/school library!

ACCESS TO ONLINE PROGRAMS

In addition our Learning Packets, our district offers a variety of **online programs** that students can access. Some of these programs include i-Ready, Imagine Learning, Dreambox, and My Writing Coach. The use of this programs offer a great opportunity for students to master those skills that they are experiencing difficulty with, while learning new grade-level concepts! A Digital Resource Guide and usage program usage recommendations are included at the back of our Learning Packet.

GOOGLE CLASSROOM

Many of our educators also use **Google Classroom**, which makes their teaching more productive, collaborative, and meaningful. Using this management system, our teachers can distribute assignments that students can complete from home, and teachers can review, grade, and send feedback!

GOOGLE MEET

Many of our teachers use **Google Meet** as part of their Google Classroom. This platform allows teachers to video conference live with students to deliver lessons, tutor, and answer clarifying questions virtually.
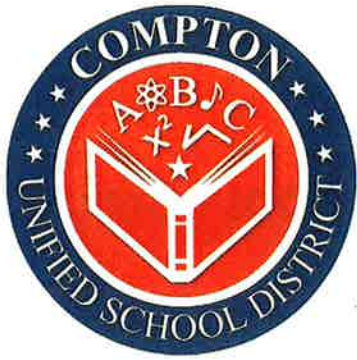
DISTRITO ESCOLAR UNIFICADO DE COMPTON

Support Learning at Home

MENSAJE PARA LOS PADRES

Estimados padres y tutores,

A medida que se acerca el descanso de primavera, nos gustaría compartir con ustedes algunos recursos de aprendizaje que tenemos disponibles para nuestros estudiantes de PreK-12. Desde paquetes de actividades y programas en la web, hasta el uso de Google Classroom y Google Meet, los estudiantes del Distrito Escolar Unificado de Compton (CUSD) tienen múltiples oportunidades para reforzar el aprendizaje.
Queremos que nuestros estudiantes continúen aprendiendo más allá del salón de clases, ya sea en casa, después de la escuela, los fines de semana, durante las vacaciones, o en el caso de circunstancias atenuantes que prevendrían a los estudiantes asistir a clases.

¡Visite nuestro sitio web del Distrito Escolar Unificado de Compton para tener acceso a los recursos que tenemos disponibles para nuestros estudiantes!

PARENT SQUARE
Para recibir notificaciones sobre las tareas para su hijo/a por favor regístrese en Parent Square. Su escuela le mandara más información.

SERVICIOS EDUCATIVOS

TELÉFONO:
(310) 639 4321 Ext. 55012

SITIO WEB:
www.compton.k12.ca.us

REVISAR PAQUETES DE APRENDIZAJE

Nuestros **Paquetes de Aprendizaje de Repaso** están alineados con los estándares del estado y ofrecen a los estudiantes TK-12 la oportunidad de revisar algunos de los conceptos más importantes aprendidos a lo largo de este año académico. Estas actividades abarcan principalmente las esferas de la alfabetización y las matemáticas. Cada paquete contiene trabajo para los estudiantes para 2 semanas, e incluye recomendaciones para los estudiantes y las familias sobre cómo distribuir estas tareas. Además, recomendamos que los estudiantes se involucren en lectura libre por un mínimo de 30 minutos cada día.

ACCESO A PROGRAMAS DE COMPUTACION

Además de nuestros Paquetes de Aprendizaje, nuestro distrito ofrece una variedad de **programas de computación** a los que los estudiantes pueden acceder. Algunos de estos programas incluyen i-Ready, Imagine Learning, Dreambox y My Writing Coach. ¡El uso de estos programas ofrece una gran oportunidad para que los estudiantes dominen aquellas habilidades con las que están experimentando dificultades, mientras aprenden nuevos conceptos de nivel de grado! En la parte posterior de nuestros Paquetes de Aprendizaje se incluye una Guía de Recursos Digitales.

SALÓN DE CLASES DE GOOGLE

Muchos de nuestros educadores también utilizan **Google Classroom**, lo que hace que su enseñanza sea más productiva, colaborativa y relevante. ¡Usando este sistema, nuestros maestros pueden distribuir tareas que los estudiantes pueden completar desde casa, y los maestros pueden revisar, calificar y enviar comentarios!

GOOGLE MEET

Muchos de nuestros maestros utilizan los **Google Meet** como parte de su Google Classroom. Esta plataforma permite a los profesores realizar videoconferencias con los estudiantes para impartir lecciones, ofrecer clases particulares y responder a preguntas y dudas de forma virtual.

7th Grade Learning Packet

TABLE OF CONTENTS

Day	Lesson	Date Completed
1	Read, "Is the Earth Getting Warmer" and Answer Questions 1-10	
1	Claim 1, Target A	
2	Read, "DNA Fingerprinting" and "To Buy or to Lease"	
2	Claim 1, Target A	
3	Read, "Water: A Give and Take" and Answer Questions 1-10	
3	Claim 1, Target B	
4	Read, "Frog or Toad?" and Answer Multiple Choice and Short Answer Questions	
4	Claim 1, Target B	
5	Write Argumentative Text Using a Complete Writing Process	
5	Claim 1, Target C	
6	Read, "As Time Flies By" and Answer Questions 1-10	
6	Claim 1, Target C	
7	Read, "Why I Hate Facebook" and Answer the Questions	
7	Claim 1, Target D	
8	Read, "Taken by Surprise" and Answer Questions 1-10	
8	Claim 1, Target D	
9	Read, "The US Senate" and Answer the Multiple Choice and Short Answer Questions	
9	Claim 1, Target G	
10	Write a Story Using a Complete Writing Process	
10	Claim 1, Target G	

Recommended Online Usage	
❏ I-Ready Reading - 45 minutes per week	❏ I-Ready Math - 45 minutes per week
❏ Imagine Learning for English Learners - 90 minutes per week	❏ Dreambox - 90 minutes per week

Is the Earth Getting Warmer?

by ReadWorks

In 1975, a scientist named Wallace "Wally" Broecker wrote a paper in which he asked a simple question: was the Earth getting warmer? When the paper was published, some of Broecker's colleagues laughed at him. Many of them believed that the world was actually cooling.

Historically, there have been periods in which the Earth's temperature has slowly risen and cooled over thousands of years. This is a natural process that can be caused by many factors, including changes in radiation from the Sun, changes in the Earth's orbit, and volcanic activity.

However, climate change can also be caused by changes in the amount of certain gases in the atmosphere. Broecker had noticed that the amount of carbon dioxide - a colorless, odorless gas -- was slowly building up. While some carbon dioxide is produced through natural processes, large quantities of it are also produced by humans. Carbon dioxide is generated in especially large amounts when we burn fossil fuels, such as oil, coal, and natural gas. This burning happens when we drive cars, use electricity, and make certain products. When released into the atmosphere, carbon dioxide traps heat. Broecker reasoned that if people produced a lot of carbon dioxide, then enough

heat would be trapped that the Earth would begin to warm. He called this "global warming."

Several decades later, many climate scientists agree with Broecker: the Earth is heating up and humans are largely responsible. This warming process is often referred to as "climate change." More carbon dioxide is being produced than ever before. Every year, humans produce about 8 billion metric tons of carbon. 2012 was the hottest year in recorded history. Recently, scientists estimated that more carbon dioxide exists in the atmosphere than has in over three million years.

While scientists understand how climate change works, some of its effects are still difficult to predict. Some scientists expect an increase in so-called "extreme weather" events, such as hurricanes and floods. Others foresee a rise in levels of sea water. While exactly what changes will happen are unclear, Broecker has warned that people should be prepared for some large disturbances. In an interview with the *Guardian*, a British newspaper, in 2008, he compared the Earth's climate to a wild animal. Sometimes, when provoked, the animal will react violently and unpredictably.

"If you're living with an angry beast, you shouldn't poke it with a sharp stick," he said.

Why are scientists able to understand some phenomena, like climate change, in a general way, but aren't able to predict the changes they will have on the Earth? Part of the reason is because many large Earth systems involve "feedback loops" - processes that help amplify (positive feedback loops) or diminish (negative feedback loops) certain changes.

Feedback loops can occur in the climate system, too. If the temperature of the Earth rises, it can change the environment so that it produces even more heat.

There are a number of different ways in which this phenomenon occurs. Scientists who work in the Arctic, at the northern end of the Earth, have been reporting that, every year, more and more floating sea ice melts. In the last 30 years, more than one-third of the ice that appears in the Arctic during the summer has melted away.

This worries scientists because Arctic ice plays an important role in cooling the Earth - although not in the way you might think. While we add ice to our drinks to make them colder, Arctic sea ice cools the Earth in a different way. Ice, which is white colored, reflects light. This means that much of the sunlight that hits ice bounces off and is sent right back to space. Reflecting light away helps keep the Earth cool.

However, as the Earth heats up, ice begins to melt. As ice melts, this reveals more of the darker-colored land or ocean water, which doesn't reflect heat, but absorbs it. So, less light is reflected back into space, causing the climate's temperature to increase. As the world gets hotter, this causes the ice to melt even faster. This increase in temperature causes still more ice to melt, which causes the world to get hotter, etc... This is an example of a positive feedback loop, in which heat produces more heat.

Similarly, there are other climate systems that can get caught in feedback loops. There are many gases that, like carbon dioxide, contribute to global warming. Some of these gases are trapped in the frozen tundra across Alaska, Canada, Russia, and other northern lands. This soil, whose temperature is below freezing, is called permafrost. When permafrost melts, much of this gas is released into the atmosphere. This causes the atmosphere to warm up, which melts more permafrost, which heats up the atmosphere, etc... Again, a feedback loop ensues, in which a warm climate leads to the creation of an even warmer climate.

A more complex example of a similar phenomenon involves the Amazon rainforest. When temperatures rise, the rainforest experiences more droughts and wildfires. This causes more trees to burn down. Just as when humans burn fossil fuels, the burning of trees causes large amounts of carbon dioxide to be released into the world. Trees play two important roles in preventing global warming: they help absorb carbon dioxide, which prevents it from trapping heat in the atmosphere, and rainforest trees help pump water into the atmosphere. When trees burn down, less water is pumped into the atmosphere, which leads to less rainfall, which leads to more trees burning - which leads to more carbon dioxide being produced. These are both examples of positive feedback, but feedback can be negative too. When negative feedback occurs, an original effect is diminished.

Both positive and negative feedback loops can occur in all kinds of Earth systems, not just in a system related to the climate. For example, the relationship between different species of animals is a kind of system as well. Periodically, the populations of certain animals will wax and wane. In some cases, the population of a species can become stuck in a negative feedback loop. This can occur if a predator becomes too powerful and its prey becomes too weak. For example, in the early 19 century, humans began hunting a species of bird known as passenger pigeons. Soon, fewer birds existed, which made it more difficult for the species to mate. As mating declined, fewer birds were born, which made it still more difficult for the birds. This created a negative feedback loop in which the population of the birds continued to fall until they are now extinct.

While scientists understand some of how these feedback loops work, they lack a deep knowledge of them, making them extremely unpredictable. This is because, like any complex system, these feedback loops include many variables. Many of these systems are also interdependent, which means that many of these feedback loops affect each other. For example, when permafrost melts, it makes the whole world hotter, not just the area around the permafrost. And these changes are not just limited to temperature. Changes in the amount of rainfall an area receives can lead to changes in its atmosphere. This, in turn, can affect the Earth's temperature, which can affect how much ice melts, which can affect how much rain falls, and so on. So, a small change to a very complex system can lead to very big consequences. This makes predicting the behavior of large systems incredibly difficult.

Some skeptics about climate change point to this uncertainty as a way of casting doubt on whether the world is actually warming. However, being unable to predict the effects of climate change does not mean that it is not happening. Think back to Broecker's analogy. If you poke a wild animal with a sharp stick, you may not be able to guess exactly how it will react. However, even if you don't know precisely what the animal will do - it may bite you or scratch you or just growl - it's still a very bad idea to provoke it.

Scientists continue to debate exactly what happens as the Earth's temperature rises. Among the most popular ideas are that dry areas will become increasingly dry, while wet areas will become increasingly wet; oceans, seas, and lakes will rise; and glaciers, ice caps and snow-covered areas will become smaller. However, many climate scientists agree that a potential way of reducing the effects of climate change is to cut down the amount of carbon dioxide in the atmosphere.

Name: _____ **Date:** _____

1. According to the passage, which gas is generated in especially large amounts when we burn fossil fuels?

    A. carbon dioxide

    B. methane

    C. carbon monoxide

    D. sulfur dioxide

2. The increase of carbon dioxide in the atmosphere has had which effect on the Earth's climate?

    A. Average rainfall has decreased.

    B. Extreme weather has become less common.

    C. The Earth's temperatures are rising.

    D. The Earth's temperatures are falling.

3. Arctic ice plays an important role in cooling the Earth. Which evidence from the passage best supports this statement?

    A. In the last 30 years, more than one-third of the ice that appears in the Arctic during the summer has melted away.

    B. Arctic ice reflects the Sun's light.

    C. When Arctic ice melts, it reveals more of the darker-colored land or ocean water.

    D. Darker-colored land absorbs the Sun's light, causing the climate's temperature to increase.

4. Some of the gases that contribute to global warming are trapped in permafrost. When permafrost melts, many of these gases are released into the atmosphere. This leads to an increase of the atmosphere's temperature, which causes more permafrost to melt.

What type of feedback loop is this an example of?

    A. negative feedback loop

    B. complex feedback loop

    C. both a positive and negative feedback loop

    D. positive feedback loop

5. What is the main idea of this passage?

    A. Climate change is a complex and unpredictable process involving feedback loops.

    B. Disagreements about climate change have prevented scientists from finding real solutions to global warming.

    C. Wallace Broecker's theory may have been incorrect, but he presented some worthwhile ideas.

    D. Climate change can be completely reversed if carbon dioxide production is changed.

6. Read the following sentences: "Some scientists expect an increase in so-called 'extreme weather' events, such as hurricane and floods. Others **foresee** a rise in levels of sea water."

Which word could best replace **"foresee"** as used in this sentence?

    A. forecast

    B. glimpse

    C. pretend

    D. discover

7. Choose the answer that best completes the sentence below.

Trees play important roles in preventing global warming, _____ absorbing carbon dioxide and pumping water into the atmosphere.

    A. thus

    B. finally

    C. as a result

    D. including

8. How does carbon dioxide increase the Earth's temperature?

_____

_____

_____

9. What is a feedback loop?

_____

_____

_____

10. How can heat produce more heat? Use information from the passage to support your answer.

_____

_____

_____

NEXTGEN MATH

Name _____

1. A snack mix recipe calls for $1\frac{1}{4}$ cups of raisins and $\frac{1}{3}$ cup of pretzels.

   Nathaniel wants to make the same recipe using 1 cup of pretzels. How many cups of raisins will Nathaniel need?

   [ ] cups

2. Caroline uses $\frac{1}{6}$ cup of glue for every $\frac{1}{2}$ cup of glitter to make glitter glue.

   Enter the number of cups of glue Caroline uses for 1 cup of glitter.

   [ ] cups

3. Muhammad buys a toy for $18 plus a 9% tax. Alexander buys a hat for $15 plus a 9% tax. Enter the difference in the amount Muhammad and Alexander paid, including tax. Round your answer to the nearest cent.

   $[ ]

4. The tables below contain integers, fractions or mixed numbers.

   Select the table whose rations of ordered pairs represent a proportional relationship between x and y.

(A)

x	0	$\frac{1}{4}$	$\frac{2}{4}$	$\frac{3}{4}$
y	0	$\frac{1}{2}$	$\frac{4}{2}$	$\frac{12}{2}$

(B)

x	0	2	4	6
y	0	$2\frac{1}{4}$	$6\frac{3}{4}$	$11\frac{1}{4}$

(C)

x	0	$\frac{5}{7}$	$1\frac{5}{7}$	$2\frac{5}{7}$
y	0	$2\frac{6}{7}$	$5\frac{5}{7}$	$11\frac{3}{7}$

(D)

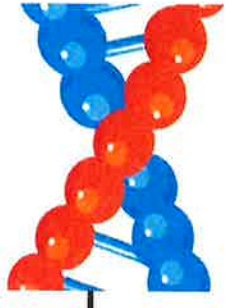| x	0	4	8	12
y	0	$4\frac{1}{2}$	9	$13\frac{1}{2}$

---

5. Isabella has a 22 ounce cola. She drinks 17 ounces. Enter the percentage of ounces Isabella has left of her cola. Round your answer to the nearest hundredth.

   ☐ %

Name _____

DNA Fingerprinting

DNA "fingerprinting" is fairly common in crime-solving today, but it is a relatively recent technology. It wasn't until the 1980's that scientists realized that they could see differences in people's DNA, but in 1987 the first criminal was caught using DNA evidence, and the landscape of criminal justice was forever changed. Today, the Innocence Project, a non-profit organization in New York, uses DNA evidence to exonerate people of crimes of which they have been wrongly convicted. But DNA identification isn't just used to solve crimes. It has successfully reunited family members who were separated after natural disasters, and has helped to determine people's ethnic heritage. DNA can also be used to identify the bodies of those who have died in accidents when there is no other means of identification available.

Like a fingerprint, everyone's DNA is different, and you leave it behind everywhere you go by shedding microscopic skin cells, hair, etc. But DNA is a little more complicated to uncover than a regular fingerprint. In order to "read" the DNA, and see the slight differences in the DNA of different people, a scientist has to get it from the nucleus of a cell. There are several ways to analyze the DNA. An original technique was called RFLP (Restriction Fragment Length Polymorphism), but it was not ideal since it requires a lot of DNA, and sometimes only a small amount of DNA can be found at a crime scene. One method requiring less DNA is called microsatellite analysis. Another method in development that uses less DNA still is called "lab-on-a-chip." This will be a machine about the size of a credit card that can be taken to crime scenes so that the DNA can be loaded for immediate analysis. The design of this machine calls for tiny tubes and pumps to do the things that scientists normally do in labs—extract the DNA from the cells, make many copies, and then analyze it. The advantages of the "lab-on-a-chip" are substantial cost and time savings.

1. What is the central idea of the first paragraph?

_____

_____

2. What is the central idea of the second paragraph?

_____

_____

To Buy or to Lease?

Read the passage. Then answer the questions.

Unless you claim your car or truck as a business expense, then leasing a car is probably not going to be advantageous for you. Though some people like the idea of leasing because they want to drive a new car every couple of years, there are some good reasons why purchasing a car makes more financial sense.

When you lease a car, you are limited in how many miles you can drive each year. Limits usually range between twelve and fifteen thousand miles. If you go over you have to pay a penalty, sometimes as much as twenty-five cents per mile.

Leasing also means that you have to return the car in pretty much the same condition it was in when you picked it up. If you have pets or small children that will be in the car with you, then you many end up paying exorbitant "wear and tear" fees when your lease is up.

If you're not sure where your paycheck may be coming form in the next few years, then leasing probably isn't a good idea either. Car leases are legally binding for the entire length off the lease, and it is virtually impossible to get out of one without paying a huge amount of money.

So before going for the glamour of a leased car, make sure you consider your lifestyle, your financial situation, and your stability. Read the fine print and do your research; you may find that you're better off just buying your car.

1. How many reasons does the author provide for not leasing a car?

2. The author states that mileage limits on leased cars vary from twelve to fifteen thousand miles a year. Which reason for not leasing a car does this evidence support?

   A. When you lease a car, you are limited in how many miles you can drive each year.
   B. Leasing means you have to return the car in the same condition it was in when you picked it up.
   C. Car leases are legally binding for the entire length of the lease.

3. Why does the author suggest that you should know where your paycheck will be coming from several years down the road?

_____

NEXTGEN
MA+H

Name _____

1. A kayak is originally priced at $60. The online retailer gives a discount and the kayak is now priced at $33. Enter the percentage discount for the cost of the kayak.

[   ] %

---

2. The tables below contain only integers.

   Select **all** tables whose ratios of ordered pairs represent a proportional relationship between x and y.

   A. ◯

x	0	1	2	3
y	0	4	8	12

   B. ◯

x	0	4	8	12
y	0	2	6	8

   C. ◯

x	0	8	16	24
y	0	2	6	8

   D. ◯

x	0	8	24	32
y	0	3	6	9

---

3. A drink recipe calls for prune juice and orange juice. This equation represents the proportional relationship between the number of milliliters of prune juice (p) and orange juice (o) in the recipe.

$$(1\frac{1}{5})p = (3\frac{1}{5})o$$

Enter the number of milliliters of prune juice used for 1 milliliter of orange juice.

[   ] milliliters

4. This table shows a proportional relationship between the number of cups of sugar and water used for hummingbird food.

Cups of Sugar	Cups of Water
1	3
4	12
5	15

Enter the number of cups of sugar used for 1 cup of water.

[   ] cups

---

5. This table shows a proportional relationship between x and y.

x	y
4	32
6	48
9	72

Find the constant of proportionality (k). Using the value for k, enter an equation in the form of y = kx.

Water: A Give and Take

by ReadWorks

Alexander Van Driessche (CC BY 3.0)

the Cave of Crystals

In the year 2000, miners working with the Industrias Peñoles mining company in Mexico made a startling discovery, deep within the earth. Peñoles had been working the Naica Mine for many, many years by then. Its deposits of silver, zinc and especially lead were extremely plentiful and valuable. The company wanted to find new mineral-rich areas around the mine and sent its staff to explore.

A group of them were attempting to drill through some rock when they ventured into a cavern the company had drained of water in 1975, but had never fully explored. What they found there, 1000 feet below the surface of the earth, has consumed scientists of many varieties ever since.

The horseshoe-shaped cave was full of gigantic crystals. Those give the cave its current name: The Cave of Crystals. They shot from floor to ceiling in thick, gleaming shafts, passing each other at crazy angles. It was like being inside a magician's box after he has stabbed it with a dozen swords. A recent photograph shows four men in orange suits picking their way across the giant formations. One man stands on a large crystal growing horizontally several feet off of the ground. He bends down to grab the hand of a man standing below, who has his arms stretched high over his head and still does not reach the crystal. The crystal formations make the cavern's floor look as if it were covered in ice, and the ceiling's mix of rock and crystal makes it look like diamonds tossed into a chocolate cake.

These crystals grew-and grew so large-because of some very special interactions between water and heat. The Cave of Crystals sits on top of a large deposit of magma, or super-heated liquid rock. Until it was drained in the 1970s, it was also full of water, rich with the kinds of minerals needed to form crystals. This water was kept at the same very high temperature (roughly 129 degrees Fahrenheit, scientists estimate) for hundreds of thousands of years by the magma. It was like a pot of rice, tightly covered and simmering away for much longer than human beings have been alive on earth. Scientists recently discovered that the cave's crystals grow at one of the slowest rates ever recorded, adding only something like the width of a hair every 100 years. The largest crystals there, at over 36 feet tall, 13 feet wide, and weighing 55 tons, are estimated to have taken as long as one million years to form.

The crystals were formed underwater, and scientists are trying to explore the cave as fully as possible. This is more difficult than you might imagine. Since being drained of water, the cave's temperature has risen. It now sits at a constant 150 degrees Fahrenheit. The humidity hovers around 99 percent. These are punishing conditions and limit the amount of time researchers can work there. A team led by an Italian scientist named Paolo Forti designed a special suit for people to wear while working in the cave. It contains 44 pounds of ice, which cool the water that circulates around the wearer's body in tubes to keep him or her cool. Even with this technology, people can only stay in the cave around 30 minutes before the heat becomes overwhelming, and they have to leave.

These crystals are just one particularly dramatic example of the ways that water shapes the world around it. From valleys and mountains to fields, lakes and swamps, features of your everyday landscape shaped by the action of water are everywhere.

The Cave of Crystals is an example of water creating something beautiful in the world. More often, water takes away from the landscapes that surround it. Powerful rivers run through a flat plain and leach away the dirt and rock around themselves, slowly carving deep niches in the earth that become canyons. This process is known as erosion. Erosion is simply when soil is transported on the earth's surface from one location to another by a natural cause.

This is easy to imagine. Picture a sandcastle on a beach. This sand castle is particularly beautiful, the work of a whole long, hot summer afternoon. It has three towers, with a great wall running all around. Small square houses sit in an open area in the center. From the tallest tower flies a Popsicle-wrapper flag from a small twig flagpole. Its builder sits back, proudly admiring her work. But it is late, and the tide is coming in, bringing the water closer. Finally, the castle is hit with a giant wave. As it pulls out, the builder sees there is nothing left but the nubs of the towers and a small broken twig. Where has the sand gone? Not very far, really. It's churning around the water that will wash back and forth across the beach all day. It's spread around the beach next to the castle. However, to our eyes, it has vanished. This is also the way with erosion. Parts of the earth seem to vanish but have really just been moved around.

One of the most famous examples of this process is the Grand Canyon. Located in Arizona, in the United States, it's widely acknowledged to be one of the natural wonders of the world. This is not surprising. Running for over 227 miles, it is 18 miles wide and a mile deep at its various points. The canyon is a startling and breathtaking reminder of the age of the earth and the inevitability of natural processes. The canyon shows a record of history by exposing layers upon layers of rock, dirt and organic matter. The top is the newest layer. If you were to tie a rope to the top and gradually lower yourself to the bottom, upon reaching the bottom you would have seen over two billion years of the earth's history play out in front of you, in neat segments like a layer cake.

A FREE GOVERNMENT SERVICE
GRAND CANYON
NATIONAL 🦬 **PARK**
U.S. DEPARTMENT   NATIONAL PARK
OF THE INTERIOR   SERVICE

This immense and beautiful thing was created by water. The Colorado River, scientists believe, has run in the same spot for at least 17 million years. Over that time, it has been ripping apart the land it runs across, slowly wearing a hole in the ground. This action has been helped by the fact that the part of the earth's surface where is it is located-the Colorado Plateau-has been slowly pushed up for much of that time. The result is one of the deepest cuts in the earth.

Another much more common example of water changing the landscape is sinkholes. Sinkholes are formed when underground water wears away the dirt and rock that surrounds it. Eventually, the hole underneath the ground is so big, and the earth above it so thin, the surface collapses into the hole,
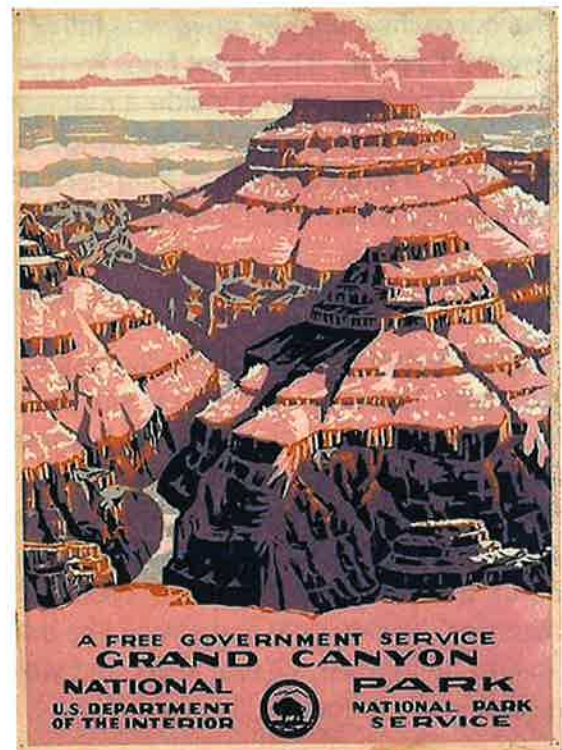
taking with it anything unlucky enough to be on the surface at the time. Sinkholes occur naturally and have been around a very long time. Today, though, many sinkholes are caused by the action of human beings.

In fact, today, human beings are one of the things helping to speed up erosion of the earth. Scientists believe that by pumping water from underground, moving sand dunes and other naturally-occurring anti-erosion measures, humans have allowed erosion of the earth to speed up by as much as 40 times. This means that beaches around the world are disappearing, more sinkholes are opening up, and farmland is rapidly becoming desert.

There are, of course, many things people can do to respect the earth and help slow erosion. These largely boil down to respecting natural processes: replanting trees and other vegetation, planting crops in such a way that the soil is naturally replenished between harvests, and more. This way of thinking is catching on. It was recently announced that geologists would re-flood the Cave of Crystals with water to help preserve its unique crystal towers. This should ensure their survival for another million years.

Name: _____ **Date:** _____

1. What is the Cave of Crystals?

    A. a river that has been flowing along the same path for 17 million years

    B. a hole underneath the ground whose surface will eventually collapse

    C. an underground space full of large crystals in Mexico

    D. a mining company in Mexico seeking new mineral-rich areas

2. The creation of sinkholes is an effect mentioned in this passage. What is the cause?

    A. water

    B. heat

    C. crystal

    D. sand

3. Water shapes the world around it in a variety of ways.

What evidence from the passage supports this statement?

    A. There are many things people can do to take care of the earth and help slow erosion.

    B. Heat played a role in the formation and growth of the crystals in the Cave of Crystals.

    C. Water can move soil from one place to another and carve canyons into the earth.

    D. Industrias Peñoles drained water out of a cavern in 1975 but did not fully explore the cavern at the time.

4. What do the Cave of Crystals and the Grand Canyon have in common?

    A. Both were caused by erosion.

    B. Both were formed by water.

    C. Both were formed in fewer than 100 years.

    D. Both are likely to disappear within the next 100 years.

5. What is this passage mostly about?

    A. the effects of water on the land around it

    B. what people can do to slow down erosion

    C. the history and importance of the Colorado River

    D. the Industrias Peñoles mining company

6. Read the following sentences: "Sinkholes are **formed** when underground water wears away the dirt and rock that surrounds it. Eventually, the hole underneath the ground is so big, and the earth above it so thin, the surface collapses into the hole, taking with it anything unlucky enough to be on the surface at the time."

What does the word **formed** mean above?

    A. used for food

    B. heated up

    C. made or created

    D. harmed or injured

7. Choose the answer that best completes the sentence below.

Water helps form canyons, sinkholes, fields, and swamps; _____, water helps form much of the land around it.

    A. but

    B. third

    C. as an illustration

    D. in summary

8. What is erosion?

_____

_____

_____

9. What has happened as a result of humans speeding up the process of erosion?

_____

_____

_____

10. The passage discusses several effects water has on the land around it. Which of the effects mentioned has the biggest impact on people? Support your answer with evidence from the passage.
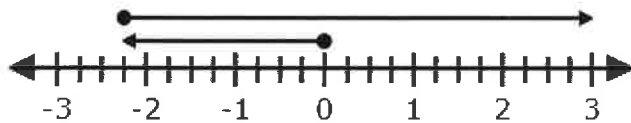
_____

_____

_____

NEXTGEN MA+H

1. Enter the value of $\frac{1}{2}(4.3)$.

---

2. Which equation represents the number line shown below?

(A) $5.25 - -2.25$

(B) $-2.25 - 5.25$

(C) $-2.25 + 5.25$

(D) $5.25 + -2.25$

---

3. Enter the decimal equivalent of $\frac{1}{2}$.

---

4. Isabella bought $4\frac{1}{4}$ pounds of watermelon for $14.88.

What is the price, in dollars, of 1 lb of watermelon?

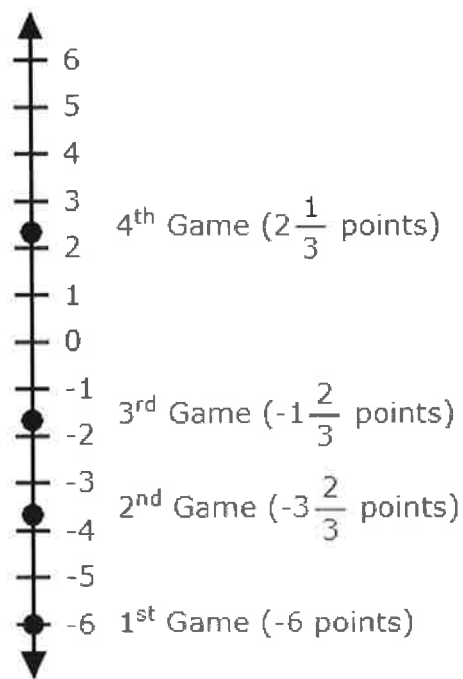$[   ]

5. Select **all** values equal to $\dfrac{5}{6}$.

A. ☐ $-\dfrac{-5}{6}$

B. ☐ $\dfrac{-5}{-6}$

C. ☐ $-\dfrac{5}{-6}$

D. ☐ $\dfrac{5}{-6}$

---

6. The increase and decrease of a player's points on four games are recorded on a vertical number line.

4th Game ($2\dfrac{1}{3}$ points)

3rd Game ($-1\dfrac{2}{3}$ points)

2nd Game ($-3\dfrac{2}{3}$ points)

1st Game (-6 points)

Enter the difference, in points, between the first game and second game.

☐ points

Frog or Toad?

Frogs and toads are closely related amphibians. In fact, in the scientific classification of animals, all species of toads are classified as frogs first. In this classification, there are species that are considered to be "true frogs" (family *Ranidae*) that look and act like the green, leaping, water amphibian that we call a frog. There is also a classification called "true toads" (family *Bufonidae*) that look and act like the brownish, bumpy-skinned terrestrial (living on land) creature that we identify as a toad. There are nearly 700 species of "true frogs" and about 350 species of "true toads." But there are nearly 5,500 species of frogs and toads on earth. This means that there are many more frog and toad species mixed together that belong to branches of the amphibian family tree. Yet, there are distinct differences between "true frogs" and "true toads."

Visible differences include skin: frogs have smooth, wet skin while toads have dry, bumpy skin. Most frog species have greenish or blackish colored skin and toads are usually brownish or tan with black bumpy spots. Frogs have a thinner, streamlined body for swimming and toads are plumper. Frogs have webbed feet for swimming and toads have feet designed for walking on the ground. The hind legs of frogs are longer than their front legs so the frog leaps wherever it goes when on land. The hind legs of toads are shorter than those of frogs; toads are said to hop. In general, a toad travels a shorter distance with each hop than a similar sized frog leaps.

There aren't any frogs or toads in the Polar Regions; the Polar Regions are too cold for cold-blooded amphibians to live there. Otherwise frogs can be found on all continents except Antarctica but there are no native toads on the Australian continent, on the island of Madagascar off the eastern coast of Africa, and the Polynesian Islands in the Pacific Ocean. Frogs cannot live in the desert but there are species of toads that are adapted to the desert environment. There are many species of arboreal frogs, frogs that are adapted to living in trees, but there are just a few arboreal toads.

Some species of frogs and toads are poisonous as a defense mechanism. These amphibians have colorful skin to warn predators. Frogs emit poison through the skin but toads exude toxin through parotoid glands in the head.

Name: _____ **Date:** _____

Frog or Toad? Multiple Choice Questions

Circle the correct answer.

1. Frogs and toads are both classified as

    a. Amphibians
    b. Reptiles
    c. Fish
    d. Lizards

2. About how many species of frogs and toads are there?

    a. 1,500
    b. 2,500
    c. 4,500
    d. 5,500

3. How is the skin of a frog different from the skin of a toad?

    a. Toads are usually greenish; frogs are usually tan
    b. Toads have bumpy skin; frogs have smooth skin
    c. Toads have smooth skin; frogs have bumpy skin
    d. Toads have wet skin; frogs have dry skin

4. "True frogs" have a body designed for

    a. Hopping
    b. Walking
    c. Swimming
    d. Burrowing

5. Which of the following describes the habitat of frogs and toads?

    a. Frogs and toads are adapted to extremely cold environments
    b. Frogs and toads live in North America
    c. Frogs and toads are native to Australia
    d. All of the above

6. Which of the following describes poisonous frogs and toads?

    a. Poisonous frogs and toads are colorful
    b. Poisonous frogs emit toxins through the skin
    c. Poisonous toads emit toxin through parotoid glands
    d. All of the above

Frog or Toad? Short Answer Questions

1. Which do you like better, frogs or toads? Explain your answer.

2. List the levels in the scientific classification of animals beginning with Phylum. If you don't know, look up the answer.

3. Which amphibians belong to family *Ranidae* and which belong to family *Bufonidae*?

4. Draw a picture of a "true frog" and a picture of a "true toad" that shows some of the differences between them.

5. Explain how a frog is adapted to swimming and a toad is not.

6. When a frog egg or a toad egg hatches, both hatchlings are called tadpoles. Do some research and describe the difference between these tadpoles.

7. Why do you think that there are frogs in Australia but there aren't any native toads?

NEXTGEN MᴬᴛH

Name _____

1. Natalie buys a copper wire that is 3 feet long. The cost of the wire is $1.25 per foot, including tax. What is the total cost, in dollars, of Natalie's wire?

$[   ]

2. Select **all** values equal to $\frac{1}{3}$.

A. ☐ $\frac{-1}{3}$

B. ☐ $-\frac{-1}{-3}$

C. ☐ $-\frac{-1}{3}$

D. ☐ $-\frac{1}{-3}$

3. Given 0.870:

A. Enter an equivalent fraction in the thousandths [   ]

B. Enter an equivalent percentage [   ]%

4. Enter the value of $\frac{3}{4}(8.8)$.

5. Select **all** the expressions that equal -7 − (-9).

A. ☐ $|-9| - |-7|$

B. ☐ -7 + 9

C. ☐ 7 − 9

D. ☐ 9 − 7

---

6. If a bank represents deposits with positive numbers and withdrawals as negative numbers, what could 9 + (-20) represent?
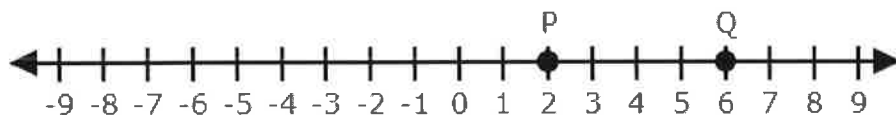
Ⓐ Nine withdrawals of $20.

Ⓑ Nine deposits of $20.

Ⓒ A $9 deposit followed by a $20 withdrawal.

Ⓓ A $9 withdrawal followed by a $20 deposit.

---

7. Select **all** expressions that show the distance between points *P* and *Q*.

A. ☐ $-6 - 2$

B. ☐ $|2 - 6|$

C. ☐ $2 - 6$

D. ☐ $|-2| + |-6|$

Assignment

Write Argument Text Using a Complete Process

Topic: Professional Athlete

Directions for Beginning:

You will now review several sources. You may review the sources as often as you like.

Sources for the Task:

Go Dodger Blue!

By Jose Edmin

The Los Angeles Dodgers Major League Baseball (MLB) team is one of the most popular sports teams in Los Angeles. It was the first MLB team to play in LA. The team moved from Brooklyn, New York in 1957, and they have been playing in LA ever since. The franchise, or the baseball team as an organization, has been around since 1884. That is more than 130 years! The Los Angeles Angels of Anaheim are also a very popular MLB baseball team in LA. However, they have a shorter history in the area, and they do not have a record of winning that is as great as the Dodgers!

The Dodgers have a winning history. They have won the World Series six times. The World Series is played each year in October, and it determines which MLB team is the best. It is the championship of professional baseball.

The first time the Dodgers won the World Series, it was in 1955, and the team had Jackie Robinson as a player. Jackie Robinson is famous, even without being known as a Dodger, for being the first African American baseball player to play in the MLB in modern times. Jackie Robinson was not welcomed in baseball by most people because of the color of his skin. He could have quit the game, but Jackie was incredibly strong. He broke down racial barriers and opened doors for other African Americans to play baseball. He faced the hate with grit and strength, and to this day he is considered one of the finest to have ever played the game. In fact, one day each season, every baseball player in the MLB wears the number 42 in honor of Jackie.

The Dodgers have quite a long history of bringing great things to the fans in blue! Its history for being a part of incredible things on and off the field is considered unparalleled by many.

+   Source #2

More Than Just Champion Athletes

By Paul Norman

Watching sports on television is a national pastime. There are even television channels completely dedicated to sports! It's easy to get to know professional athletes as players, but there is more to the story of what they do and how they make amazing contributions to others.

Cam Newton is a very famous National Football League quarterback. He plays for the Carolina Panthers, and he helped take the team to the 2016 Super Bowl! That same year Cam launched a television show called "All in With Cam Newton". This show features Cam and one lucky kid! Cam finds out what the kid wants to do in life, and then he helps that person work on making the dream come true! Cam brings in specialists and experts in the kid's field of interest to help. Of course some kids contact Cam for help with sports, especially football, but Cam helps kids with any dream! He helped one person pursue the dream of becoming a vet (a doctor for animals) and another who hopes to become a famous singer! Cam is more than just a regular football player!

Cristiano Ronaldo is also an athlete who makes a big difference for others off the field. Cristiano is considered one of the two best soccer players in the world! He was born in Portugal, so he plays for the Portuguese National Team. But he also plays for Real Madrid, which is a club team in Spain. Cristiano has won awards for some of the great things he has done. He donated money to a hospital that helped his mom survive cancer, and he gave $83,000 for just one kid to have a special surgery he needed! Recently Cristiano launched a selfie app. Kids can go in and take a selfie with Cristiano, and the money goes toward helping an organization called "Save the Children". This organization helps kids to avoid hunger and obesity. Cristiano does more than just kick a ball!

Mia Hamm is one of the most famous female athletes in the world! She is now retired, but she played soccer for the United States' women's national soccer team. During her career on the field, Mia won a gold medal in the Olympics, and she helped her team win the World Cup! Mia is also amazing off the field! She set up a foundation called "Mia

Hamm Foundation" in memory of her brother who died of a disease related to blood problems. She uses the money she raises in the foundation to help make people aware of the need to register for the national bone marrow registry so that in case somebody needs a donation, the doctors can find a good match. This helps save lives. She also gives some of the money to Children's Hospital Los Angeles. Mia will always be remembered for more than just her soccer talent!

Being a professional athlete gives some people the opportunity to become famous and earn a lot of money. Many of those athletes use their fame to do great things for others! Watching the players on the field is only one part of the greater story of their lives!

+ Source #3

Lionel Messi- A Dedicated Champion

By Justin Franks

Lionel Messi is a 28 year old soccer player from Argentina. Outside of the United States, soccer is known as football. Although he was born in Argentina, Messi plays the position of forward for the Barcelona team in Spain as well as forward for his native Argentina's national team. Born with a disease that affects his growth, it was questionable if Lionel would ever play soccer professionally. He worked hard to become the athlete he is known as today.

In just a few short years, Messi has proven to be one of the greatest athletes of all time. At just seventeen years old, Lionel Messi received world-wide recognition for his outstanding skills on the soccer field. His speed and quick footwork is unmatched. In 2012, Messi was crowned "Player of the Year," at the World Cup soccer tournament even though his team did not take home the championship.

Messi must maintain his fitness with a strict diet and exercise routine so that he can continue to overcome his health challenges and stay on top of his game. He works out rigorously with a trainer every day. He also maintains a diet that is low in carbohydrates and sugar. Messi must be very disciplined in his health routine or else he will not be able to compete at the highest levels.

Those who know of Messi know him as a world champion. Those who know him personally know that he is a driven man who has overcome adversity and challenges to be who he is today. He is an example to those who struggle with something that may get in the way of achieving a goal that if you persevere you can reach your given potential.

The Assignment:

The class is researching interesting jobs and plans to present its findings to parents. You chose to write an argument that is several paragraphs long about becoming a professional athlete as a career.

Write an argument in favor of becoming a professional athlete as a career.

In your paper, you will write in favor of becoming a professional athlete. Your paper will be read by your classmates. Make sure you clearly state your claim (opinion) and write several paragraphs supporting it with reasons and details from the sources. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to give the source title or number for the details or facts you use.

Your Response:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

NEXTGEN MATH

Name _____

1. Enter the value that makes the expressions equivalent.

$$\frac{\boxed{}}{1000} + \frac{138}{1000} = 54.8\% + \frac{138}{1000}$$

---

2. Enter the equivalent expression of $(38.4q - 98r) + (30.1q - 27r) + (60.7q + 22r)$ in standard form.

---

3. Aubrey sells 45 tarts for **c** dollars, 45 brownies for **b** dollars, and 45 biscuits for **k** dollars.

   Choose "Correct" or "Incorrect" to indicate whether each expression represents the amount of money earned.

	Correct	Incorrect
A. $45(c + b + k)$	○	○
B. $45(c + b) + 45k$	○	○
C. $45(cbk)$	○	○
D. $45c + 45(b + 45k)$	○	○

4. Allison places 14 lilies and 4 violets in a bouquet. If lilies cost *x* and violets cost *y*, mark all equations which represent the cost of 20 bouquets.

   A. ☐ $38(x + y)$

   B. ☐ $5(56x + 16y)$

   C. ☐ $280x + 80y$

   D. ☐ $4(70x + 20y)$

---

5. For A-D, choose **all** expressions that are equal to $12x + 36$.

   A. ☐ $2(2x + 34)$

   B. ☐ $12(x + 3)$

   C. ☐ $2(6x + 18)$

   D. ☐ $6(2x + 36)$

---

6. A grocery store was charging *C* dollars for a carton of juice and then increased the price 17%. Which expression shows the new price?

   Ⓐ $C + 0.17$

   Ⓑ $C \times 0.17$

   Ⓒ $(C \div 100) \times 17$

   Ⓓ $(C \div 100) \times 17 + C$

As Time Flies By

by ReadWorks
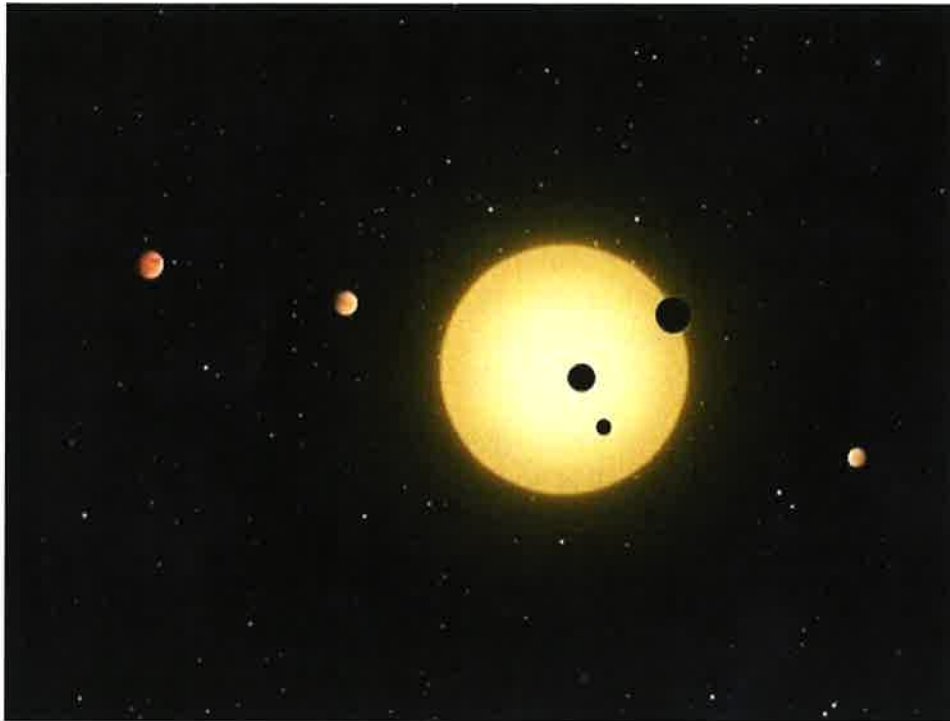
Numerous films and science-fiction novels have used time travel to send their characters to the past and the future. The technology to make time travel possible, of course, does not exist. But even if the technology needed to travel through the ages did exist, how would it actually work?

That question may not have a simple answer at the moment, but it does raise a lot of interesting points regarding what it means to "travel through time." For a regular student, one piece of this challenge that is easier to think about is not time at all-it's space.

In 2009, a blogger and scientist who goes by the username "Shechner" wrote a detailed examination of time travel in the film *Back to the Future*. The hero of that story, Marty McFly, travels from the year 1985 to 1955 by driving a car that has a time travel device built into it.

During an experiment at the Twin Pines Mall in Hill Valley, California, Marty videotapes the car as it accelerates to 88 miles per hour. Then it disappears in a burst of smoke and flames. One minute later, the car reappears precisely where it disappeared. It has traveled exactly one minute into the future.

The interesting thing that Shechner questioned when dissecting this moment is not whether it's possible for an automobile to travel one minute into the future or 30 years into the past. His question is about where the vehicle will end up: if you do travel through time, how can you be sure you'll end up in the exact same place that you left?

Minutes in Motion

Astronomers have spent centuries charting the stars and tracking the movements of planets across space and time. Hundreds of years of research and observations have given our civilization the very idea of time, in the form of days and years.

A single day on Earth can be broken into daytime and nighttime. The passing of day and night is caused by the rotation of the planet. Every 24 hours, the earth makes one complete rotation on its axis. During this rotation, the parts of the earth that face toward the sun are in daytime. The parts of the earth facing away from the sun are in nighttime.

Just as the earth is rotating on its axis, it's also traveling through space. Our planet, along with all the other planets in our solar system, makes an orbit around the sun. The amount of time it takes for the earth to make one complete orbit is about 365 days. The way we measure years is based on how long it takes our planet to make it all the way around the sun.

While it's common to think that time is continuously moving forward, it's also possible to think time is the result of Earth's planetary motions. In this way, time is about tracking the position of the earth in space.

Back to the Future or Flung Into Space?

Drawing on this knowledge about space and time, consider the case of Marty McFly.

In the film *Back to the Future*, Marty watches the time machine travel one minute into the future and appear in the exact same spot. Taking into account the movements of the earth, this seems impossible. If the planet is always rotating on its axis and at the same time always circling the sun, then the Twin Pines Mall parking lot wouldn't be in the same place it was just one minute earlier.

Just how far does the earth move in a single minute? According to Shechner's calculations, it moves precisely 1,123.17 miles. This number measures the speed of Earth's orbit around the sun as well as the speed of Earth's rotation on its axis. It may not seem like it, but every human being on Earth travels over 1,000 miles per minute through space, just by being on the planet. The only thing that stops us from flying off into the atmosphere is gravity.

If a time-traveling car cruises one minute into the future, then it could reappear a thousand miles away on another place on the earth's surface, a thousand miles away from the earth in space, or a thousand miles deep into the earth's crust. It's very unlikely, however, that the car would be fast enough to catch up with the movements of the planet to end up in the exact place where it disappeared.

This puzzle isn't enough to ruin *Back to the Future*, which is considered by some to be a classic of blockbuster films. And if time travel technology is invented someday, the scientists may rely on a theory of time that doesn't depend on our current understanding of space.

In the meantime, though, all of us on planet Earth will keep moving with Earth, experiencing the passing minutes and changing seasons.

Name: _____ **Date:** _____

1. According to the passage, time travel is closely related to which of the following?

    A. cars

    B. space

    C. stars

    D. computers

2. When the author describes the earth's movements around the sun, what does he focus on?

    A. the way it affects how we measure time

    B. which forces cause the earth to move

    C. how Marty McFly could travel faster than the earth

    D. why it takes a year to rotate around the sun

3. Films and novels use time travel to send characters to the past and future.

Which evidence in the passage best supports this conclusion?

    A. The Twin Pines Mall is a fictional location.

    B. Astronomers have spent centuries charting the stars and tracking the movements of planets across space and time.

    C. Marty McFly travels from 1985 to 1955 in *Back to the Future*.

    D. *Back to the Future* is considered by some to be a classic of blockbuster films.

4. If the earth never stops moving, what can you infer about time?

    A. It stops and starts.

    B. It goes both forward and backward.

    C. It moves faster on the Sun.

    D. It never stops moving forward.

5. What is the passage mainly about?

    A. a real time travel experiment at the Twin Pines Mall

    B. how and why humans measure time

    C. what Marty McFly does when he arrives in the future

    D. how time travel may relate to movement through space

6. Read the following sentence: "If a time-traveling car **cruises** one minute into the future, then it could reappear a thousand miles away on another place on the earth's surface, a thousand miles away from the earth in space, or a thousand miles deep into the earth's crust."

As used in the passage, what does the word "**cruises**" more nearly mean?

    A. travels

    B. stops

    C. explodes

    D. turns

7. Choose the answer that best completes the sentence below.

_____ the author is focused on traveling through time, much of the article is about traveling through space.

    A. Obviously

    B. So

    C. But

    D. Even though

8. When Marty McFly's car travels a minute into the future, how far does it move in space?

_____

_____

_____

9. What does Schechner's theory of time travel conclude about a time traveling car that cruises one minute into the future?

_____

_____

_____

10. Explain whether the people who made _Back to the Future_ would agree with Shechner's theory of time travel. Use information from the passage to support your answer.

_____

_____

_____

NEXTGEN MA+H

Name _____

1. Which expression is equivalent to $42x + 14$?

   Ⓐ $7(6x + 14)$

   Ⓑ $-7(-6x + 2)$

   Ⓒ $-7(6x + 14)$

   Ⓓ $7(6x + 2)$

2. Luke places 7 calla lilies and 13 sunflowers in a bouquet. If calla lilies cost x and sunflowers cost y, mark all equations which represent the cost of 20 bouquets.

   A. ☐ $20(7x + 13y)$

   B. ☐ $4(35x + 52y)$

   C. ☐ $140x + 260y$

   D. ☐ $5(28x + 52y)$

3. Enter the value of n so that the expression $(-4y + 3.5) + (5.3y - 8)$ is equivalent to $(1.3y - n)$.

   $n = \boxed{}$

4. Lauren places sunflowers and irises in a vase. If sunflowers cost x dollars, irises cost y dollars and a vase costs v dollars, mark all equations which represent the cost of 12 vases of 36 sunflowers and 48 irises.

A. ☐ $3(144x + 144y + 4v)$

B. ☐ $432x + 588y + 12v$

C. ☐ $4(108x + 144y + 3v)$

D. ☐ $96(v + x + y)$

---

5. Enter the equivalent expression of $(18x - 23.8y) - (10x - 44.7y) + (8x - 48.2y)$ in standard form.

---

6. Paisley sells 77 tarts for c dollars, 77 scones for b dollars, and 77 cookies for k dollars.

Choose "Correct" or "Incorrect" to indicate whether each expression represents the amount of money earned.
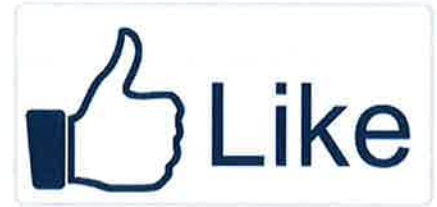
	Correct	Incorrect
A. $77(c + 77b) + 77k$	◯	◯
B. $77(c + b) + 77k$	◯	◯
C. $77c + 77(b + k)$	◯	◯
D. $77c + 77b + 77k$	◯	◯

---

7. Enter the value of p so that the expression $\dfrac{7}{10} - \dfrac{3}{10}n$ is equivalent to $p(7 - 3n)$.

$p = \boxed{}$

Directions: Read the essay. Then answer the questions.

Why I Hate Facebook

The use of social networking sites, in particular Facebook, can not only skew your understanding of reality, it can cause you actual, physical harm. According to Jean Conklin, a clinical psychiatrist at University of Maryland Hospital, in Baltimore, "Facebook is to your mind what sugar is to your body – bad all around."

The main reason we all ought to stop looking at Facebook is because it makes us think that the people in our lives (or virtually in our lives, anyway) are happier, more fulfilled and more successful than they probably are; which makes us feel more depressed, frustrated and unfulfilled than we probably are. Why? Think about it. How quickly do people post good news to Facebook? Exotic vacations; engagements, anniversary parties, raises, promotions. . . when was the last time you read that the devastatingly handsome new boyfriend of your college roommate is actually a recovering alcoholic, or that the new six-figure job that your old friend got two months ago didn't last two weeks because it turns out she didn't have the people skills required to make it work? "Thinking that everyone else is doing better in life than you are isn't motivating," says Clint White, career counselor with My New Job, Inc. "It's depressing, and can be debilitating for some people, who think there's something wrong with them because they have problems in their life that no one else seems to have." Mr. White cited fifty-four clients in the past year alone whom he has seen who were seeking a career change for no reason other than that they didn't believe that they measuring up to their Facebook peers.

As if the psychological problems weren't enough, Facebook triggers a stress response in the body, even if you don't think or realized that you are stressed out. Studies have shown that reading new information on Facebook triggers the release of glucocorticoid (cortisol), your body's stress hormone. This messes with your immune system, and prevents the release of growth hormones, and all these things keep your body in a state of chronic stress. If you have digestive problems; if your hair or nails grow very slowly and it takes forever for cuts and scrapes to heal; if you feel irritable and nervous, or are susceptible to every virus and bacteria that cruises through town, you may not need a trip to the doctor—you many just need to delete your Facebook page.

People survived for hundreds of years in an industrial society without the necessity of blasting out every intimate detail of their lives to everyone with whom they've ever crossed paths, or with whom that person has ever crossed paths. . . a real relationship encompasses the good and the bad, and includes genuine human to human interaction. So shut down the computer. Go out to lunch with a friend. Call your mother. Take your kid to the zoo. And for goodness sake, don't post anything on Facebook about it when you get back!

1. What is the author's claim? _____

_____

2. List the reasons and evidence the author offers to support her claim.

REASON #1: _____

_____

    EVIDENCE: _____

_____

_____

REASON #2: _____

_____

    EVIDENCE: _____

_____

_____

3. Which of the following does the author use to support her claim?

    A. The author mentions research.
    B. The author appeals to the reader's emotions.
    C. The author uses the bandwagon technique (everyone else believes this so you should too).
    D. The author's tone makes her seem believable and trustworthy.
    E. The author quotes experts.
    F. The author includes credible data.
    G. The author includes real world examples.

NEXTGEN MA+H

Name _____

1. A large tank was filled with water at a constant rate. The time and amount were recorded in the table.

   Complete the table below to show how many gallons of water are in the tank after 140 and 158 minutes?

Time (minutes)	2	52	78	114	140	158
Amount (gallons)	1	26	39	57	☐	☐

---

2. What is the mean of 8, 7, 11 and 7?

---

3. A sponsor buys a ball and a team cup for each of the 15 players on the baseball team. Each team cup costs \$16.40. The sponsor spends a total of \$432 for balls and team cups.

   Enter an equation that models the situation with u, the cost of one ball.

---

4. A dad buys a hat and a water bottle for each of the 14 players on the basketball team. Each water bottle costs \$17.50. The dad spends a total of \$532 for hats and water bottles.

   Enter an equation that models the situation with u, the cost of one hat.

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5.

Select **all** expressions that are equivalent to $3.9 \cdot (3\frac{1}{8} + 0.125) - 9.9$.

A. ☐ $-9.9 + 3.9 \cdot (3.125 + \frac{1}{8})$

B. ☐ $3.9 \cdot (9.9 - 3.25)$

C. ☐ $9.9 + 3.9 \cdot (3.25)$

6.

Aubrey's pond holds $14\frac{3}{4}$ gallons of water when completely full. She has some water in the pond and added 2.2 gallons of water to fill it completely.

How many gallons of water were in the pond before Aubrey added some?

☐ gallons

7.

Enter the value of $3\frac{2}{3} \cdot (4 + 2)$.

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Taken by Surprise
by Edward I. Maxwell

CAUTION: *Only fully trained and equipped subway employees should ever walk the subway tunnels and tracks. Pedestrians should never step down off a subway platform onto the track for any reason; if there is a dropped item on the track or an emergency, seek out an employee or police officer.*

Tim loved working in the subway.

Loved it.

If you pushed him, he'd admit he loved it more than his father. Not more than his mother, but definitely more than his old man.

The subway, its tracks, tunnels, rails, and switches were his. Dirty and run-down to most everyone else, but magnificent and sprawling to Tim.

The strangest part is that Tim loved the subway most when it rained. When it poured, it didn't matter if Tim was even on the clock. He would check in, grab his vest, hard-hat, and lantern and walk the tracks.

It was just such a night.

Off the clock, but still on the job.

Thunder crashed overhead. The tunnel was a cool, wet 50 degrees.

Rain dripped through the grates overhead. Little streams flowed underneath the railroad ties. For Tim, this was when the subway really came alive and showed the world its true self--the greatest cavern ever built; the greatest network of caves ever used by man.

Tim missed the next tie, and his boot fell hard into the river running between the rails. A critter squealed at Tim's inconsiderate splashing, and he smiled to himself. The last bit of humidity from the 90 degree day moved across his face, pushed by a cool breeze behind. Tim turned into it and looked down the tunnel at

the long curving way, flecks of light glancing off the steel. He took a deep, satisfied breath, and walked on.

Tim did not always walk the subway; he did not always work for it. He used to have a job behind a cramped desk, in a cramped office, working with cramped people who couldn't imagine much beyond their cubicles. Needless to say, they did not share Tim's enthusiastic dreams of urban spelunking.

But Tim made those dreams a reality and left his cubically-caged mates for subterranean trusses, I-beams, and engineered slopes.

Moving further along the tracks, Tim grew aware of something completely unexpected out in front of him. With each step, the void ahead seemed to quiet more. After another 30 yards, Tim was standing in a completely silent stretch of tunnel. Water did not drip, critters did not scurry, and street traffic overhead was muffled beyond recognition. Tim felt anxiety grip him, and he immediately switched on his lantern. He needed more light than what laced off the tracks to investigate this exception.

The I-beams were the first sight to set his stomach seizing. There was not a single, rusted, wrought iron pillar as far as his lantern could stretch. Instead, the beams had been covered-or replaced entirely, he could not tell-by concrete columns, gray and sterile to the touch. The concrete had been purposefully pockmarked to absorb vibrations as trains passed through. While the iron beams had acted as tuning forks, allowing the clanging chorus of steel wheels on steel rails to resonate around a bend, the new pillars seemed capable of soaking up any din like a sponge.

Tim let his hand run over each geometric dimple and shuddered at the thought of every ding or clang already trapped, unable to dance along, weaving in and out of subway cars.

It was in that moment Tim realized also that there was no water dripping down onto his helmet from overhead. He looked up and was confronted by a modern ventilation duct, gently circulating the air. If his journey had begun here in this part of the tunnel he would not have known that rain was coming down in buckets up above.

Tim rested his chin on his chest, shook his head, and cursed to himself, *what have they done to this place?* His eyes turned downward, Tim realized that the streams between the rails had dried up. The ties were made of pre-poured concrete, the channel was carved with smooth right angles and drainage points all along the way. There was no sign of the ragged, splintered wooden ties that would give way under a car's weight and send a wobble through each passenger's legs.

What have they done to this place?

The anxiety started to creep back into Tim's mind. The pockmarked concrete pillars started to resemble the pressed fireproof boards used as part of his old cubicle walls. The space in between tracks looked like linoleum office flooring underfoot, the pre-poured railroad ties were like simple inlayed design work. The vent and clean truss work overhead resembled the ceiling and air conditioning grates that hung lifelessly over his old desk.

What have they done to my place?

Tim wasn't spelunking anymore. He was moving past the standard forms of an office. He was walking down rows of cubicles on his way to the water cooler, and he hated it. He wanted to go back to the rundown caverns he loved so dearly. He wanted to run his hands over a man-made creation that could not resist the pull of a more natural order. He wanted to walk through a space engineered to be one thing, but that had been reclaimed, over time, by a world greater than the design specifications.

It was in this moment that a train horn sounded, steady and deep. Tim lifted his head to watch twin eyes about 300 yards down the track moving toward him. He quickly stepped out from between the rails, off to the side between two columns. Making sure he was far enough back, Tim braced up against the pillar and waited for the train to pass.

The train began to file by him only a few moments later, but Tim only knew it by the faint rush of air. There was no sound, and he had closed his eyes in a vain attempt to hold back the tears running down his cheeks.

What have they done?

Tim cried for some time after the train passed. He knew it wasn't going to be long before the rest of the tunnels were redone in the same way. There would be nothing left of the subway of which he had grown so fond. He made his way back down the tunnel and out one of the access points. He was off the clock for good.

Back on street-level, the rain had stopped, thunder and lightning had abated. The moon was even beginning to peek out from behind the wisps of cloud. The city was coming back as people began to realize the storm was done with trying to stake a claim. Tim shuffled along, wondering, *what do I do now?*

He found a bench, sat down, and tried to push those searching questions out of his mind. He watched people step out into the night, hail cabs, meet friends, and walk into restaurants. He watched people enjoy the sterile streets, buildings, places, which had all pushed him underground to what had been the last place of refuge from the austere.

Tim longed to smile blissfully as these people did, to smile as he had only hours earlier at the sound of a critter's fearful squeal. But the smile would not come to his lips. They remained set; the thin line unparted, shallow breaths moving through his nose. *Do I leave?*

No one gave Tim much notice. He was only sitting silently, nothing threatening about him. It was as if he was part of the bench, no reason for concerned or worried looks. He didn't want to be part of this world, so the world did not acknowledge him.

The moon rose higher in a clear night sky and the streets were quiet once more. Tim stood and took off his hard-hat and vest. Moving to the nearest garbage can, he dropped them in without a second thought. Digging into his pocket, Tim found his subway badge and tossed that in as well. He set his lantern down beside the can for anyone to find and use as he or she wished. He took a deep breath in through his nose and let it out slowly through his mouth. *Where do I go?*

Tim walked the 20 blocks to the main train station. He quietly purchased a rail pass, destination unmarked, and found his way to the main board. The next departing train was already boarding. Tim stopped at a kiosk on the way to the track and purchased a newspaper. Taking the stairs, he was on the platform in moments, staring at a train that waited patiently for the last few passengers. Newspaper under his arm, Tim stepped on board and found an open seat by the window. The conductor sounded the whistle, calling for all aboard. The train doors closed, and Tim opened his paper as the train left the station.

Name: _____ **Date:** _____

1. What is Tim's job at the beginning of the story?

    A. police officer

    B. subway employee

    C. office worker

    D. train conductor

2. What is a major turning point in the story?

    A. Tim quits his office job.

    B. Tim discovers a stretch of subway tunnel that has been rebuilt.

    C. Tim decides to go on a walk in a subway tunnel during a thunderstorm.

    D. Tim oversteps a rail tie, and his boot slips into the river running between the rails.

3. Tim cries while in a stretch of subway tunnel that has been rebuilt.

What does Tim's action suggest?

    A. Tim misses the office where he used to work.

    B. Tim is pleased by the changes made to the subway tunnel.

    C. Tim is upset by the changes made to the subway tunnel.

    D. Tim does not notice the changes made to the subway tunnel.

4. Why is there no water between the rails in the rebuilt section of the subway tunnel?

    A. The channel under the rails is carved with smooth right angles and has places for the water to drain.

    B. There are no splintered wooden rail ties that would give way under the weight of a subway car.

    C. It has not been raining long enough for water from the thunderstorm to reach the rebuilt section of the tunnel.

    D. There used to be water there, but the critters that live under the rail ties drank it all.

5. What is this story mainly about?

A. a subway worker who sneaks into a subway tunnel to see what it is like

B. a man who hates his job in an office and leaves it to become a train conductor

C. a subway train that almost kills a subway worker when it passes him in a tunnel

D. a subway worker who is deeply upset by the changes made to the tunnel

6. Read the following sentences: "There would be nothing left of the subway of which he had grown so fond. He made his way back down the tunnel and out one of the access points. He was **off the clock for good**."

When the author writes that Tim was "off the clock for good," what does he mean?

A. Tim is running late for work.

B. Tim has trouble keeping track of time.

C. Tim does not like to use clocks.

D. Tim is quitting his job.

7. Choose the answer that best completes the sentence below.

The changes made to a subway tunnel disturb Tim; _____, he no longer wants to work in the subway.

A. however

B. because

C. although

D. therefore

8. Explain whether Tim always worked for the subway.

_____

_____

_____

9. Describe what Tim did not like about being in an office, and what Tim did like about working for the Subway.

_____

_____

_____

10. Are the changes made to the subway tunnel a good thing or bad thing? Use evidence from the story to explain why.

_____

_____

_____

NEXTGEN MA+H

Name _____

1. Select **all** expressions that are equivalent to $5.7 \cdot (2\frac{1}{10} + 0.1) - 10.7$.

   A. ☐ $5.7 \cdot (2.2) - 10.7$

   B. ☐ $-10.7 + 5.7 \cdot (2.2)$

   C. ☐ $-10.7 + 5.7 \cdot (2.1 + \frac{1}{10})$

---

2. Enter the value of $1\frac{1}{2} \cdot (11 + 7)$.

---

3. Samantha has $27. She wants to buy a ski pass for $87. She can earn $6 per hour at her summer job.

   Enter an inequality that represents the number of hours (h) Samantha could work to earn at least enough money to buy the ski pass.

---

4. A dad buys a ball and a jersey for each of the 13 players on the basketball team. Each jersey costs $10.30. The dad spends a total of $377 for balls and jerseys.

   Enter an equation that models the situation with u, the cost of one ball.

5. A dad buys a hat and a water bottle for each of the 10 players on the basketball team. Each water bottle costs $16.70. The dad spends a total of $322 for hats and water bottles.

   Enter an equation that models the situation with u, the cost of one hat.

---

6. A teacher buys a low-fat milk carton for $1.25 and a calculator for $12.75 for each student in their classroom. The teacher spends a total of $364.00 for all of the low-fat milk cartons and calculators.

   How many students are in the teacher's class?

   [ ] students

---

7. What is the mean of 3, 5, 11 and -1?

---

8. A large tank was filled with water at a constant rate. The time and amount were recorded in the table.

   Complete the table below to show how many gallons of water are in the tank after 153 and 195 minutes?

Time (minutes)	3	42	66	108	153	195
Amount (gallons)	1	14	22	36		

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The U.S. Senate

The U.S. Congress is composed of two legislative (law-making) groups: the Senate and the House of Representatives. There are many terms used to describe the two parts of Congress. Sometimes they are called chambers, legislative bodies or houses. The Senate is often called the upper chamber of Congress and the House of Representatives is called the lower chamber. Under the Constitution of the United States that defines how the government should work, the Senate and House of Representatives have different responsibilities while they share the major task of making laws for the United States.

There are two Senators from each state. In the early days of the country Senators were appointed by the state legislature and they serve for six year terms. Now Senators are elected by the voters of their state. After their first term Senators can run for re-election. Some Senators are so popular in their states that serve for twenty years or more in the Senate.

Congress writes laws as bills or acts. Bill or act is the name given to the written document that contains all the rules and regulations of a particular law. Bills and acts can be hundreds of pages long and very complicated. The Constitution says that the Senate's job is to discuss all bills and give advice about the merits of the bill. While this is also done in the House of Representatives, the Senate's job is to make sure that bills aren't passed too quickly without careful thought about what the law will say and how it affects the citizens. Senators debate and discuss legislation before it is passed. The Senate also holds hearings where the Senators get information from expert witnesses or other people affected by the proposed bill. The Senate also holds hearings when the Senators believe that they need to investigate something, for example, environmental issues or banking problems.

Under the checks and balances of the Constitution the Senate is allowed to impeach the President or other federal officials. Impeach means the Senate has a trial to determine if the official has broken any laws. The Senate ratifies (approves) any treaties made with foreign countries. The Senate must also approve the appointment of high ranking government officials like the Justices of the Supreme Court, members of the president's cabinet and ambassadors.

Name: _____ Date: _____

The U.S. Senate Multiple Choice Questions

Circle the correct answer.

1. As part of the U.S. Congress the Senate is sometimes called

    a. The upper chamber
    b. The lower chamber
    c. The upper legislature
    d. The lower legislature

2. How do Senators get their office?

    a. They are appointed by state officials
    b. They are appointed by other Senators
    c. They are elected by other Senators
    d. They are elected by the voters of their state

3. When Congress writes laws they are called

    a. Bills
    b. Acts
    c. Both a. and b. above
    d. None of the above

4. When Senators want more information about something they hold a

    a. Bill
    b. Act
    c. Trial
    d. Hearing

5. When Senators impeach a federal official they hold a

    a. Bill
    b. Act
    c. Trial
    d. Hearing

6. The Senate approves the appointment of

    a. Justices of the Supreme Court
    b. Members of the president's cabinet
    c. Ambassadors
    d. All of the above

Name: _____ **Date:** _____

The U.S. Senate Short Answer Questions

1. Describe how the U.S. Congress is organized.

2. What does running for re-election mean?

3. What do you think the National Environmental Protection Act is?

4. How many Senators are there in the U.S. Congress?

5. The Constitution makes the Senate responsible for ratifying (approving) treaties made with foreign countries. Why do you think that the writers of the Constitution selected the Senate instead of some other part of the federal government?

6. Would you like to become a Senator or work in a Senator's office? Explain why or why not.

7. What is an ambassador to a foreign country?

NEXTGEN
MA+H

Name _____

1. A sandwich shop manager wants to estimate how many of each type of sandwich will be purchased in a month. The manager keeps track of all of the orders for one week. The table shows the results.

Type of Sandwich	Number Ordered
Cheese Steak	111
BLT	183
Ham	224

Based on the data, which estimate best represents the number of times each type of sandwich is likely to be ordered in a month?

(A) 780 Cheese Steak, 950 BLT, 470 Ham

(B) 940 Cheese Steak, 1,600 BLT, 2,000 Ham

(C) 950 Cheese Steak, 470 BLT, 780 Ham

(D) 470 Cheese Steak, 780 BLT, 950 Ham

2. A random sample of 110 students from a high school with 1,100 students is surveyed. Each student is asked what science class he or she is taking and all students at the school take science. The table shows the responses.

Science Class	Number of Students
Botany	14
Paleontology	25
Health Science	12
Zoology	7
Genetics	52

Based on the survey results, which statement about all of the students at the high school is most appropriate to make?

(A) About 23% of students at the high school are taking Paleontology.

(B) It is estimated that about 140 of the students at the highschool are taking Health Science.

(C) In a group of 220 students at the high school, it is expected that about 28 of the students are taking Health Science.

(D) Twice as many students at the high school are taking Zoology than are taking Paleontology.

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Assignment

Write a Story Using a Complete Writing Process

Topic: Alligator Rescue

Directions for Beginning:

You will now review several sources. You may review the sources as often as you like.

Sources for the Task:

+   Source #1

Gators Held Captive

By Eli Wong

Alligators are famous creatures thought of as predatory and extremely dangerous. Their existence in the United States, specifically certain regions and states, has brought them into the public spotlight for their behavior in those places that is deemed a threat to humans, a nuisance to society.

Alligators Regular Habitat and Lifestyle

Alligators are only found in two places on the planet. They are located in certain parts of the United States and in China. They are freshwater creatures, meaning they live in rivers, lakes, ponds, etc. They are not saltwater animals. Alligators live very long lives. They are apex predators, and their size and strength give them an extraordinary advantage over the prey. Larger alligators often live alone, or in solitude. Smaller alligators can be found in groups.

Reasons Alligators End Up in Captivity

Alligators and humans have mixed company and shared space for as long as humans have roamed the planet. From time to time, their interactions result in the gators being held captive- in human care (kept by humans). Certain situations can lead to this. There are times when an alligators must travel significantly out of its normal area, habitat, in search of food. This can result in a gator ending up where humans live and work. Sometimes gators are found in swimming pools, in homes, etc. This is not an intentional act by a gator. The animal is just lost in the process of trying to meet its survival needs. There are other times when a gator is taken captive because a person was in harm's way in the gator's presence. Although rare, gator attacks on people do occur, and the gator who attacked is taken into captivity if it is located. Gators who are four feet long and aggressive are considered nuisances, and they will be taken in by people such as "The Gator Boys" if found too close to human populations.

Reasons Alligators are Kept in Captivity on a Permanent Basis

Once an alligator is taken into captivity by humans, it is normally not released back into the wild. It is feared that the alligator will be somewhat "domesticated" meaning it loses its fear of people and does not naturally avoid interaction as those in the wild would be inclined to do. Alligators are not kept as pets. They are kept in captivity as a way to prevent any further interaction with humans in the wild. Places like Everglades Holiday Park house gators until their natural death.

Source #2

You have found a page on *Animal Planet's* website about a show called "Gator Boys". It contains this information:

Paul Bedard and Jimmy Riffle are the stars of *Gator Boys*, *Animal Planets'* hit show about two rugged guys out in the Everglades rescuing and caring for nuisance alligators. Week after week the show highlights the escapades of Paul and Jimmy and their crew of alligator trappers.

They are the "good guys" of the alligator trapping world. They hand-capture nuisance gators in order to protect the gators from other trappers who would capture them to kill them for their skin and meat. Their message is of protection- for both gators and people, and conservation of the animals.

They run Gator Boys Alligator Rescue in Everglades Holiday Park where they keep captured alligators in safe conditions until their natural death.

The Assignment:

The Story Club in your school is creating a website of stories about people with interesting jobs. Your website will be read by parents, teachers, and the other students in your school. You chose to write a story that is several paragraphs long about what happened when you worked with an alligator rescue team for the day.

Write a story about what happened when you worked with an alligator rescue team for the day.

Writers often do research to add realistic details to the setting, characters, and plot in their stories. You may use information from the sources you have read to write your story. Make sure your story includes a setting, gives information about the characters, and describes what happens. Remember to use words that describe and don't just tell. Your story should have a clear beginning, middle, and end.

REMEMBER: A well-written story

- has a clear plot and clear order of events
- is well-organized and has a point of view
- uses details from the sources to support your story
- uses clear language
- follows rules of writing (spelling, punctuation, and grammar usage)

Your Response:

_____

_____

_____

_____

_____

NEXTGEN MA+H

Name _____

1. Landon wants to estimate the number of students from his ninth grade class whose favorite subject is science. He plans to ask 25 students and wants the best chance that it will be representative of his ninth grade class. From which of the following populations should he randomly select his sample?

   (A) Students in the cafeteria.

   (B) Students in an English class.

   (C) Students in an eighth grade assembly.

   (D) Students on a ninth grade field trip.

2. Avery wants to estimate the number of students from her eighth grade class whose favorite subject is science. She plans to ask 15 students and wants the best chance that it will be representative of her eighth grade class. From which of the following populations should she randomly select her sample?

   (A) Students in an eighth grade assembly.

   (B) Students in a science class.

   (C) Students on a ninth grade field trip.

   (D) Students in a math class.   © 2018 Next Gen Math

3. A sandwich shop manager wants to estimate how many of each type of sandwich will be purchased in a month. The manager keeps track of all of the orders for one week. The table shows the results.

Type of Sandwich	Number Ordered
Club	222
Roast Beef	179
Cheese Steak	140

Based on the data, which estimate best represents the number of times each type of sandwich is likely to be ordered in a month?

(A) 600 Club, 940 Roast Beef, 760 Cheese Steak

(B) 760 Club, 600 Roast Beef, 940 Cheese Steak

(C) 940 Club, 760 Roast Beef, 600 Cheese Steak

(D) 1,880 Club, 1,600 Roast Beef, 1,200 Cheese Steak
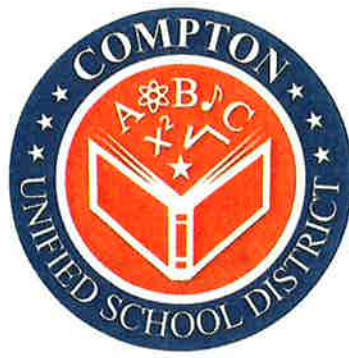
COMPTON UNIFIED SCHOOL DISTRICT

DIGITAL RESOURCE GUIDE

2019-2020

LEARNING ACTIVITIES

	TK	K-8	9-12
Learning Packet	●	●	●
Library Books	●	●	●
i-Ready ELA		●	
i-Ready Math		●	
Dreambox		●	
Imagine Learning		●	
Edgenuity			●
Carnegie Math			●
Khan Academy		●	●
Google Classroom		●	●

ClassLink

ClassLink is the login system used by Compton Unified School District. It allows students to access multiple programs by just logging in once. Logging into ClassLink is easy. Just follow the steps below.

To log on from home:

1. Go to www.compton.k12.ca.us
2. Select STUDENTS (bottom of page)
3. Select ClassLink
4. Enter student's district login credentials (provided by school)
5. Select program (to add programs click on the + on the top left hand side)

ClassLink

CUSD Application Login
Compton Unified School District Single Sign-On

Program availability vary from grade level and school site.

GRADES K–8 ELA MATH

PROGRAM INFORMATION

Description

i-Ready is a web-based program in Reading and Math (K-8) that identifies your student's challenges and proficiencies. I-Ready immediately addresses both with online and teacher-led instruction for all students- below grade level, on grade level, and above grade level.

- Adaptive diagnostic- Screens all students and pinpoints needs down to the sub-skill level.
- Instruction- Each student receives a prescriptive path of learning based on the results of their diagnostic. It is an automated online differentiated instruction, guided practice and ongoing assessment which is engaging and motivating for students.

Student Login

Students can log in to iReady on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink

CUSD Application Login
Compton Unified School District Single Sign-On

GRADES
K-8
MATH

PROGRAM INFORMATION

Description

DreamBox Learning Math is an online adaptive learning K-8 math program. At its foundation, the program is built upon three elements:

- Motivating Learning Environment - The gaming nature of DreamBox keeps kids in control and engaged.
- Intelligent Adaptive Learning Engine - provides millions of personalized learning paths—each one—tailored to a student's unique needs.
- Rigorous Elementary Mathematics - DreamBox is built to be aligned with all the state standards.

Student Login

Students can log in to Dreambox on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink

ClassLink

CUSD Application Login
Compton Unified School District Single Sign-On

PROGRAM INFORMATION

Description

Imagine Learning is a web-based program with a strategic, research-based curriculum that meets students at their own level. With Imagine Language & Literacy, every child receives explicit, targeted instruction within an individualized learning path that continually adjusts to their needs. Over 4,100 engaging activities teach critical language and literacy concepts such as basic vocabulary, academic language, grammar, listening comprehension, phonological awareness, phonics, and fluency. Educators trust the program because it is differentiated, standards-aligned, rigorous, and effective.

Student Login

Students can log in to Imagine Learning on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink

ClassLink

CUSD Application Login
Compton Unified School District Single Sign-On

GRADES K-5 ELA/ELD

PROGRAM INFORMATION

Description

Wonders is a comprehensive K-5 ELA/ELD program built on the new standards. Through its intentional instruction, inspiring content, and purposeful technology, Wonders prepares all students for college and career in the 21st century. Wonders makes every instructional minute count as students move ahead efficiently, always focused on the same skills, strategies, and standards. It is filled with exemplars, award-winners and other high-interest literary and informational texts that range across many genres, eras, and cultures.

Student Login

Students can log in to Wonders on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink

ClassLink

CUSD Application Login
Compton Unified School District Single Sign-On

GRADES
K-8
ELA

PROGRAM INFORMATION

Description

MyWriting Coach is a subscription service that includes online writing instructional tasks with embedded guided practice. "The Coach" will provide customized feedback in the areas of inference, main idea, theme, revision, research, and full writes—The Super Six! Additionally, it offers ELAPC writing support. All tasks are designed to provide extra support for students needing additional or different opportunities while mastering the state standards.

Student Login

Students can log in to MyWriting Coach on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink

CUSD Application Login
Compton Unified School District Single Sign-On

PROGRAM INFORMATION

Description

Collections/My HRW (6th-8th grade) is proven effective at creating thoughtful, passionate readers in the classroom. Collections presents materials and activities in a variety of ways, allowing students to interact with different types of content. Students have the tools they need to think critically, expand their curiosity, and tackle challenging concepts—which helps them learn to close read selections and prepare for high-stakes assessments.

Student Login

Students can log in to My HRW on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink

ClassLink

CUSD Application Login
Compton Unified School District Single Sign-On

GRADES 9-12

PROGRAM INFORMATION

Description

Edgenuity's credit recovery courses are designed to help students who have fallen behind and focus on the skills they need to improve so they can graduate on time. Students begin by taking a pretest to determine where they need to focus, and the flexibility of these courses allows them to work at their own pace and on their own time to recover credits so they can catch up to their peers.
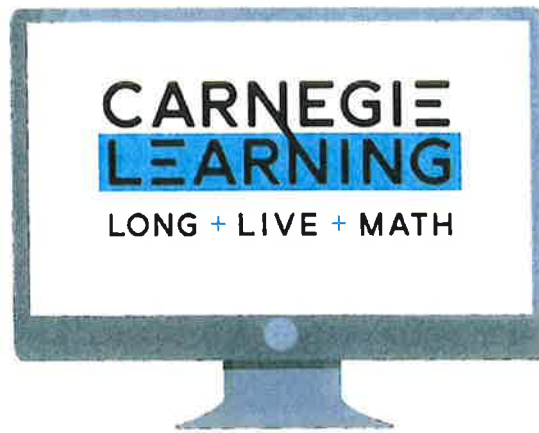
Student Login

Students can log in to Edgenuity on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink

ClassLink

CUSD Application Login
Compton Unified School District Single Sign-On

CARNEGIE LEARNING
LONG + LIVE + MATH

GRADES
9-12
MATH

PROGRAM INFORMATION

Description

Carnegie Math provides a targeted practice of skills and mathematical concepts to students in an online platform. The platform guides students as they learn and practice key, mathematical concepts and skills. Students understand where they are and where they're headed in math lessons. The program provides students with 'coaching' as they learn, practice, and do math lessons online.

Student Login

Students can log in to Carnegie Math on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink

ClassLink

ClassLink Application Login
Compton Unified School District Single Sign-On

Khan Academy

PROGRAM INFORMATION

Description

Created by experts, Khan Academy's library of trusted, standards-aligned practice and lessons covers math through early college, grammar, science, history, AP®, SAT®, and more. It's all free for learners and teachers. Students practice at their own pace, first filling in gaps in their understanding and then accelerating their learning.With Khan Academy, teachers can identify gaps in their students' understanding, tailor instruction, and meet the needs of every student.

Student Login

Students can log in to Khan Academy on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink

ClassLink

CUSD Application Login
Compton Unified School District Single Sign-On

GRADES
K-12

PROGRAM INFORMATION

Description

Google Classroom is Compton Unified School District's Learning Management System. Teachers are able to assign projects, tasks and activities to students via Google Classrooms. Teachers can also communicate with students, give student feedback on assignments and track student grades. Classroom helps students and teachers organize assignments, boost collaboration, and foster better communication.

Student Login

Students can log in to Google Classroom on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).

Login with ClassLink

ClassLink

CUSD Application Login
Compton Unified School District Single Sign-On

PROGRAM INFORMATION

Description

Student driven digital portfolios and simple parent communication. Seesaw helps educators engage all learners, transform family engagement, and save time. Students use built-in annotation tools to capture what they know in Seesaw's digital portfolio. Teachers deeply understand student thinking and progress — enabling them to teach better. Families gain a window into their student's learning and engage with school happenings.

Student Login

Students can log in to Seesaw on any device with Internet access (Computer, Tablet, Chromebook, and/or iPad).
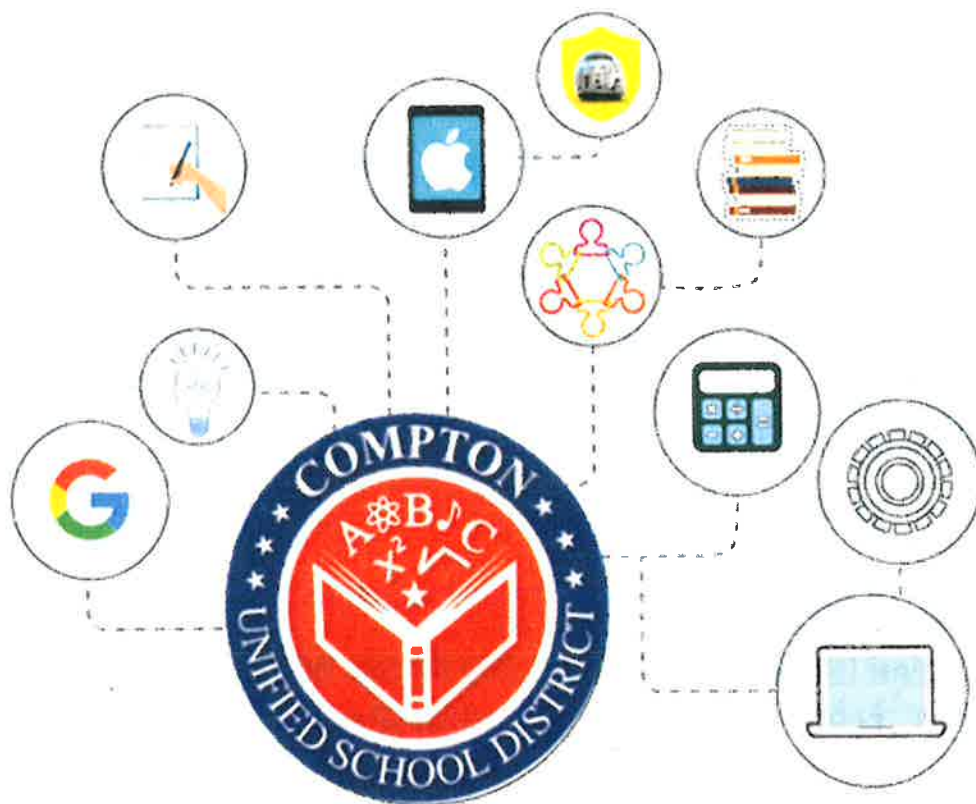
Login with ClassLink

ClassLink

CUSD Application Login
Compton Unified School District Single Sign On

COMPTON UNIFIED SCHOOL DISTRICT

Department of Educational Technology