Compton USD Learning Packet

Eighth 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.
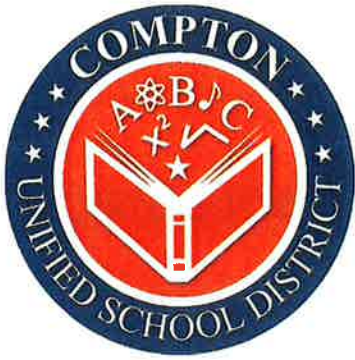
DISTRITO ESCOLAR UNIFICADO DE COMPTON

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.

8th Grade Learning Packet
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1	Read "The Courage to Take Action: A Lesson From Rosa Parks" and Answer Questions 1-10	
	Claim 1, Target B	
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	Claim 1, Target B	
3	Read "The Short-Term Impact of the Zebra Mussel Invasion" and Answer Questions 1-10	
	Claim 1, Target C	
4	Read "Why Were There Thirteen Colonies in America" and Answer the Multiple Choice and Short Answer Questions	
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5	Write Argumentative Text Using a Complete Writing Process	
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6	Read "Benjamin Franklin: The Ultimate Solution Creator" and Answer Questions 1-10	
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7	Read "Famous Pharaohs of Ancient Egypt" and Answer the Multiple Choice and Short Answer Questions	
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9	Read "The Upside of Dyslexia" and Answer Questions 1-10	
	Claim 1, Target F	
10	Write a Story Using a Complete Writing Process	
	Claim 1, Target F	

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

The Courage to Take Action: A Lesson from Rosa Parks

by Barack Obama

Speech by President Obama at Dedication of Statue Honoring Rosa Parks at the United States Capitol in Washington, D.C.

Mr. Speaker, Leader Reid, Leader McConnell, Leader Pelosi, Assistant Leader Clyburn; to the friends and family of Rosa Parks; to the distinguished guests who are gathered here today.

This morning, we celebrate a seamstress, slight in stature but mighty in courage. She defied the odds, and she defied injustice. She lived a life of activism, but also a life of dignity and grace. And in a single moment, with the simplest of gestures, she helped change America -- and change the world.

Rosa Parks held no elected office. She possessed no fortune; lived her life far from the formal seats of power. And yet today, she takes her rightful place among those who've shaped this nation's course. I thank all those persons, in particular the members of the Congressional Black Caucus, both past and present, for making this moment possible.

A childhood friend once said about Mrs. Parks, "Nobody ever bossed Rosa around and got away with it." That's what an Alabama driver learned on December 1, 1955. Twelve years earlier, he had kicked Mrs. Parks off his bus simply because she entered through the front door when the back door was too crowded. He grabbed her sleeve and he pushed her off the bus. It made her mad enough, she would recall, that she avoided riding his bus for a while.

And when they met again that winter evening in 1955, Rosa Parks would not be pushed. When the driver got up from his seat to insist that she give up hers, she would not be pushed. When he threatened to have

her arrested, she simply replied, "You may do that." And he did.

A few days later, Rosa Parks challenged her arrest. A little-known pastor, new to town and only 26 years old, stood with her -- a man named Martin Luther King, Jr. So did thousands of Montgomery, Alabama commuters. They began a boycott -- teachers and laborers, clergy and domestics, through rain and cold and sweltering heat, day after day, week after week, month after month, walking miles if they had to, arranging carpools where they could, not thinking about the blisters on their feet, the weariness after a full day of work -- walking for respect, walking for freedom, driven by a solemn determination to affirm their God-given dignity.

Three hundred and eighty-five days after Rosa Parks refused to give up her seat, the boycott ended. Black men and women and children re-boarded the buses of Montgomery, newly desegregated, and sat in whatever seat happen to be open. And with that victory, the entire edifice of segregation, like the ancient walls of Jericho, began to slowly come tumbling down.

It's been often remarked that Rosa Parks's activism didn't begin on that bus. Long before she made headlines, she had stood up for freedom, stood up for equality -- fighting for voting rights, rallying against discrimination in the criminal justice system, serving in the local chapter of the NAACP. Her quiet leadership would continue long after she became an icon of the civil rights movement, working with Congressman Conyers to find homes for the homeless, preparing disadvantaged youth for a path to success, striving each day to right some wrong somewhere in this world.

And yet our minds fasten on that single moment on the bus -- Ms. Parks alone in that seat, clutching her purse, staring out a window, waiting to be arrested. That moment tells us something about how change happens, or doesn't happen; the choices we make, or don't make. "For now we see through a glass, darkly," Scripture says, and it's true. Whether out of inertia or selfishness, whether out of fear or a simple lack of moral imagination, we so often spend our lives as if in a fog, accepting injustice, rationalizing inequity, tolerating the intolerable.

Like the bus driver, but also like the passengers on the bus, we see the way things are -- children hungry in a land of plenty, entire neighborhoods ravaged by violence, families hobbled by job loss or illness -- and we make excuses for inaction, and we say to ourselves, that's not my responsibility, there's nothing I can do.

Rosa Parks tells us there's always something we can do. She tells us that we all have responsibilities, to ourselves and to one another. She reminds us that this is how change happens -- not mainly through the exploits of the famous and the powerful, but through the countless acts of often anonymous courage and kindness and fellow feeling and responsibility that continually, stubbornly, expand our conception of justice -- our conception of what is possible.

Rosa Parks's singular act of disobedience launched a movement. The tired feet of those who walked the dusty roads of Montgomery helped a nation see that to which it had once been blind. It is because of these men and women that I stand here today. It is because of them that our children grow up in a land more free and more fair; a land truer to its founding creed.

And that is why this statue belongs in this hall -- to remind us, no matter how humble or lofty our positions, just what it is that leadership requires; just what it is that citizenship requires. Rosa Parks would have turned 100 years old this month. We do well by placing a statue of her here. But we can do no greater honor to her memory than to carry forward the power of her principle and a courage born of conviction.

May God bless the memory of Rosa Parks, and may God bless these United States of America.

Name: _____ **Date:** _____

1. Why was Rosa Parks arrested?

    A. She used the front door on a bus.

    B. She tried to ride on an all-white bus.

    C. She refused to give up her bus seat.

    D. She boycotted the Montgomery buses.

2. The cause of the Montgomery bus boycott was Rosa Park's arrest. What was the direct effect of the boycott?

    A. Americans were forced to see the injustices faced by African Americans.

    B. A statue of Rosa Parks was erected in Washington, D.C.

    C. Barack Obama became the President of the United States of America.

    D. Rosa Parks challenged her arrest with the help of Martin Luther King, Jr.

3. Rosa Parks was passionate about equality and freedom. What evidence from the passage supports this conclusion?

    A. Rosa Parks avoided riding the bus driven by the man who had once pushed her off the bus.

    B. According to one of her friends, "Nobody ever bossed Rosa around and got away with it."

    C. When the bus driver threatened to have Rosa Parks arrested, she did not resist arrest.

    D. Rosa Parks fought for voting rights and rallied against discrimination in the criminal justice system.

4. What is one of the main reasons why President Obama delivered this speech?

    A. to explain why you should never give up your bus seat

    B. to convey the importance of fighting injustice

    C. to give people a lesson in American history

    D. to tell people to always be kind to one another

5. What is this passage mostly about?

    A. how buses in Montgomery, Alabama became desegregated

    B. the life and work of Martin Luther King, Jr.

    C. history of the civil rights movement in the U.S.

    D. how Rosa Parks helped change America

6. Read the following sentences: "Black men and women and children re-boarded the buses of Montgomery, newly desegregated, and sat in whatever seat happen to be open. And with that victory, the entire edifice of **segregation**, like the ancient walls of Jericho, began to slowly come tumbling down."

As used in this sentence, what does "**segregation**" mean?

    A. the practice of keeping people of different races separate

    B. the specific type of bus used in Montgomery, Alabama

    C. the practice of keeping people of different sexes separate

    D. the belief that some people or races are superior to others

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

_____ most people remember Rosa Parks as the woman who refused to give up her seat on the bus, she stood up for equality and freedom throughout her lifetime.

    A. Particularly

    B. Although

    C. Therefore

    D. Ultimately

8. How did Rosa Parks become an icon for the civil rights movement?

_____

_____

_____

9. According to President Obama, what were the long-term effects of the Montgomery bus boycott? Use information from the passage to support your answer.

_____

_____

_____

10. Explain how one small act can have large and far-reaching effects. Support your answer using information from the passage.

_____

_____

_____

NEXTGEN MATH

Name _____

1. Select **all** possible values for x that solve the equation $x^2 = 800$.

   A. ☐ $\sqrt{800}$

   B. ☐ $10\sqrt{80}$

   C. ☐ $10\sqrt{8}$

---

2. Which value is closest to $(4 \times 10^3) + (8 \times 10^5)$?

   Ⓐ 12×10^5

   Ⓑ 8×10^5

   Ⓒ 8×10^8

   Ⓓ 12×10^8

---

3. A space ship travels at 3^{13} miles per hour and traveled continuously for 3^{12} hours.

   Enter the answer, in the form of x^y, that represents how many miles the space ship traveled.

---

4. How many times larger than 5×10^3 is 10×10^9?

   Ⓐ 5×10^{12}

   Ⓑ 2×10^6

   Ⓒ 5×10^3

   Ⓓ 10×10^9

5. Select **all** possible values for x that solve the equation $x^2 = 600$.

A. ☐ $10\sqrt{6}$

B. ☐ $-10\sqrt{6}$

C. ☐ $-6\sqrt{10}$

D. ☐ $\sqrt{60}$

---

6. Select **all** expressions equivalent to $(3^6 \cdot 3^{-5})^{-3}$.

A. ☐ $3^3 \cdot 3^{-8}$

B. ☐ $\frac{27}{1}$

C. ☐ 3^{-3}

---

7. Select **all** possible values for x that solve the equation $x^3 = 250$.

A. ☐ $5\sqrt[3]{2}$

B. ☐ $3\sqrt{250}$

C. ☐ $25\sqrt[3]{10}$

---

8. Small Town USA has a population of 5×10^2. Big Town has a population of 3×10^3.

How many times larger is Big Town's population than Small Town's?

Ⓐ 6

Ⓑ 60

Ⓒ 600

Ⓓ 6000

Desert Biome

You already have a good idea of what the desert is like. All deserts are very dry places; deserts get only a small amount of rain during the year. Some desert areas are so dry that they receive merely a half-inch of rain per year. The dryness means that only plants that have adapted to desert conditions, like the many species of cactus, can thrive there. Cactus plants are different from other plants because they store water inside themselves and have also adapted to being in the sun all the time. There usually aren't any trees in a desert biome but amazingly some trees have adapted to living in the desert. Only a few species of small mammals can be found in the desert. Except for camels and some African elephants that live in the desert areas of Namibia, deserts usually aren't suitable for species of large mammals.
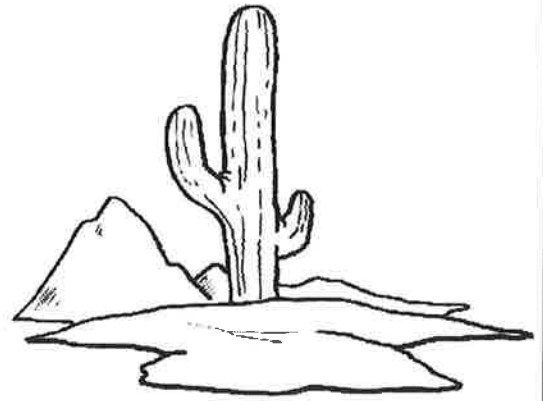
Deserts occupy about one-fifth of the earth's surface. There are four kinds of deserts: hot, dry deserts; semiarid deserts; coastal deserts; and cold deserts.

The hot, dry desert is the one we are most familiar with because North America has three such deserts: Chihuahuan, Sonoran, and Mojave. The Chihuahuan Desert covers portions of northern Mexico and parts of Texas, New Mexico and Arizona. Temperatures there are hot in the summer and cool in the winter. There are only a few shrub species in the Chihuahuan Desert. The Sonoran Desert is located in Arizona, California and Northern Mexico. This is the hottest American desert and is famous for saguaro cactus. The Mojave Desert is also in Arizona and California and is home to about 200 unique plants including the Joshua tree.

The United States is also home to semi-arid desert like the Great Basin area of Nevada. Some parts of the Great Basin are classified as cold desert because they are in the mountains. Semi-arid deserts get more rainfall that hot, dry deserts and temperatures are cooler in the summer. Cool nights in the semi-arid desert give animals a bit more moisture in the form of morning dew.

A coastal desert occurs near the coastline of the ocean. A famous coastal desert is the Atacama Desert in Chile. A coastal desert has warm summers and cool winters. Antarctica has areas of cold desert biome. There only lichens grow on the rocky terrain.

Desert Biome Multiple Choice Questions

Circle the correct answer.

1. All deserts

    a. Have cactus plants
    b. Get only a small amount of rainfall
    c. Are very hot in summer
    d. Have lots of sand

2. Some animals that have adapted to life in the desert include

    a. Camels
    b. Elephants
    c. Both a. and b. above
    d. None of the above

3. About how much of the earth's surface is deserts?

    a. One-tenth
    b. One-quarter
    c. One-fifth
    d. One-half

4. What is the hottest desert in the United States?

    a. Mojave
    b. Sonoran
    c. Chihuanuan
    d. Great Basin

5. The Atacama Desert of Chile is what type of desert?

    a. Hot, dry desert
    b. Semi-arid desert
    c. Coastal desert
    d. Cold desert

6. Which continent has cold desert biome?

    a. Asia
    b. North America
    c. South America
    d. Antarctica

Name: _____ Date: _____

Desert Biome Short Answer Questions

1. Do some research and prepare a presentation to your class about the elephants that live in the desert of Namibia.

2. Draw a map of the western United States. Locate the major deserts on the map and label each one with its name and the type of biome it is.

3. Draw a Venn diagram that compares the hot, dry desert biome with a cold desert biome.

4. Do some research and write a short report about the unique features of the Atacama Desert of Chile.

5. Do some research and draw your own picture of a Joshua tree.

6. Find out more about the cold desert of Antarctica. Write a descriptive essay or a poem about this desert.

7. With a team of students create a chart comparing the characteristics of the four desert biomes. Before you begin, discuss what headings you need for the chart. Two examples of headings are daytime temperature and types of plants.

Name _____

NEXTGEN MA+H

1. Which value is closest to $(7 \times 10^8) + (5 \times 10^5)$?

   (A) 7×10^8

   (B) 12×10^{13}

   (C) 12×10^8

   (D) 7×10^{13}

---

2. Select **all** possible values for x that solve the equation $x^2 = 600$.

   A. ☐ $-10\sqrt{6}$

   B. ☐ $6\sqrt{10}$

   C. ☐ $\sqrt{600}$

   D. ☐ $-10\sqrt{60}$

---

3. Enter the value of n that makes the equation $4^2 \cdot 4^n = 4^7$ true.

   $n = \boxed{}$

---

4. Select **all** possible values for x that solve the equation $x^3 = 375$.

   A. ☐ $\sqrt[3]{375}$

   B. ☐ $5\sqrt{3}$

   C. ☐ $5\sqrt[3]{10}$

5. A space ship travels at 10^3 miles per hour and traveled for 10^{15} hours.

Select the answer that represents how many miles the space ship traveled.

(A) 10^{45}

(B) 10^{18}

(C) 10^{12}

(D) 10^5

---

6. Select **all** expressions equivalent to $(4^5 \cdot 4^{-4})^{-4}$.

A. ☐ 4^{-4}

B. ☐ $4^{-20} \cdot 4^{16}$

C. ☐ $\dfrac{256}{1}$

---

7. Approximately 4.1×10^5 gallons of water flow through a watercraft each second. There are 8.6×10^4 seconds in 1 day.

Select the approximate number of gallons of water that flow through the watercraft in 1 day.

(A) 35.26×10^9

(B) 35.26×10^{18}

(C) 35.26×10^8

(D) 35.26×10^{19}

---

8. Select **all** possible values for x that solve the equation $x^2 = 600$.

A. ☐ $10\sqrt{60}$

B. ☐ $\sqrt{600}$

C. ☐ $6\sqrt{10}$

# The Short-Term Impact of the Zebra Mussel Invasion

by American Museum of Natural History
This article is provided courtesy of the American Museum of Natural History.

An estuary is a dynamic body of water where freshwater and saltwater meet. The Hudson River is more than a river: it's a tidal estuary, where the saltwater from the Atlantic Ocean meets the freshwater running off the land.

Zebra mussels first appeared in the Hudson River in May 1991. Within a year, scientists estimated their numbers had reached 500 billion, an enormous amount! In fact, if you had a huge balance and put zebra mussels on one side, they would outweigh all the other consumers in the ecosystem combined: all the fish, zooplankton, worms, shellfish, and bacteria.
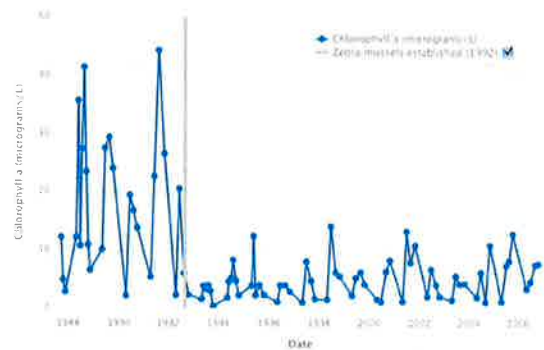
WATCH WHAT HAPPENSThis graph shows the change in the amount of phytoplankton (represented by the blue line) over 18 years in the Hudson River. (The amount of phytoplankton is measured by the amount of chlorophyll they contain.) Look at the gray line above: there's a big change in the blue line when the zebra mussels first arrived in the river. What do you think happened?

Phytoplankton and zooplankton populations drop sharply

Before the invasion, scientists developed computer models to predict the effect of the zebra mussels. But they were still surprised by what happened. By 1992, there were so many zebra mussels, scientists estimate they were filtering a volume of water equal to all of the water in the estuary every 1-4 days during the summer. In the years right after the invasion, phytoplankton fell by 80 percent. Zooplankton (which eat phytoplankton) declined by half. And the smallest zooplankton (called micro-zooplankton), fell by about 90 percent.

By 1994, scientists hypothesized that zebra mussels were responsible for these changes. The mussels were filtering huge amounts of phytoplankton from the water. Less phytoplankton meant less food for zooplankton, so their numbers were shrinking too. Competition was taking place and the zebra mussels seemed to be winning.

The food web changes

In the next few years, the data supported their hypothesis. Scientists made other findings too. They observed that the decrease in phytoplankton and zooplankton had effects that rippled throughout the

food web. With less food available, there were fewer - and smaller - fish in the open river. The population of native mussels, which also eat plankton, shrank from more than one billion to almost none.

But some populations increased - likely due to the change in the river's turbidity, or cloudiness. With far less phytoplankton, the water got clearer. During the summertime, visibility went from 3-4 to 4-8 feet. Since sunlight reached deeper into the water, rooted aquatic plants such as water celery increased by up to 40 percent. Populations of fish living in these shallow weeds increased. Another surprising result was that dissolved oxygen in the river fell by about 15 percent. The drop wasn't enough to endanger any aquatic animals, but it was still a huge amount of oxygen. Scientists think the enormous zebra mussel populations were consuming a lot of oxygen very quickly. At the same time, the mussels were removing the phytoplankton that produce oxygen.
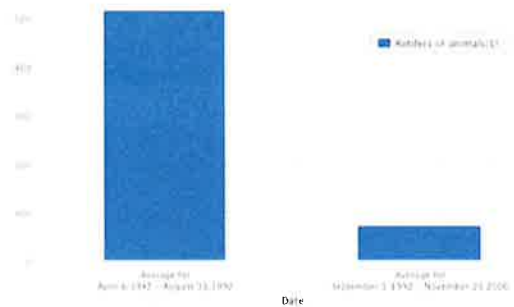
A BIG CHANGE This bar graph shows the change in the average number of rotifers (a type of zooplankton) in the Hudson River before and after the zebra mussels became established in 1992.

Questions about the long-term impact

What happens once an invasive species becomes established in an ecosystem? The invader's population might evolve to adapt to its new home. Or native species might evolve to better tolerate or even feed on the invader. Or other species might arrive that are more resistant to the effects of the invasion. Once scientists had a clear picture of the invasion's immediate impact, they started to wonder about long-term consequences like these.

ALONG THE RIVER The Hudson River flows 315 miles (507 km) through New York with over 1,000 cubic feet of water passing by every second (or 600 cubic meters per second). Scientists want to understand how the river changes over time and space.

Name: _____ **Date:** _____

1. How many zebra mussels were there in the Hudson River within a year of their first appearance?

    A. 500 billion

    B. 500 million

    C. 500 thousand

    D. 500

2. This text explains a cause-and-effect pattern in the Hudson River ecosystem that began with the zebra mussel invasion. What effect did the zebra mussels have on the phytoplankton in the Hudson River?

    A. The number of phytoplankton in the river rose by a little.

    B. The number of phytoplankton in the river fell by a little.

    C. The number of phytoplankton in the river rose by a lot.

    D. The number of phytoplankton in the river fell by a lot.

3. Phytoplankton are one of the most important parts of the food web in the Hudson River. What evidence supports this conclusion?

    A. The population of phytoplankton dropped sharply soon after zebra mussels invaded the river.

    B. The decrease in phytoplankton caused a decrease in the river's zooplankton, fish, and native mussel populations.

    C. The decrease in phytoplankton meant that the river's turbidity, or cloudiness, decreased.

    D. Zebra mussels caused oxygen levels in the river to drop, partly by removing the phytoplankton that produce oxygen.

4. Which population was helped by the invasion of the zebra mussels?

    A. phytoplankton

    B. zooplankton

    C. water celery

    D. native mussels

5. What is the main idea of this text?

    A. In the years right after the invasion, zebra mussels evolved and adapted to the Hudson River ecosystem.

    B. In the years right after the invasion, zebra mussels caused a number of changes in the Hudson River ecosystem and food web.

    C. In the years right after the invasion, zebra mussels did not have a major impact on the Hudson River ecosystem or food web.

    D. At first, zebra mussels did not have any impact on the Hudson River ecosystem, but their impact increased over time.

6. Read these sentences from the text.

"In the years right after the invasion, phytoplankton fell by 80 percent. Zooplankton (which eat phytoplankton) **declined** by half. And the smallest zooplankton (called micro-zooplankton), fell by about 90 percent."

Based on these sentences, what does the word **"decline"** most nearly mean?

    A. to drop in number

    B. to fall over

    C. to increase

    D. to stay the same

7. Choose the answer that best completes the sentence.

With far less phytoplankton, the water got clearer. _____, rooted aquatic plants such as water celery increased by up to 40 percent.

    A. In contrast

    B. However

    C. As a result

    D. Similarly

8. What are two populations that decreased as an immediate result of the zebra mussel invasion?

_____

_____

_____

9. One direct effect of the zebra mussel invasion was a decrease in the cloudiness of the water. How did this affect species in the Hudson River ecosystem?

_____

_____

_____

10. Once scientists understood the short-term impact of the zebra mussel invasion, they started to wonder about the invasion's long-term impact on the ecosystem. Why might the Hudson River ecosystem look different many years after the zebra mussel invasion than it did just a few years after the invasion? Use evidence from the text to support your answer.

_____

_____

_____

NEXTGEN MATH

Name _____

1. The table shows the proportional relationship between the cost in dollars (*c*) of fish and the weight in pounds (*w*) at a grocery store.

w	*c*
3	21
6	42
8	56
10	70
13	91

Select the equation that shows the cost of fish.

Ⓐ $c = 12w$

Ⓑ $c = 7w$

Ⓒ $c = 21w$

Ⓓ $c = 63w$

2. The table shows the proportional relationship between the cost in dollars (c) of sugar and the weight in pounds (w) at a mart.

w	c
6	24
8	32
12	48
16	64
20	80

Select the equation that shows the cost of sugar.

Ⓐ $c = 4w$

Ⓑ $c = 8w$

Ⓒ $c = 18w$

Ⓓ $c = 48w$

Why Were There Thirteen Colonies in America?

When you study early American history you learn a great deal about the thirteen original colonies along the Atlantic Coast of North America: New Hampshire, Massachusetts, Connecticut, Rhode Island, Delaware, Pennsylvania, New York, New Jersey, Maryland, Virginia, North Carolina, South Carolina, and Georgia. The list of colonies is in geographical order from north to south and not in the order that they were founded.

No one set out with a plan in the 1600 or 1700s to create thirteen colonies that came together as a new nation. Explorers from different countries in Europe sailed across the Atlantic Ocean and landed in various places along the seacoast and claimed that land for their country. For example, Dutch explorer Henry Hudson sailed to the North American continent in 1609 and discovered the Hudson River in what is now New York State. His trip was financed by the Dutch East India Company. In 1621 they created a settlement called New Amsterdam and named their colony New Netherlands.

When Henry Hudson was first exploring the area of present-day New York, British colonists organized by the Virginia Company of London had already established the Jamestown settlement in the Virginia Colony in 1607. The colonists were originally looking for gold. Massachusetts received its first European settlers when the Pilgrims arrived there in 1620 after being blown off course on their journey to Virginia.

Each of the thirteen colonies has its own story of how and why it was founded. The land for most of the colonies was granted to a company or individual by the King of England. The company or individual then organized people who moved to North America and settled in the colony. Some colonies were organized for religious freedom and others were money-making ventures.

During the 1600s Great Britain seized the colony of New Amsterdam by force and renamed it New York. Great Britain also seized the colony of Delaware, another colony not founded by English subjects. All thirteen colonies were then united under the British flag and were part of the British Empire.

Name: _____ **Date:** _____

Why Were There Thirteen Colonies in America?

Multiple Choice Questions

Circle the correct answer.

1. The thirteen original colonies are near the

   a. Atlantic Coast of North America
   b. Pacific Coast of North America
   c. Mississippi River
   d. The Hudson River

2. Which of the following states was NOT one of the thirteen original colonies?

   a. Virginia
   b. West Virginia
   c. Massachusetts
   d. Connecticut

3. Jamestown was a settlement in which colony?

   a. Massachusetts
   b. Delaware
   c. Virginia
   d. Pennsylvania

4. The New York colony was originally called

   a. New London
   b. New Amsterdam
   c. New Netherlands
   d. New France

5. Some of the colonies were established

   a. For religious freedom
   b. As money-making ventures
   c. Both a. and b. above
   d. None of the above

6. The thirteen colonies all eventually came under the control of

   a. Great Britain
   b. Netherlands
   c. France
   d. Spain

Why Were There Thirteen Colonies in America? Short Answer Questions

1. Draw a map of the thirteen original American colonies.

2. Create a chart of the thirteen American colonies. In the chart include the name of the founder, the country where the founder came from, and the year the colony was founded.

3. Do some research and find out when Florida, which was founded by the Spanish, became a British colony.

4. Do some research and write a short report about the Dutch East India Company.

5. Newfoundland and Nova Scotia were British colonies that became part of Canada. Do some research and explain why these colonies did not join with the thirteen colonies further south in their rebellion against Great Britain.

6. Did communication unite the colonies or keep them separate? How do you think that modern means of communication would have changed the interaction between the colonies?

7. The states of Colorado, Wyoming and New Mexico, for example, were created by the U.S. Congress. Compare the size and shape of these states to the states that were the original British colonies. Why are these states different?

NEXTGEN MATH

Name _____

1. This graph shows the amount of money *s*, in dollars, in Ryder's account after *w* weeks.

Ryder's Savings Account
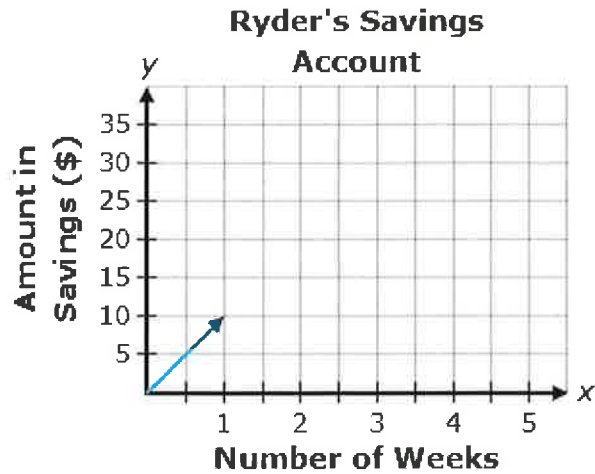
Enter an equation to represent the amount of money *s*, in Ryder's account after *w* weeks.

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2. The table shows the proportional relationship between the cost in dollars (c) of dipping sauce and the weight in ounces (w) at a corner store.

w	c
3	12
6	24
9	36
12	48
16	64

Select the equation that shows the cost of dipping sauce.

Ⓐ $c = 16w$

Ⓑ $c = 48w$

Ⓒ $c = 9w$

Ⓓ $c = 4w$

3. This graph shows the amount of money s, in dollars, in Camilla's account after w weeks.

Camilla's Savings Account
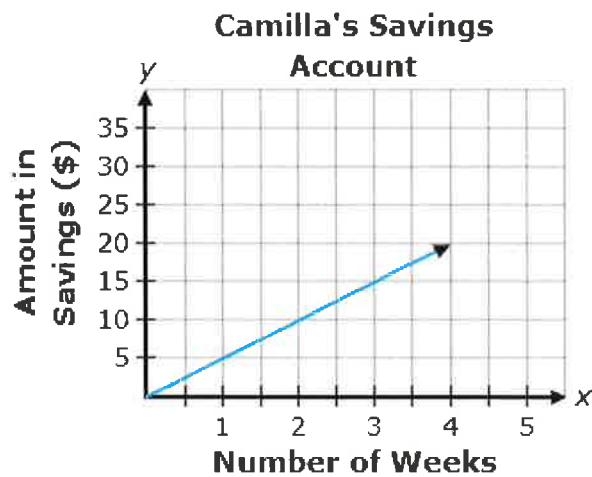
Enter an equation to represent the amount of money s, in Camilla's account after w weeks.

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:

+ Source #1

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 MA+H

Name _____

1. Select **all** equations that have no solution.

   A. ☐ $4 + 18x - 6x = 4 + 12x$

   B. ☐ $12x - (6x + 8) = 9x$

   C. ☐ $10 + 12x = 14 + 18x - 6x$

   D. ☐ $14x - 6 - 7x = 7x - 6$

---

2. Select the statement that correctly describes the solution to this system of equations.

   $7x + y = -101$
   $y + 7x = 37$

   Ⓐ There are no solutions.

   Ⓑ There is exactly one solution at (-13, -10).

   Ⓒ There are infinitely many solutions.

   Ⓓ There is exactly one solution at (-101, 37).

---

3. Enter the x coordinate of the solution to this system of equations.

   $5x + y = -13$
   $x - 5y = 13$

   $x = \boxed{}$

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4. A system of two linear equations has no solution. The first equation is $4x + y = -7$.

   Select the second equation that would make this system have no solution.

   (A) $4x + y = 5$

   (B) $7x + y = 5$

   (C) $3x + y = 3$

   (D) $5x + y = 3$

---

5. Enter a number into each box to create an equation that has an infinite number of solutions.

   $$8(5x + 4) - x = \boxed{}x + \boxed{}$$

---

6. A tree that is 15 feet tall is growing at a rate of 1 foot each year. A tree that is 5 feet tall is growing at a rate of 3 feet each year.

   Enter the number of years it will take the two trees to reach the same height.

   $\boxed{}$ years

---

7. A system of two linear equations has no solution. The first equation is $-3x + y = 11$.

   Select the second equation that would make this system have infinitely many solutions.

   (A) $y + 3x = 11$

   (B) $3x - y = 11$

   (C) $3x + y = -11$

   (D) $y - 3x - 11$

Benjamin Franklin: The Ultimate Solution Creator

by ReadWorks

Benjamin Franklin is credited with an array of inventions and accomplishments. Among these are the repeal of Britain's Stamp Act, bifocals, the lightning rod, the Franklin stove, the reform, and creation of the original U.S. postal system. All are notable for being solutions, in the 1700s, to everyday problems faced by Franklin's peers or to bigger social and political issues (like the American colonies' lack of representation during Britain's rule).

When faced with some kind of roadblock or trouble, Franklin was particularly adept at finding a way around it. Beyond his keen intuition that facilitated his discoveries and solutions, Franklin had an exceptional intelligence. This was evident in the way he approached problems-the man was famous for being economical, community-driven, and supportive of education and hard work. He didn't come from a wealthy family and was well known for living simply, yet smartly. Partly because of this straightforward, but thorough approach to daily life, he was better able to invent and create or improve solutions to some of the era's problems.

Take, for example, the trouble of having two different kinds of poor eyesight. Most people have only

one vision problem, at most, and during Franklin's time, eyeglasses to help nearsightedness or farsightedness already existed. Some people, however, experience both kinds of vision deficiencies, whose scientific names are presbyopia (farsightedness) and myopia (nearsightedness). To address both at the same time, Franklin created dual-lens eyeglasses, which offered a bottom half to correct one's vision of close-by objects and words, and a top half enabling the same viewer to see far away. He did this by cutting the two different necessary lenses in half and combining them. This solution also made it possible to tailor the prescription of each lens to accurately correct the vision of the wearer.

It's not a perfect system; to this day, even if bifocals have improved, new users can experience headaches or dizziness when first wearing them. However, those in need of bifocals typically acclimate to the two-lens system (and in 1955, an optician named Irving Rips further refined the solution, by creating seamless bifocals from one lens, improving upon the original design). The glasses meet their wearer's vision needs.

Franklin also addressed common problems. During his lifetime (1706-1790), fireplaces and stoves were the only way to heat one's home. Burning wood or scrap produces smoke-not always what you want filling your house! To combat the issues of much smoke filling homes and inefficient heating, Franklin created a new system, called the Franklin stove. Essentially, it was an improved fireplace, meant to offer more heat and less smoke than the fireplaces that came before it. To do this, Franklin put something called a baffle (a hollow duct through which cold air entered and hot air exited, warming the room) at the back of his stove. The baffle was open at the bottom and had two holes at the top. Cold air sinks and hot air rises, so the underside of the baffle was meant to take in cold air from the room, heat it with the fire's flames, and release the heated air back into the room. Franklin's other adjustment was the attachment of an inverted siphon to the baffle. This inverted siphon was a U-shaped duct that he thought would carry smoke away from the room and up a chimney.

Interestingly, Franklin's stove wasn't particularly successful. It addressed two of the main heating problems of the day-inefficiency and an excess of smoke-but it didn't actually work that well. The inverted siphon only functioned correctly if the fire burned consistently, a factor that couldn't be guaranteed. However, given the problems and the way people built their homes in 1741, when Franklin invented his stove, the equipment he came up with is viewed as a solution that addressed the problems he was concerned with.

Besides dual-purpose eyeglasses and a less smoky fireplace, Franklin is also credited with inventing the lightning rod. This is perhaps his most famous invention, and with good reason. Before it, lightning striking one's home could have disastrous consequences, especially since houses were generally made from wood. The invention came about as a way for Franklin to test a hypothesis. He believed that lightning was related to electricity-a common piece of knowledge now, but new in 1750, when he invented the lightning rod.

By understanding that lightning tended to hit the highest, nearest point, Franklin determined that putting a rod on the top of a building meant lightning would be more likely to hit the rod than the house itself. Franklin's lightning rod connected to a wire that ran down through the house and into the ground, where it was attached to a ground rod. Both rods were made from metal, which Franklin theorized would conduct the electricity of the lightning. By moving from the first rod down the length of the wire, the lightning's energy could be safely transmitted into the ground, where it would no longer pose a threat to one's home or body.

Franklin didn't just deal with objects as solutions to problems. He was the first known creator of a "pros and cons" list, which is an invention to assist with decision-making. In a 1772 letter to a friend, he laid out how he made difficult decisions: he divided a piece of paper into two columns, with one headed "pros" and the other "cons." He would think about the pros and cons of a particular decision for several days, writing them down whenever they came to him. When no more occurred to him, he would go through each side of the list, assigning a weight to every point. Then he would strike out a pro for every con. At the end, he would see if the balance was on one side or the other, think about the problem for another day, and then make a decision.

This kind of systematic approach to decision-making was probably quite useful for Franklin's overall approach to making scientific inquiries, which he applied in his research too. For instance, he was very interested in population growth, particularly in the American colonies. In the 1700s, the colonies' population was exploding, but no one knew by how much. After studying the growth for several decades, beginning in the 1730s, Franklin published "Observations on the Increase of Mankind" in 1755. This essay explained that rapid population growth usually accompanied an abundance of food supplies. At the time, the Americas had the fastest population growth anywhere in the world and also had a huge amount of farmland, which meant they could easily nurture a growing population. Besides enlightening his readers as to why the colonies were experiencing a surge in citizens, he was also able to explain how much their area was growing. At the time he published "Observations on the Increase of Mankind," based on his two decades of observation, Franklin theorized that the population of the Americas was set to double every 20 years.

During his lifetime, Franklin was also put in charge of systems affecting the population as a whole. He tended to improve them. In 1775, he was appointed the first Postmaster General of the American colonies. When he began the job, a letter traveling from New York to Philadelphia could take two weeks, even though the distance was only 109 miles. To get a letter safely overseas, a sender would send copies on several different ships, with the hope that at least one of them would make it to the recipient. Post offices were very informal-they could be anything from a town's inn to its local pub.

As Postmaster General, Franklin instituted several solutions that made sending and receiving mail faster and more reliable. First, he toured all the major post offices and the routes connecting them, so he could learn more about the system as a whole. Based on his observations, he dictated more direct routes between these post offices and had milestones set up on the roads used by mail carriers, so they could more easily follow the correct path. (Roads were very poorly marked in the 1700s.) Second, he specifically improved service between New York and Philadelphia, the colonies' two biggest, most important cities, by having the mail wagon travel between the cities during the night, as well as the day. Thus more mail was able to travel faster. Lastly, he instituted a standardized chart for mail that made clear what it should cost to mail a letter or package, based on its weight and how far it was traveling.

In an unusual move, Franklin never patented a single one of his designs or inventions, which meant other people were free to copy them, improve upon them, or re-create them. He resisted hoarding his ideas because he truly believed that people benefitted from one another's inventions. It gave society an advantage if new designs and inventions were available to all, because that way, more minds could work on them in order to make them better. By coming up with devices and systems that addressed certain problems, but refraining from trademarking his inventions, Franklin paved the way for others to continually improve on his initial solutions.

Name: _____ **Date:** _____

1. According to the text, what was Benjamin Franklin's most famous invention?

    A. bifocal glasses

    B. the Franklin stove

    C. the lightning rod

    D. pros and cons lists

2. How does the author describe Benjamin Franklin?

    A. from a wealthy, sophisticated family

    B. lazy, selfish, and uncharitable

    C. unmotivated and lacking in creative vision

    D. economical, community-driven, and supportive of education

3. The bifocal lens system that Benjamin Franklin created was not perfect. What evidence from the passage supports this conclusion?

    A. "Franklin created dual-lens eyeglasses, which offered a bottom half to correct one's vision of close-by objects and words, and a top half enabling the same viewer to see far away."

    B. "New users can experience headaches or dizziness when first wearing them."

    C. "This solution also made it possible to tailor the prescription of each lens to accurately correct the vision of the wearer."

    D. "He did this by cutting the two different necessary lenses in half and combining them."

4. Why wasn't the Franklin stove successful?

    A. The stove didn't reliably reduce the amount of smoke in the room.

    B. The stove didn't properly heat the room.

    C. There were multiple accidents where the stove caught fire.

    D. The stove increased the amount of smoke given off.

5. What is this passage mainly about?

    A. population growth in the American colonies

    B. the invention of the lightning rod

    C. Benjamin Franklin and his many inventions

    D. the U.S. patent system

6. Read the following sentences: "When faced with some kind of roadblock or trouble, Franklin was particularly **adept** at finding a way around it. Beyond his keen intuition that facilitated his discoveries and solutions, Franklin had an exceptional intelligence."

What does "**adept**" mean?

    A. quick

    B. stubborn

    C. impatient

    D. skillful

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

Benjamin Franklin was a brilliant inventor, _____ he never patented any of his designs.

    A. also

    B. yet

    C. thus

    D. namely

8. What hypothesis was Benjamin Franklin trying to test with the invention of the lightning rod?

_____

_____

_____

9. Benjamin Franklin greatly improved the U.S. Postal System during his time as Postmaster General. What evidence from the text supports this conclusion?

_____

_____

_____

10. Why was Benjamin Franklin "the ultimate solution creator"? Support your argument with examples from the text.

_____

_____

_____

NEXTGEN MA+H

Name _____

1. The graph shown compares the height of Tree A and the height of Tree B over time (in years).
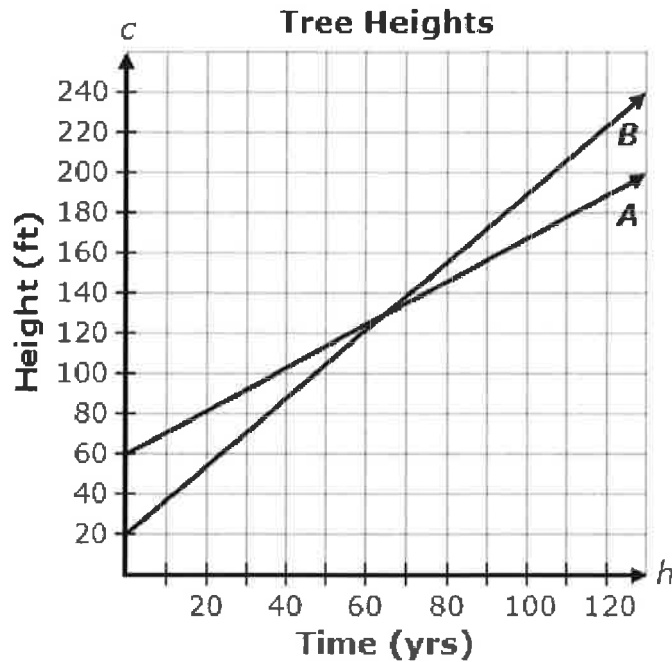
Tree Heights

How many years after Tree B was planted did Tree A and Tree B have the same height?

[____] years

___

2. Enter the y coordinate of the solution to this system of equations.

$4x + y = -10$
$x - 4y = 6$

$y = $ [____]

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3. Select **all** equations that have no solution.

    A. ☐ $6 + 12x - 4x = 6 + 8x$

    B. ☐ $20x - (10x + 2) = 7x$

    C. ☐ $7 + 4x = 10 + 6x - 2x$

    D. ☐ $4x - 8 - 2x = 2x - 3$

---

4. A system of two linear equations has no solution. The first equation is $2x + y = -6$.

    Select the second equation that would make this system have no solution.

    Ⓐ $5x + y = 5$

    Ⓑ $3x + y = 5$

    Ⓒ $6x + y = 3$

    Ⓓ $2x + y = 3$

---

5. Enter the value of x that makes the equation $-13(x + 9) + 15x = 23$ true.

    $x = $ ☐

---

6. Select the statement that correctly describes the solution to this system of equations.

    $3x + y = 14$
    $x - 4y = -69$

    Ⓐ There are no solutions.

    Ⓑ There is exactly one solution at (14, -69).

    Ⓒ There is exactly one solution at (-1, 17).

    Ⓓ There are infinitely many solutions.

Famous Pharaohs of Ancient Egypt

The kings of Ancient Egypt are better known as the pharaohs of Egypt. Modern Egypt no longer has pharaohs as leaders. However, pharaohs ruled as kings and, like kings, pharaohs were succeeded after death by members of their royal family, usually the oldest son. At times a military or other leader was able to take over the throne and his family became the new royal family. Historians call the takeover by a new ruler whose family then rules for a long time as the start of a new dynasty.

The Old Kingdom of Ancient Egypt began around 2650 BCE during the third Egyptian dynasty. Djoser was the second king in the third dynasty. A talented architect and scholar named Imhotep built the first Egyptian pyramid, a step pyramid, for Djoser. Imhotep was so admired by the Egyptian people that he was later worshipped as a god. The first king of the fourth dynasty, Seneferu, built the first true pyramid and historians believe he is buried in the ancient Red Pyramid. Seneferu's son, Khufu, built the Great Pyramid at Giza. Khufu is sometimes called by the Greek version of his name, Cheops. Khufu's son Khafre and grandson Menkaure became pharaohs of Egypt and built their own burial pyramids at Giza. The Old Kingdom ended around 2134 BCE.

After the Old Kingdom ended the provinces of Egypt were ruled by nomarchs, like governors of states. Then the rulers of Thebes took power and moved the capital of Egypt to their city. Three kings from Thebes – Tao I, Kamose and Ahmose – started military campaigns to drive out the foreign rulers who had taken over the northern part of Egypt. Around 1550 BCE what historians call the New Kingdom of Egypt, which included the 18th to 20th dynasties, began.

The pharaohs of the 18th dynasty – Ahmose, Amenhotep I and Tuthmosis I – expanded the Egyptian Empire to the north and south. Hatshepsut, the wife of Tuthmosis II, ruled Egypt after her husband died while his son was too young to rule. She had herself crowned as the first woman pharaoh. Tuthmosis III eventually became pharaoh and history remembers him as a great warrior who led military campaigns against the Syrians. Ramesses II was the builder of many elegant temples and ruled for 67 years. Many of the pharaohs, including the Boy King Tutankhamun, are buried in the Valley of the Kings.

Name: _____ Date: _____

Famous Pharaohs of Ancient Egypt Multiple Choice Questions

Circle the correct answer.

1. When a pharaoh in Ancient Egypt died he was succeeded by

   a. Whoever the people selected.
   b. Whoever the Senate selected.
   c. Whoever the elders selected.
   d. His oldest son or other close relative.

2. The builder of the first Egyptian pyramid was

   a. Imhotep
   b. Ahmose
   c. Amenhotep
   d. Tuthmosis

3. Who is buried at the Great Pyramid at Giza?

   a. Khufu
   b. Cheops
   c. Both a. and b. above
   d. None of the above

4. Between the Old Kingdom and the New Kingdom of Ancient Egypt the capital was located at the city of

   a. Cairo
   b. Alexandria
   c. Thebes
   d. Karnak

5. The first female ruler of Ancient Egypt was

   a. Ramesses
   b. Hatshepsut
   c. Tutankhamun
   d. Khafre

6. Many of the kings of the New Kingdom of Ancient Egypt are buried at

   a. The Valley of the Kings
   b. Giza
   c. Both a. and b. above
   d. None of the above

Famous Pharaohs of Ancient Egypt Short Answer Questions

1. What do the capital I, II and III represent after some of the names of the Egyptian pharaohs?

2. Explain what a dynasty is.

3. Draw a step pyramid and a smooth pyramid. If you don't know what these structures look like, look up the terms online or in an encyclopedia.

4. Do some research and write a short report about the Great Pyramid at Giza.

5. Do some research and write a short report about the first female pharaoh Hatshepsut.

6. Locate pictures of artifacts from Tutankhamun's pyramid tomb. Which item do you like the most and why?

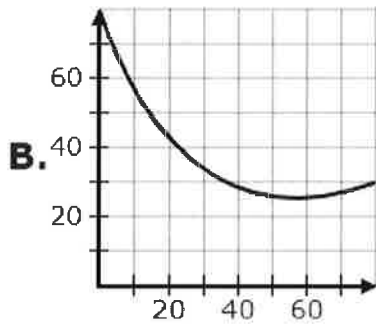7. Do some research and write a short report about the accomplishments of Ramesses II.

NEXTGEN MATH

Name _____

1. Complete the input-ouput table for the linear equation $y = 2x + 14$.

x	y
	22
8	
	38
16	

---

2. Determine whether each function could be linear.

	Linear	Nonlinear
A. $y = 1x + 7$	◯	◯

	Linear	Nonlinear
B.	◯	◯

C.

x	-4	-2	0	2
y	6	13	20	27

◯ Linear ◯ Nonlinear

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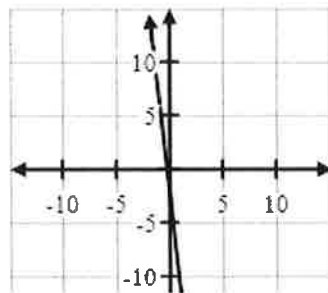
3. Match each graph on the left with the functions on the right.
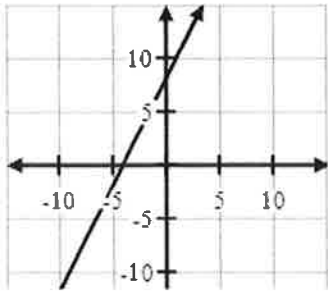
●   ● $y = 2x + 8$

●   ● $y = 9x - 7$

●   ● $y = -9x - 2$

●   ● $y = -9x + 9$

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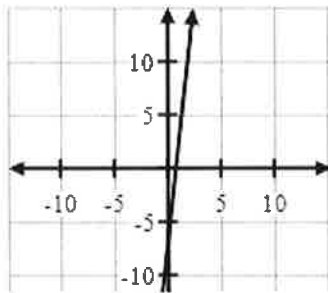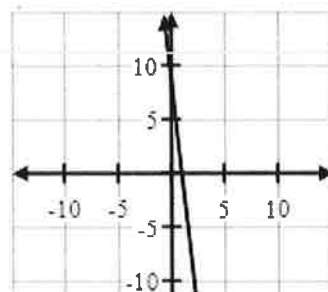
The Orchid's Secret

by Josh Adler

Deep in the jungles of Colombia there is a kind of flower that attracts bees with its unique perfume. The male bees store as much scent as possible from this particular flower on their hind legs. The male bees that collect the most scent attract the female bees to mate with them. In Venezuela there is a flower people collect for its large white or yellow petals. Few people ever find it, though, since it only blooms for a few days. There is a small pink and yellow flower that only grows in a very specific part of the state of Florida. It also only grows on trees, and wind or birds may spread its seeds. These flowers are some of the most rare and delicate species in all of nature. They are all types of orchids.

For hundreds of years orchids have been prized discoveries of collectors and adventurers hoping to find new and exotic breeds of the flower. In her book *The Orchid Thief*, author Susan Orlean tells how in the 1800s orchids became popular in Europe, which made them very valuable. Many "orchid hunters" set out to find and bring back new types of orchids to sell. However, many of the men who went looking for the mysterious orchids met with tragedy instead. Orlean relates that "dozens of hunters were killed by fever or accidents or malaria or foul play. Others became trophies for headhunters or prey for horrible creatures . . . ." Sometimes orchid hunters even were injured or killed by other people.

On one trip to find orchids in 1901, eight hunters ventured to the Philippines, which is a group of islands in the Pacific Ocean. A tiger ate one hunter, another was badly burned, and five more completely disappeared. The trip's only survivor brought back 7,000 orchids. Even modern-day orchid hunters, like Tom Hart Dyke, still face incredible dangers to collect the flowers. He and his partner, Paul Winder, were held as prisoners for over nine months after they were captured on an orchid hunt in Central America.

While the plants have long been valued for their beauty, they may be even more important to science and our understanding of co-evolution. Unlike plants that can self-pollinate, orchids need very specific insects or birds to spread their pollen. The process by which insects, the wind, or birds spread the pollen of different flowers is called pollination. Pollen is a powder produced by plants that contains their genetic material. In order for the plants to reproduce, the pollen must be physically moved to the flower's stigma, which contains an egg. Now the fertilized egg can become a seed. Birds and insects can pollinate plants by touching many different flowers and spreading the pollen around.

Orchids evolved to attract insects and birds. Because there are many different species of orchid, there are also many different ways the orchids attract their pollinators. Orlean explains that "many species look so much like their favorite insects that the insect mistakes them for kin [other insects], and when it lands on the flower to visit, pollen sticks to its body.... Another orchid imitates the shape of something that a pollinating insect likes to kill.... Other species look like the mate of their pollinator, so the bug tries to mate with one orchid and then another... and spreads pollen from flower to flower each hopeless time."

Other orchids don't use their shape at all, but rather produce specialized scents to attract specific insects, such as bees, beetles or flies. Some orchids smell like cake, some like chocolate, and some like rotting meat. All these smells may seem weird or gross, but they exist to lure creatures to their pollen and help the orchids survive. The strategies to attract insects and spread their flowers' pollen go on and on. Each family of orchids has a unique kind of insect or bird that visits their flowers, as well as its own way of attracting them. It has worked, too. According to NOVA, a science television series on PBS, "orchid species number more than 25,000 worldwide." That is more kinds of species than any other flower on the planet, and new ones are still being found.

Orchids and the insects that pollinate them are one of the most amazing examples of evolution. Though their degree of co-dependence varies, as it is apparent that at least some orchids are more reliant on their pollinators than the pollinators are on the orchids, the degree of evolutionary specialization is still very impressive. Research by Harvard scientists suggests that certain species of orchid evolved specifically to attract orchid bees, which collect a wide variety of scents from various plants in preparation for mating. In another case, an orchid mimics a female's smell and appearance -and the male pollinator gets nothing out of the bargain whatsoever. By tricking the insects that collect its pollen, the orchid has survived since the time of the dinosaurs. Shh! It's a secret.

Name: _____ **Date:** _____

1. What is an orchid?

    A. an insect that spreads pollen

    B. a scent from a flower that attracts insects

    C. a hunter in the Philippines

    D. a rare and valuable flower

2. What does this passage describe?

    A. This passage describes the Europeans who collected orchids in the 1800s.

    B. This passage describes what being a prisoner in Central America is like.

    C. This passage describes the life of Susan Orlean.

    D. This passage describes orchids and orchid hunting.

3. Read the following sentence: "Unlike plants that can self-pollinate, orchids need very specific insects or birds to spread their pollen."

What evidence from the passage supports this statement?

    A. In Venezuela there is a flower people collect for its large white or yellow petals.

    B. There are more than 25,000 species of orchids worldwide.

    C. Many orchids use their scent to lure insects to their pollen.

    D. Many people who went looking for orchids met with tragedy instead.

4. Why might orchid hunters be willing to face dangerous challenges in order to get orchids?

    A. Orchids are worth a lot of money.

    B. Some orchids use their scent to attract insects.

    C. Some orchids look like insects.

    D. The orchid has survived since the time of the dinosaurs.

5. What is this passage mainly about?

    A. the Philippines and the dangers of hunting orchids there

    B. orchids, orchid hunting, and orchid pollination

    C. an orchid hunt that Tom Hart Dyke and Paul Winder went on

    D. a species of orchids that lives deep in the jungles of Colombia

6. Read the following sentence: "Other orchids don't use their shape at all, but rather **produce** specialized scents to attract specific insects, such as bees, beetles or flies. Some orchids smell like cake, some like chocolate, and some like rotting meat."

What does the word **produce** mean in the sentence above?

    A. remove

    B. deliver

    C. change

    D. make

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

Many orchids attract insects with smells, _____ cake, chocolate, and rotting meat.

    A. such as

    B. although

    C. meanwhile

    D. but

8. What is pollination?

_____

_____

_____

9. What are three ways orchids attract insects to spread their flowers' pollen?

_____

_____

_____

10. The title of the passage is "The Orchid's Secret." Based on the information in the passage, what secret may the title be referring to? Use information from the passage to support your answer.

_____

_____

_____

NEXTGEN MA+H

Name _____

1. Select the equation that mateches the written description.

   A number, *y* is five less than three times a number, *x*.

   Ⓐ

x	6	11	16	21
y	13	28	43	58

   Ⓑ

x	7	10	13	16
y	-61	-85	-109	-133

   Ⓒ

x	6	10	14	18
y	-59	-95	-131	-167

   Ⓓ

x	6	7	8	9
y	9	12	15	18

2. Select **all** ordered pairs that satisfy the function $y = 2x + 1$.

   A. ☐ (0, 1)

   B. ☐ (-4, 17)

   C. ☐ (-4, -7)

   D. ☐ (-3, -5)

3. Select True or False for each statement about the function $y = -9x^2 - 4$.

	True	False
A. The coefficent of x^2 is 1.	○	○
B. The graph of the function opens up.	○	○
C. The graph of the function is not a straight line.	○	○
D. For positive values of x, as x increases the function decreases.	○	○
E. The function does not contain the origin.	○	○

---

4. A swimming pool had 20 gallons of water in it. Then water was added to the A swimming pool at a rate of 3 gallons per second.

The function $y = 3t + 20$ describes the relationship between the number of gallons, y, and the number of seconds water was added, t.

Select **all** of the ordered pairs that correspond to input-output pairs for the function.

A. ☐ (9, 47)

B. ☐ (0, 23)

C. ☐ (3, 20)

D. ☐ (4, 32)

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The Upside of Dyslexia
by ReadWorks

We live in a society where reading is very important-not just for school, but for daily life. (Think street signs, maps, medicine labels, and allergy labels on food packaging.) So life can be hard for people with dyslexia. Dyslexia is a learning disability that affects a person's reading ability. For people with dyslexia, the parts of their brains that process language aren't functioning the way they're supposed to.

According to the American Academy of Pediatrics, dyslexia was the most common learning disability in 2011. It is still common today. However, people with dyslexia can learn to cope with the disability so that they can succeed in life.

Says Emerson Dickman, president of the International Dyslexia Association in Baltimore: "Individuals who have difficulty reading and writing tend to deploy other strengths. They rely on mentors, and as a result, become very good at reading other people and delegating duties to them. They become adept at using visual strengths to solve problems."

Take, for example, Richard Branson, the successful founder of Virgin Atlantic Airways, who credits his dyslexia as his "greatest strength." As he explains it, he "got bored easily" in school because he couldn't read well, and teachers thought he was simply "lazy and not very clever." So he spent most of his time visualizing all the things he would do when he left school. After launching his first business at 16, he went on to start eight different companies and amass billions of dollars. "On one of my last days at school, the headmaster said I would either end up in prison or become a millionaire," Branson recalls. "That was quite a startling prediction, but in some respects he was right . . . !"

Branson is not the only entrepreneur who is dyslexic. In 2007, Julie Logan, a professor of entrepreneurship at the Cass Business School in London, did a study on entrepreneurs in the United States. Thirty-five percent of the entrepreneurs in the study identified themselves as dyslexic.

"We found that dyslexics who succeed had overcome an awful lot in their lives by developing compensatory skills," says Logan. "If you tell your friends and acquaintances that you plan to start a business, you'll hear over and over, 'It won't work. It can't be done.' But dyslexics are extraordinarily creative about maneuvering their way around problems."

Well-known journalist Anderson Cooper, who has visited many battle-torn areas and conducted interviews about tough subjects, knows this fact firsthand. Diagnosed as dyslexic as a child, he relied on the help of a reading specialist. He says that she encouraged him to find books he was very passionate about. "I don't think it's an accident that I became a war correspondent," Cooper says. "I'm interested in stories of survival: how some people make it through desperate times and others don't."

The television and film world also boasts a number of other dyslexic superstars. For example, Whoopi Goldberg, an Oscar-winning actress and comedian, was diagnosed with dyslexia after suffering through her school years. When she was a child, she couldn't understand why she struggled so much with reading.

"You can never change the effect that the words 'dumb' and 'stupid' have on young people," says

Goldberg. However, she says, "I knew I wasn't stupid, and I knew I wasn't dumb. My mother told me that."

Now, Goldberg defines herself as a person who believes that "it is okay to feel differently than the pack." When asked about what it takes to be successful, Goldberg says, "We're born with success. It is only others who point out our failures and what they attribute to us as failure."

Clearly, people with dyslexia may face many obstacles. However, they shouldn't be discouraged. There are ways they can cope with it and lead very successful lives.

Name: _____ **Date:** _____

1. According to the text, what does dyslexia affect?

A. living a successful life

B. people who are lazy

C. the American Academy of Pediatrics

D. a person's reading ability

2. What does the author describe in the passage?

A. entrepreneurs who identify themselves as dyslexic

B. how Anderson Cooper became a war correspondent

C. celebrities who are coping with their dyslexia

D. how Richard Branson founded Virgin Atlantic Airways

3. Richard Branson was not very successful in school. What evidence from the passage best supports this conclusion?

A. Branson's teachers thought he was lazy and not very smart.

B. Branson credits dyslexia as "his greatest strength."

C. Branson spent his time visualizing what he would do when he left school.

D. Branson launched his first business at sixteen and started eight companies.

4. Why might Whoopi Goldberg have been called "dumb" or "stupid"?

A. because she thought she could become a famous actress

B. because she was not as intelligent as her classmates

C. because she listened to what her mother said

D. because she struggled so much with reading

5. What is this text mostly about?

A. how Whoopi Goldberg learned to live with dyslexia

B. how coping with dyslexia can help people succeed

C. how Anderson Cooper's dyslexia affected his career

D. why many people with dyslexia work in television and film

6. Read the these sentences from the text.

"We found that dyslexics who succeed had overcome an awful lot
in their lives by developing **compensatory skills** ," says Logan. "If
you tell your friends and acquaintances that you plan to start a
business, you'll hear over and over, 'It won't work. It can't be
done.' But dyslexics are extraordinarily creative about
maneuvering their way around problems."

As used in this sentence, what does the phrase "**compensatory skills**" most nearly mean?

    A. skills that are not necessary for life

    B. skills that can only be gained from practice

    C. skills that make up for a weakness

    D. skills that are taught in textbooks

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

Dyslexic people have trouble reading and understanding text, _____ they often develop ways to cope with dyslexia.

    A. so

    B. after

    C. for example

    D. otherwise

8. As a learning disability, what does dyslexia affect?

_____

_____

_____

9. According to Dickman, what strengths do people with dyslexia tend to develop?

_____

_____

_____

10. Read these sentences from the text.

Clearly, people with dyslexia may face many obstacles. However, they shouldn't be discouraged. There are ways they can cope with it and lead very successful lives.

Explain how the obstacles and difficulties faced by people with dyslexia can actually help them to succeed. Support your answer using information from the text.

_____

_____

_____

Name _____

1. A boat renting company charges $38 per day to rent a boat along with a $50 one-time cleaning fee.

   Enter an equation in $y = mx + b$ form that shows the amount of money earned by the company, y, after x days.

---

2. A silo containing 800 gallons of grain is emptied at a constant rate of 400 gallons every 1 hour.

   Enter an equation in the form $y = mx + b$ that represents the amount of grain y, in gallons, remaining in the silo after x hours.

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3. This graph represents a linear function.
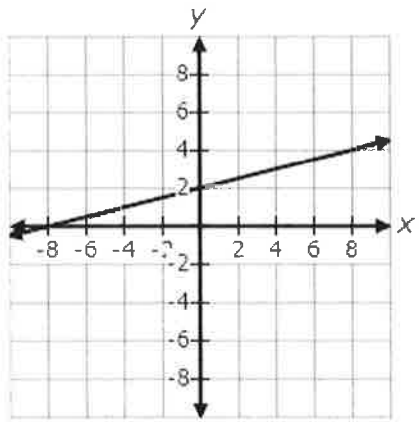
Select the equation represented by the graph.

Ⓐ $y = \dfrac{4}{1}x - 2$

Ⓑ $y = \dfrac{1}{4}x - 2$

Ⓒ $y = \dfrac{1}{4}x + 2$

Ⓓ $y = \dfrac{4}{1}x + 3$

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Assignment

Write a Story Using a Complete Writing Process

Topic: Raising Baby Pandas

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

So Much Cuteness, and So Much Work!

By Sully Dragonovan

Pandas are sometimes raised in captivity, in situations where they are taken care of by people and live in places like zoos. There are actually only approximately 1600 pandas living, and 300 of those pandas are in captivity. It is also not an easy to take care of pandas and raise them properly, and some people think that because it is expensive and difficult that there is no need to bother with raising baby pandas in zoos.

Pandas are a big hit at zoos, though! The people who come to visit pay money to enter the zoo to see them. However, it would take a lot of visitors paying a lot of money to enter the zoo to pay the annual cost of having a baby panda. On top of that, a baby panda can't be alone at the zoo. It would need to have its mother with it (and maybe even the father). That is millions of dollars a year to raise a panda or two! Zookeepers often help the panda parents take care of the babies, but the babies still need the panda parent!

Even if a zoo is willing to spend the money to get a panda, it is important to know that it is not easy to raise a baby panda. The panda needs to be fed and cared for by people and its mother. It has to have the right type and amount of nutrition to survive and thrive. It also has to be kept warm. It is the job of the zookeepers and the mother panda to make sure that the baby has what it needs. In the wild, when more than one panda is born (a set of two is called "twins"), one of the baby pandas usually does not survive because the mother can only take care of one baby at a time. Although twin pandas have a better chance of both surviving in captivity, it is a juggling act for the mother and the people!

It is hard to raise baby pandas in captivity. Ultimately for the pandas to not be in danger of becoming extinct, they would need to be thriving in the outdoors. The goal of raising pandas in captivity (places like zoos) is that they can be released into the wild and not go extinct. The people who help raise baby pandas know that if they do their job well, their babies will leave them someday!

Zoos and Breeding Centers in China that House Giant Pandas

Name of Facility	Name and/or Number of Pandas	Other Facts
Beijing Zoo	Ming-Ming (died 2011)	Ming-Ming was the first panda born in captivity.
Shanghai Zoo	Not available	
Bifengxia Panda Base, Ya'an	Mei Sheng, Hua Mei, Tai Shan, Su Lin, Zhen Zhen, and Fu Lon	Fu Long was born in Austria.
Chengdu Research Base of Giant Panda Breeding, Chengdu, Sichuan	Twelve cubs born in 2006 Xiong Bang and Mei Lan	Xiong Bang was born in Japan. Mei Lan was born in the United States.
China Conservation and Research Center for the Giant Panda at the Wolong National Nature Reserve, Sichuan	Seventeen cubs born in 2006	
Chime-Long Paradise Amusement Park	Triplets born in 2014	Triplets are rare for pandas. Triplets means a set of three.

Ocean Park, Hong Kong	An An, Le Le, and Ying Ying
Macau Giant Panda Pavillion	Kai Kai and Xin Xin
Dailian Forest Zoo	Fei Yun, Cai Zhen, and Jin Hu

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 at a zoo and helped raise pandas.

Write a story about what happened when you worked at a zoo and helped raise pandas.

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)
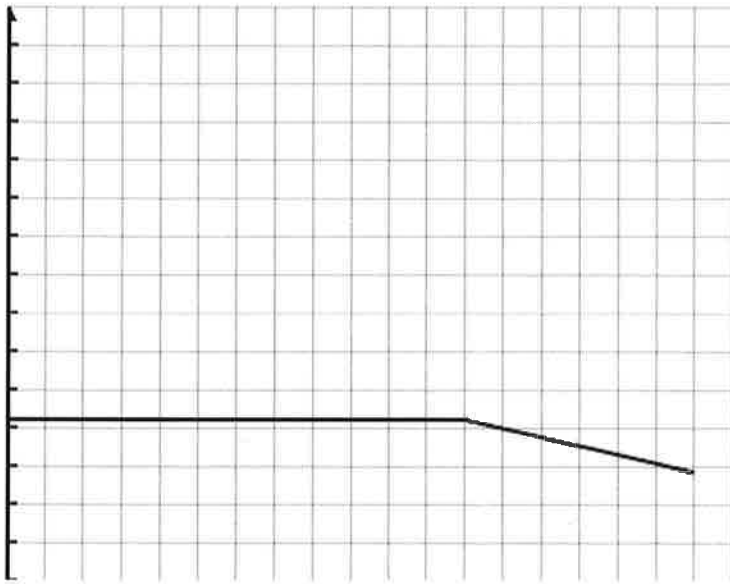
Your Response:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

NEXTGEN MA°H

Name _____

1. Engineers from an appliance company are testing their company's water heater at various settings. Their results are graphed below.

Based on the graph, determine whether each statement is true. Select True or False for each statement.

	True	False
A. The water temperature is increasing between hour 8 and hour 9.	○	○
B. The water temperature is constant between hour 5 and hour 6.	○	○
C. The water temperature is decreasing between hour 1 and hour 2.	○	○

2. This table shows gas level in a truck as a linear function of time.

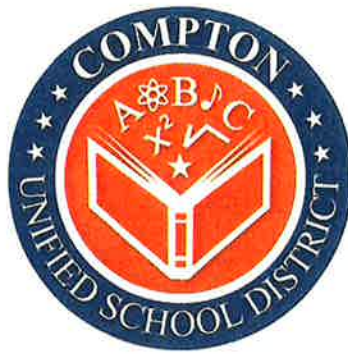| Time (hr)	Gas Level (ft)
0	55
4	43
8	31
12	19

Enter the rate of change of the gas level, in feet per hour.

[ ] feet per hour

3. A car renting company charges $47 per day to rent a car along with a $50 one-time cleaning fee.

x	y
1	97
2	144
3	191
4	238

Using the table, enter an equation in $y = mx + b$ form that shows the amount of money earned by the company, y, after x days.

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.

i-Ready™

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

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

CUSD Application Login
Compton Unified School District Single Sign-On

Imagine Learning

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

ClassLink

CUSD Application Login
Comptor Unified School District Single Sign-On

GRADES
6-8
ELA/ELD

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

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.
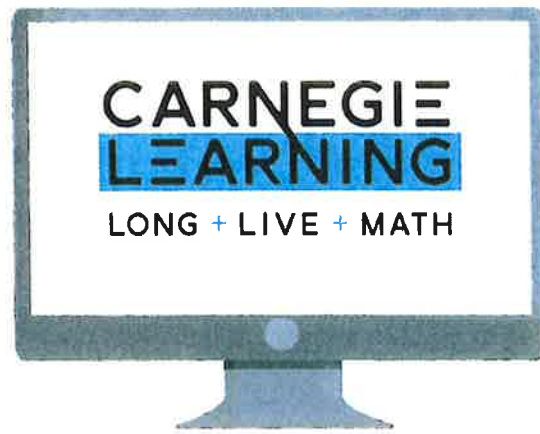
Student Login

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

Login with ClassLink

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

CUSD TopClassLinker
Compton Unified School District Single Sign-On

GRADES 6-12

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

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 Applications Login
Compton Unified School District Single Sign-On

GRADES K-2

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).
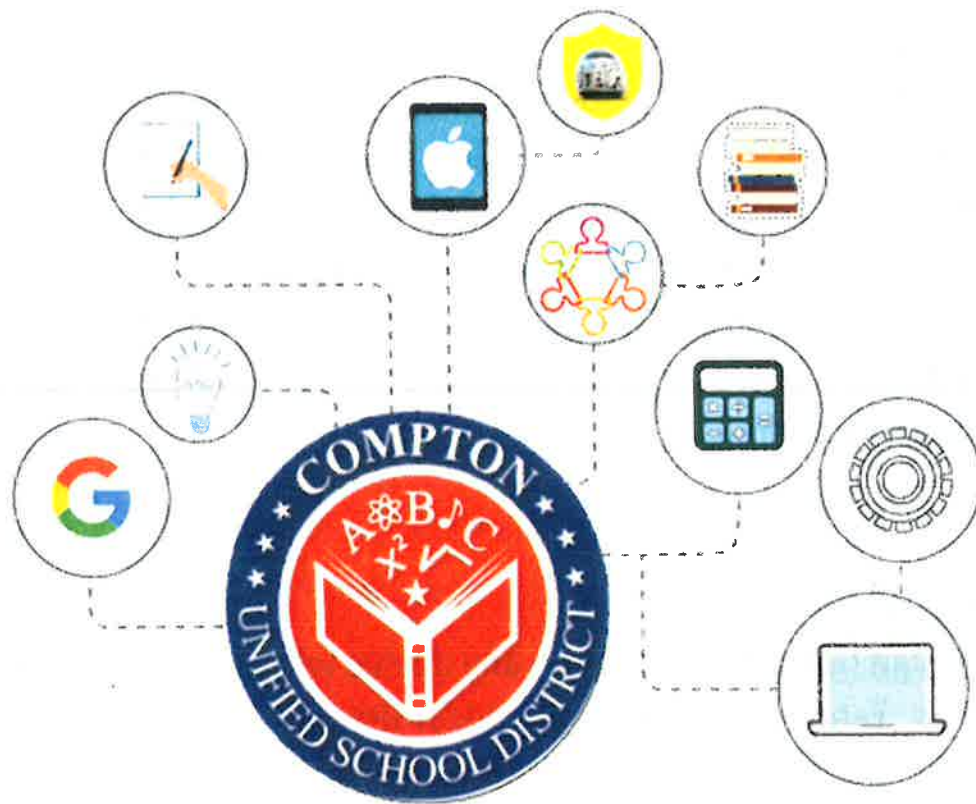
Login with ClassLink

ClassLink

CUSD Application Login
Compton Unified School District Single Sign On

COMPTON UNIFIED SCHOOL DISTRICT

Department of Educational Technology