



Compton USD Learning Packet #8

Seventh Grade

Name _____

7th Grade Learning Packet

TABLE OF CONTENTS

Week 9

| Day | Lesson | Date Completed |
|-----|---|----------------|
| 1 | 1) ELA: Sentence Sense p. 87-88 | |
| | 2) Go Math -12.2 Reteach Experimental Probability of Simple Events | |
| | 3) HSS - Read pp. 3, "What are Primary and Secondary Sources?" | |
| | 4) ELD - Vocabulary Development (2020 CENSUS) | |
| 2 | 1) ELA: The Subject p. 89-90 | |
| | 2) Go Math -12.2 Practice and Problem Solving: D | |
| | 3) HSS - Do pp. 4, "Primary and Secondary Group Activity" | |
| 3 | 1) ELA: The Predicate p. 91-92 | |
| | 2) Go Math -12.2 Practice and Problem Solving: A/B | |
| | 3) HSS - Do pp. 5, "Primary and Secondary Quiz" | |
| | 4) ELD - Reading-The History of the Census | |
| 4 | 1) ELA: Compound Subjects and Compound Verbs p. 93-94 | |
| | 2) Go Math - 12.2 Practice and Problem Solving: C | |
| | 3) HSS - Do pp. 6, "Identify Primary and Secondary Sources" Document Two | |
| 5 | 1) ELA: Chapter Review p. 95-96 | |
| | 2) Go Math- 12.2 Reading Strategies: Making Predictions | |
| | 3) HSS - Do pp. 7, "Identify Primary and Secondary Sources" Document Three | |
| | 4) ELD -Writing: Justify an Opinion | |

SENTENCE SENSE

10a A *sentence* is a group of words that expresses a complete thought. A sentence begins with a capital letter and ends with a period, a question mark, or an exclamation point.

EXAMPLES The writing lab has several new computers.
Please be on time for play rehearsal.
Have you read the chapter on the Civil War?
Stop the car now!

10b A *declarative sentence* makes a statement. It is always followed by a period.

EXAMPLES Shanti was elected class president two years in a row.
Here are two more suggestions.

10c An *imperative sentence* gives a command or makes a request. It is usually followed by a period. A strong command is followed by an exclamation point.

The subject of a command or a request is always *you*, but *you* doesn't usually appear in the sentence. When *you* doesn't appear, it is called the *understood subject*. *You* is the understood subject even when the person is addressed by name.

EXAMPLES [You] Please shut the window.
[You] Watch out!
Rosaria, [you] please read the first two sentences aloud.

10d An *interrogative sentence* asks a question. It is followed by a question mark.

EXAMPLES How did you know my name?
Do you live in Canada?

10e An *exclamatory sentence* shows excitement or expresses strong feeling. It is followed by an exclamation point.

EXAMPLES What an exciting soccer game that was!
I can't believe we are finally at the cabin!

EXERCISE 1 Identifying Sentences

On the line before each sentence, write *s.* if the group of words is a sentence or *n.s.* if the group of words is not a sentence. Add correct punctuation if the group of words is a sentence.

- EX. *n.s.* 1. Whenever she rides her mountain bike
- s.* 2. Alana wears her helmet whenever she rides her mountain bike
- _____ 1. Before the music began to play
- _____ 2. Did Brad send Danielle a bouquet of yellow roses
- _____ 3. Listening to the distant sound of thunder and seeing lightning crack across the nighttime sky
- _____ 4. There is a way out of the tunnel
- _____ 5. There wasn't much left to eat by the time Malcolm arrived
- _____ 6. Dr. García uses all the latest equipment in her dental practice
- _____ 7. Walking to the party
- _____ 8. Tyrone sat on the beach because he had broken his ankle
- _____ 9. Imagine what could happen in the future
- _____ 10. Where did I put my library card

EXERCISE 2 Classifying and Punctuating Sentences

Classify each of the following sentences by writing *dec.* for declarative, *imp.* for imperative, *int.* for interrogative, or *exc.* for exclamatory on the line before the sentence. Then add the correct punctuation.

- EX. *exc.* 1. How loud that music is!
- _____ 1. Every year, the island loses sand to the shifting tides and shrinks an inch or two
- _____ 2. What a frightening experience that was
- _____ 3. Hang up your coat in the front closet
- _____ 4. I can't believe how close to us that dolphin swam
- _____ 5. Were you able to answer all the questions on that test

THE SUBJECT

10f The *subject* tells whom or what the sentence is about.

To find the subject of a sentence, ask *who* or *what* is doing something or *whom* or *what* is being talked about. The subject may come at the beginning, the middle, or the end of a sentence.

EXAMPLES On his trip to the Amazon rain forest, **Mr. Bergeron** took hundreds of photographs. [*Who took photographs? Mr. Bergeron did.*]
 Hanging from the thick tree branch was a **hairy sloth**. [*What was hanging from the tree branch? A hairy sloth was.*]
 The **rain forest** is the habitat of many interesting animals. [*What is being talked about? The rain forest is.*]

10g The *complete subject* consists of all the words needed to tell *whom* or *what* a sentence is about. The *simple subject* is the main word or words in the complete subject.

EXAMPLE **That spiny little creature** is a hedgehog.
 COMPLETE SUBJECT **That spiny little creature**
 SIMPLE SUBJECT **creature**

EXAMPLE Does **Groundhog Day in the United States** fall on February 2?
 COMPLETE SUBJECT **Groundhog Day in the United States**
 SIMPLE SUBJECT **Groundhog Day**



In this book, the term *subject* means the simple subject unless it is defined otherwise.

EXERCISE 3 Identifying Subjects

Underline the subject in each of the following sentences.

- EX. 1. The rain forest supports a tremendous diversity of life.
- Many scientists are now studying rain forest plants.
 - The United States National Cancer Institute knows of over two thousand rain forest plants with cancer-fighting properties.

3. In her report, Jenna explained the effect of the rain forest on the weather.
4. The rain forest in the Amazon region influences the rainfall there.
5. "El Yunque" is the name of a rain forest in Puerto Rico.
6. With its fierce winds, Hurricane Hugo practically eliminated the Puerto Rican parrot from El Yunque.
7. Roaming the rain forests of New Guinea are huge, ferocious birds called cassowaries.
8. Standing almost as tall as a man, cassowaries have wings but can't fly.
9. The female cassowary lays four to eight green eggs on the forest floor.
10. Do people know enough about ways to preserve the world's rain forests?

EXERCISE 4 Identifying Complete Subjects and Simple Subjects

Underline the complete subject in each of the following sentences. Then draw a second line under the simple subject.

- EX. 1. Our history teacher told us about the Shona culture.
1. The people of this culture lived in southern Africa many years ago.
 2. The buildings of their capital city still stand today.
 3. The capital, called Great Zimbabwe, lies near the Sabi River.
 4. More than ten thousand people may have lived in the capital city.
 5. Every year, fascinated tourists come to this home of one of the great cultures of the ancient world.

THE PREDICATE

10h The *predicate* of a sentence is the part that says something about the subject.

Like the subject, the predicate may be found anywhere in a sentence.

EXAMPLES The Lincoln Memorial **is a national monument.**
High above all the other buildings in Washington, D.C.,
stands the Washington Monument.
Throughout the city we saw historic sites.

10i The *simple predicate*, or *verb*, is the main word or group of words in the complete predicate. The *complete predicate* consists of all the words that say something about the subject.

EXAMPLE The author **autographed copies of his latest book.**

COMPLETE PREDICATE **autographed copies of his latest book**

SIMPLE PREDICATE (VERB) **autographed**

A *verb phrase* has a main verb and one or more helping verbs. Helping verbs include *will, can, do, should, would, could*, and forms of the verbs *be* and *have*. [See the list of helping verbs on page 111.]



The words *not* and *never* are adverbs, not verbs. They are never part of a verb or verb phrase.

EXERCISE 5 Identifying Predicates

Underline the complete predicate in each of the following sentences.

- EX. 1. On July 4, 1986, Americans celebrated the birthday of the Statue of Liberty.
1. Two million people gathered along the shore of New York Harbor.
 2. The occasion was the hundredth birthday of Lady Liberty.
 3. For the big event, workers repaired the statue.
 4. The repairs cost more than sixty-nine million dollars.
 5. The Statue of Liberty was ready for her birthday party.
 6. She had new elevators, a new torch, and a repaired crown.

- 7. At the celebration, spectators saw a dazzling display of fireworks.
- 8. Forty thousand fireworks soared into the sky over the harbor.
- 9. From the enormous crowd of people came a loud chorus of cheers and applause.
- 10. This was one of the largest displays of fireworks in the history of the United States.

EXERCISE 6 Identifying Complete Predicates and Verbs

Underline the complete predicate in the sentences below. Then write the verb or verb phrase on the line following the sentence.

EX. 1. You should have brought pictures of your vacation.

should have brought

1. A local actor and comedian writes funny stories about his childhood.

2. The library will be closed on Fridays during the summer.

3. The boys want pizza and salad for supper.

4. I can never remember our new telephone number.

5. Put the dirty dishes in the sink.

COMPOUND SUBJECTS AND COMPOUND VERBS

10j A *compound subject* consists of two or more connected subjects that have the same verb. The usual connecting word is *and* or *or*.

EXAMPLES The **bear** and the **badger** hibernate in the winter. [*Bear and badger are both subjects of the verb hibernate. The two parts of the subject are connected by and.*]

Freda, Thomas, or his **sister** will baby-sit for the Grants. [*Freda, Thomas, and sister are all subjects of the verb phrase will baby-sit. The three parts of the subject are connected by or.*]

10k A *compound verb* consists of two or more connected verbs that have the same subject. A connecting word—usually *and*, *or*, or *but*—is used to join the verbs.

EXAMPLE Kim **trained** hard and then **worked** as a camp counselor. [*Both verbs, trained and worked, have the same subject, Kim.*]

Namir **may set** the table, **serve** the meal, or **wash** the dishes. [*Namir is the subject of the verbs may set, serve, and wash.*]

Sometimes the subject of a sentence is difficult to locate. In such cases, find the verb first and then ask yourself *whom* or *what* the verb is referring to.

EXAMPLES In English class, we are reading poetry. [*The verb phrase is are reading. Who are reading? We are reading. We is the subject of the sentence.*]

In the bowl were ripe fruit and cheese sticks. [*Were is the verb. What were in the bowl? The answer is fruit and sticks. Fruit and sticks are the subjects.*]

EXERCISE 7 Identifying Compound Subjects

Circle the verb and underline the compound subject in each of the following sentences.

EX. 1. Nutrition and health are interesting topics.

- Apples and oranges are healthful choices for a snack.
- Vitamin C and dietary fiber are found in apples.

3. However, oranges and the juice of oranges contain five times as much vitamin C.
4. Iron and vitamins are plentiful in whole wheat bread.
5. White eggs and brown eggs are equally nutritious.

EXERCISE 8 Identifying Compound Verbs

In the following sentences, circle the verbs or verb phrases that make up the compound verb and underline the subjects.

EX. 1. Some people can operate huge machines but will not touch a computer.

1. The sun gives light and provides warmth.
2. Baby penguins stand on their parents' feet and cuddle.
3. John bought tickets but never arrived for the play.
4. Dodo birds and dinosaurs once existed but now are extinct.
5. In late autumn the leaves on the oak tree turn bright red and fall to the ground.
6. Staple or clip the pages of your report together.
7. The *Titanic* hit an iceberg and sank.
8. The math problems looked hard but were really very simple.
9. Will Father drive us to the movie and take us home later?
10. Magda read the book and then wrote a review of it for the school newspaper.

CHAPTER REVIEW**A. Identifying Sentences by Purpose**

On the line before the sentence, identify each sentence by writing *dec.* for declarative, *imp.* for imperative, *int.* for interrogative, or *exc.* for exclamatory. Then add the correct punctuation mark.

EX. int. 1. Would you rather see a movie about baseball or watch a baseball game?

_____ 1. Mom, please get a new movie while you are out

_____ 2. What a great baseball movie that was

_____ 3. How long will it take for your mother to return

_____ 4. We can make some popcorn while we wait

_____ 5. Don't touch that hot pan

B. Identifying Complete Subjects and Complete Predicates

Underline the complete subjects once and the complete predicates twice in the following sentences.

EX. 1. The entire population of the city welcomed the winning team
back home.

1. The baseball team had never won a championship in the history of our school.

2. During the season, the players and coaches worked hard.

3. Their dedication to the game was obvious.

4. Among their greatest achievements was perfect attendance by each player.

5. People in this town may never again feel such pride and joy.

C. Identifying Simple Subjects and Verbs

Underline the simple subjects and circle the verbs or verb phrases in the following sentences.

EX. 1. Dorothea Dix became a schoolteacher at the age of fourteen.

1. This amazing woman also wrote children's books.

2. In 1841, she visited a jail in Massachusetts.

LESSON
12-2
Experimental Probability of Simple Events
Reteach

Experimental probability is an estimate of the probability that a particular event will happen.

It is called *experimental* because it is based on data collected from experiments or observations.

$$\text{Experimental probability} \approx \frac{\text{number of times a particular event happens}}{\text{total number of trials}}$$

JT is practicing his batting. The pitcher makes 12 pitches. JT hits 8 of the pitches. What is the experimental probability that JT will hit the next pitch?

- A favorable outcome is hitting the pitch.
- The number of favorable outcomes is the number JT hit: 8.
- The number of trials is the total number of pitches: 12.
- The experimental probability that JT will hit the next pitch is $\frac{8}{12} = \frac{2}{3}$.

1. Ramon plays outfield. In the last game, 15 balls were hit in his direction. He caught 12 of them. What is the experimental probability that he will catch the next ball hit in his direction?
 - a. What is the number of favorable events? _____
 - b. What is the total number of trials? _____
 - c. What is the experimental probability that Ramon will catch the next ball hit in his direction?

2. In one inning Tori pitched 9 strikes and 5 balls. What is the experimental probability that the next pitch she throws will be a strike?
 - a. What is the number of favorable events? _____
 - b. What is the total number of trials? _____
 - c. What is the experimental probability that the next pitch Tori throws will be a strike?

3. Tori threw 5 pitches for one batter. Kevin, the catcher, caught 4 of those pitches. What is the experimental probability that Kevin will **not** catch the next pitch? Show your work.

LESSON
12-2

Experimental Probability of Simple Events

Practice and Problem Solving: D

Find each experimental probability. The first one is done for you.

1. Kathy played a game of darts. She threw 15 darts and hit the target 9 times. What is the experimental probability that Kathy will hit the target the next time she throws a dart?

- a. What is the number of favorable outcomes? 9
- b. What is the total number of trials? 15
- c. What is the experimental probability that Kathy will hit the target the next time she throws a dart?

$$\frac{9}{15} = \frac{3}{5}$$

2. Between 10 A.M. and 11 A.M., 48 people came into Brad's store. 40 of them made a purchase. What is the experimental probability that the next person to come into the store will make a purchase?

- a. What is the number of favorable outcomes? _____
- b. What is the total number of trials? _____
- c. What is the experimental probability the next person to come into the store will make a purchase?

3. Sharona kept track of the colors of cars that passed her house one afternoon. She collected her data in the table below.

| Car Color | Number | Car Color | Number |
|-----------|--------|-----------|--------|
| red | 12 | white | 42 |
| blue | 9 | silver | 36 |
| black | 32 | yellow | 1 |

What is the experimental probability that the next car will be silver?

- a. What is the number of favorable outcomes? _____
- b. What is the total number of trials? _____
- c. What is the experimental probability that the next car to pass Sharona's house will be silver?

- d. What is the experimental probability that the next car to pass Sharona's house will **not** be silver?

LESSON
12-2**Experimental Probability of Simple Events****Practice and Problem Solving: A/B****Solve.**

1. Jolene is playing basketball. She scored 11 baskets in 15 free throws. What is the experimental probability that she will score a basket on her next free throw?

2. Sarah has gone to work for 60 days. On 39 of those days, she arrived at work before 8:30 A.M. On the rest of the days she arrived after 8:30 A.M. What is the experimental probability she will arrive after 8:30 A.M. on the next day she goes to work?

3. For the past four weeks, Micah has been recording the daily high temperature. During that time, the high temperature has been greater than 45°F on 20 out of 28 days. What is the experimental probability that the high temperature will be below 45°F on the twenty-ninth day?

4. After the movie, 99 out of 130 people surveyed said they liked the movie.
 - a. What is the experimental probability that the next person surveyed will say he or she liked the movie?

 - b. What is the experimental probability that the next person surveyed will say he or she did not like the movie?

Find each experimental probability. Write your answer as a fraction, as a decimal, and as a percent.

5. For the past 40 days, Naomi has been recording the number of customers at her restaurant between 10:00 A.M. and 11:00 A.M. During that hour, there have been fewer than 20 customers on 25 out of the 40 days.
 - a. What is the experimental probability there will be fewer than 20 customers on the forty-first day?

 - b. What is the experimental probability there will be 20 or more customers on the forty-first day?

LESSON
12-2

Experimental Probability of Simple Events

Practice and Problem Solving: C

1. A factory makes bicycles. Out of 300 bicycles, 2 were found to have defective brakes.
 - a. What is the experimental probability that the next bike manufactured will have defective brakes?

 - b. Predict how many bikes out of 2,100 will have defective brakes.

2. A factory makes light bulbs. Out of 400 light bulbs, 18 were found to have defective filaments.
 - a. What is the experimental probability that the next light bulb manufactured will have a defective filament?

 - b. Predict how many bulbs out of 6,000 will have defective filaments.

3. A factory makes ceramic bowls. Out of 200 bowls, 8 were chipped.
 - a. What is the experimental probability that the next bowl made will **not** be chipped?

 - b. Predict how many bowls out of 10,000 will be chipped

4. A manufacturer of sparkplugs has a goal of producing less than 2% defective ones. Of the last 8,000 sparkplugs, 13 were defective.
 - a. What is the experimental probability that the next sparkplug will be defective?

 - b. Did the manufacturer reach its goal? Explain.

5. A manufacturer of electric switches has a goal of producing less than 1.5% defective ones. Of the last 300 switches, 23 were defective.
 - a. What is the experimental probability that the next switch made will be defective?

 - b. Did the manufacturer reach its goal? Explain.

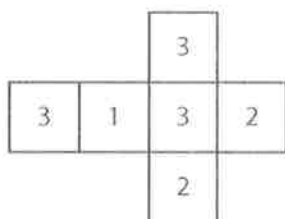
LESSON
12-2**Experimental Probability of Simple Events****Reading Strategies: Make Predictions**

Experimental probability is a ratio. The ratio compares the number of times an event occurs to the total number of trials.

A trial is the number of times that an experiment is carried out or an observation is made.

$$\text{Experimental probability} \approx \frac{\text{number of times a favorable event happens}}{\text{total number of trials}}$$

The net of a number cube is shown below. Use the net to complete Exercises 1–2.



1. Predict which number you will land on most often. Explain.

2. Predict which number you will land on least often. Explain.

Actual events in an experiment may or may not match your prediction. The table shows the outcomes of tossing the above number cube 100 times

| Outcome | 1 | 2 | 3 |
|------------------|----|----|----|
| Number of Tosses | 39 | 28 | 33 |

Use the table to complete Exercises 3–4.

3. Did your prediction for landing on 1 match the outcome shown in the table? Explain.

4. Did your prediction for landing on 3 match the outcome shown in the table? Explain.

Identifying Primary and Secondary Sources

What are Primary and Secondary Sources?

| | PRIMARY SOURCE | SECONDARY SOURCE |
|----------------------|---|--|
| Definition | <p>A primary source is a document or physical object which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event. Some types of primary sources include:</p> <ul style="list-style-type: none"> • ORIGINAL DOCUMENTS (excerpts or translations acceptable): Diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, official records • CREATIVE WORKS: Poetry, drama, novels, music, art • RELICS OR ARTIFACTS: Pottery, furniture, clothing, buildings | <p>A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them. Some types of secondary sources include:</p> <ul style="list-style-type: none"> • PUBLICATIONS: Textbooks, magazine articles, histories, criticisms, commentaries, encyclopedias |
| Examples | <p>Examples of primary sources include:</p> <ul style="list-style-type: none"> • Diary of Anne Frank - Experiences of a Jewish family during WWII • The Constitution of Canada - Canadian History • A journal article reporting NEW research or findings • Weavings and pottery - Native American history • Plato's Republic - Women in Ancient Greece | <p>Examples of secondary sources include:</p> <ul style="list-style-type: none"> • A journal/magazine article which interprets or reviews previous findings • A history textbook • A book about the effects of WWI |
| Your Examples | | |

Information taken from Princeton Reference Desk: <http://www.princeton.edu/~refdesk/primary2.html>

Identifying Primary and Secondary Sources

Primary and Secondary Sources Group Activity

Directions: In your group, work to answer the questions below.

- 1) Using a dictionary, find the definition for the two words below:

Primary:

Secondary:

- 2) When historians look at documents in order to understand history, they often divide these documents into categories, including primary and secondary sources. One of these categories includes *material produced by individuals who lived through an event* and the other includes *material produced from individuals about an event after it happened*. Based on the dictionary definitions above, which do you think is which? Fill in the blank, placing the correct word with its correct definition (taken from the Society of American Archivists) below:

Primary Source

Secondary Source

- a) A _____ is material that contains firsthand accounts of events and that were created contemporaneous to those events or later recalled by an eyewitness.
- b) A _____ is a work that is not based on direct observation of or evidence directly associated with the subject but instead relies on sources of information.
- 3) If you are an historian who wants to research what life was like for women living in America in 1994, what kinds of primary sources might you look for? What kinds of secondary sources? Try to list three of each.
- 4) Why might it be important for us to consider both primary and secondary resources when we look at history?

Identifying Primary and Secondary Sources

Primary vs. Secondary Sources Quiz

Directions: Look at the sources below. Determine if they are a primary or secondary source. Then, write the reason that you think this is true.

Document One: Excerpt taken from *Tupac: Resurrection* by Jacob Hoyer and Karolyn Ali

My mother was a Black Panther and she was really involved in the movement.

Just black people bettering themselves and things like that. She was in a high position in the party which was unheard of because there was sexism, even in the Panthers. All my roots to the struggle are real deep. My stepfather at the time, Mutulu Shakur, he was also a well-known revolutionary. And then my godfather, Geronimo Pratt, he had a top official rank position with the Panthers on the West Coast.

There's racism, so when the Panthers hit, the government panicked and they felt like the Panthers were detrimental to American society. So they raided every Panthers' house, especially the ones who they felt like, could do damage as an orator. My mother was seven months pregnant, they put a match to the door and said "Fire, Fire!" And you know it's like five in the morning so my mother opened the door and they just burst in, put a shotgun to her pregnant belly and put a gun to her head and said, "Don't move, bah, bah, bah, you're under arrest." They treated them like less than humans.

- 1) What event or historical period is being discussed?
- 2) Is this a Primary or Secondary Source?
- 3) Why do you think this?

: Identifying Primary and Secondary Sources

Document Two: Video interview with Aaron Dixon, co-founder and Captain of the Seattle chapter of the Black Panther Party.

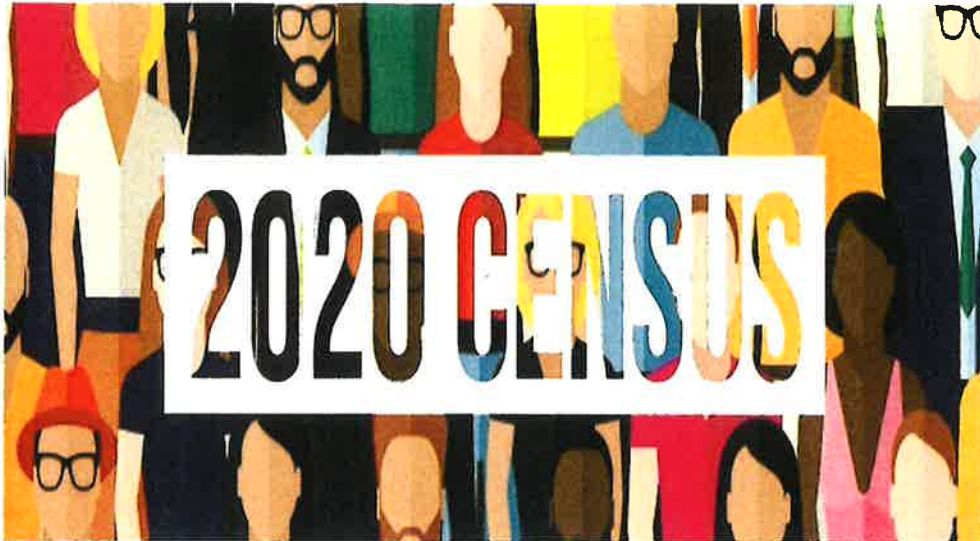


- 1) What event or historical period is being discussed or represented?
- 2) Is this a Primary or Secondary Source?
- 3) Why do you think this?

Document Three: *Tlaloc ceramic face pot, Templo Mayor, Mexico. Between between AD 1325-1521.*




- 1) What event or historical period is being represented?
- 2) Is this a Primary or Secondary Source?
- 3) Why do you think this?



Directions:

1. For each vocabulary word, draw a sketch to help you remember what each term means.
2. Next, provide the definition and a real-world example of the word in a sentence. The first one is done for you.

| Vocabulary Word & Drawing | Definition & Real-World Example |
|--|---|
| <p>census</p>  | <p>Definition: A process of counting all the people in a country, city, or town, and collecting information about them.</p> <p>Real-world example: The U.S. census is data collected by the government every 10 years.</p> |
| <p>Questionnaire</p> | |
| <p>diversity</p> | |

| | |
|-------------------|--|
| percentage | |
| data | |
| population | |

The History of the Census

By National Geographic Society, adapted by Newsela staff on 02.02.20

Word Count 735

Level 1030L



Protesters gather outside the U.S. Supreme Court as the court hears oral arguments in the *Commerce vs. New York* case on April 23, 2019, in Washington, D.C. The case highlights a question about U.S. citizenship included by the Trump administration in the proposed 2020 U.S. census. Photo: Win McNamee/Getty Images

Every 10 years in the United States, the government conducts a population census. Required by the U.S. Constitution, the census was originally intended as a way to determine how many congressional representatives should represent each state. More recently, it has grown into a method of keeping track of population demographics and other social categories.



Around the world, most countries conduct a census to collect information on their populations. What they learn helps the government meet people's needs and plan for the future. Although the idea of a census is pretty common, the information that turns up is often far from ordinary.

In U.K., Religion Inspired By "Star Wars"

In the United Kingdom (U.K.), the 2011 population census asked for standard information about people's religions. What was not so standard was the number of people identifying as members of the Jedi religion. More than 170,000 people listed "Jedi" as their primary religion, making it the seventh most popular religion in the United Kingdom. The problem? Jediism is a religion from the fictional "Star Wars" universe.

In fact, so many people self-identified as Jedis that a government commission was asked to rule on whether it was, in fact, an actual religion in the country. (The commission ultimately said "no" to giving Jediism an official status.)

Countries like Canada and Australia saw a similar trend in self-declared Jedi knights. It was unclear whether they were merely fans of the movies showing their devotion, or the true emergence of a new religion. Whatever the case, the response seems to be on the decline in recent years.

Method For Processing Census Data

When you think of the census, you may picture volunteers and government workers going from door to door and asking questions. But did you know that the U.S. census was one of the earliest uses of computer technology?

After the 1880 census, the U.S. government was struggling to keep up with the data it collected. The country's population was growing faster than ever before and also becoming more complex, and the U.S. Census Office needed a more efficient way to process the information. Searching for new ideas, they set up a contest for the public, asking them to design a faster method for processing census data. The winner would be hired to process data for the 1890 census.

Herman Hollerith, an engineer and former government employee, took the prize. He came up with a machine system that processed punch cards that had census data coded onto them. The machine would "read" the holes punched into the cards, and then the data would appear on a series of dials that a clerk would record. Hollerith won the contract, and his machine helped tabulate the 1890 census much faster than before and under budget. With the success of his machine, Hollerith went on to create the Tabulating Machine Company. It would eventually evolve into the global computer company International Business Machines (IBM).

Today, the U.S. Census serves many purposes. It still collects basic population figures, and these numbers are used to assign the proper number of congressional representatives. At the same time, the census is a useful informational tool for meeting people's needs, and can literally save lives.

Natural Disasters

For example, information about who lives where comes in handy when natural disasters strike. Accurate data about local populations helps federal agencies be better prepared. For instance, census data can alert officials that an area has a large number of Spanish speakers. Such information may help emergency teams better communicate with local people.

The U.S. Census Bureau's On the Map online tool offers real-time information, providing emergency organizations with the latest information. Census data is matched up with geographic information to help manage immediate emergency response or create future emergency preparedness plans. Knowing who is where also helps the government account for changes

following a disaster. Census data can track how people are doing — and where they are going — after they are evacuated.

A country's census produces valuable basic information about its population. It also can provide glimpses into the less measurable parts of people's lives. They may identify cultural trends (as in the "Star Wars" census trend) or provide needed data for future planning. We may see the census as simply a series of numbers, but the stories those numbers tell can tell us a lot about the country at any given time.

1 Which two of the following sentences from the article include CENTRAL ideas of the article?

1. *More recently, it has grown into a method of keeping track of population demographics and other social categories.*
2. *Countries like Canada and Australia saw a similar trend in self-declared Jedi knights.*
3. *At the same time, the census is a useful informational tool for meeting people's needs, and can literally save lives.*
4. *Knowing who is where also helps the government account for changes following a disaster.*

- (A) 1 and 3
 (B) 1 and 4
 (C) 2 and 3
 (D) 2 and 4

2 Read the following paragraphs from the section "Natural Disasters."

For example, information about who lives where comes in handy when natural disasters strike. Accurate data about local populations helps federal agencies be better prepared. For instance, census data can alert officials that an area has a large number of Spanish speakers. Such information may help emergency teams better communicate with local people.

The U.S. Census Bureau's On the Map online tool offers real-time information, providing emergency organizations with the latest information. Census data is matched up with geographic information to help manage immediate emergency response or create future emergency preparedness plans. Knowing who is where also helps the government account for changes following a disaster. Census data can track how people are doing — and where they are going — after they are evacuated.

How is the CENTRAL idea developed in these two paragraphs?

- (A) by citing evidence to support combining census data and geographic information
 (B) by explaining the difficulty in using census data in times of natural disasters
 (C) by offering reasons that some people are suspicious of census workers
 (D) by providing examples of how census data can be used to help people

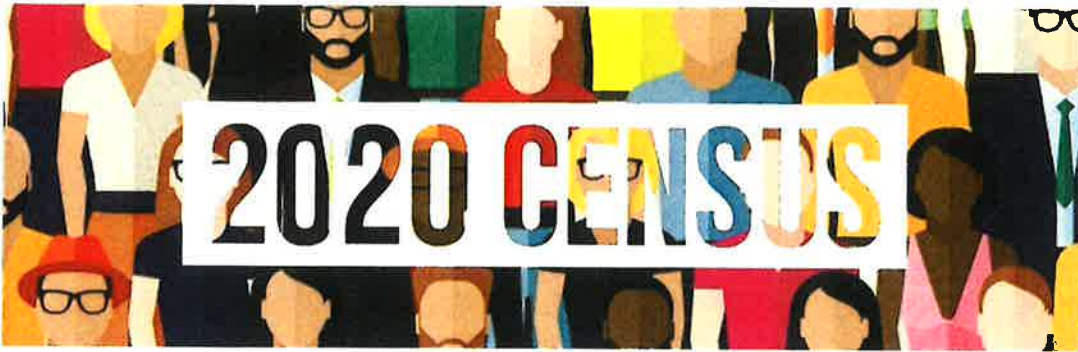
3 What is the MAIN reason the author includes the section "In U.K., Religion Inspired By 'Star Wars'"?

- (A) to argue that the census data might not be useful for government agencies
 (B) to explain the development of census data collection over the years
 (C) to introduce the idea that the census can provide unexpected and unusual information
 (D) to show that many people do not take the census seriously

4 Read the introduction of the article [paragraphs 1-2].

How does the introduction develop the MAIN idea?

- (A) by citing the new types of information gathered through the census
 (B) by identifying how the intention of the census has developed over time
 (C) by presenting the methods used to conduct a census
 (D) by providing the rationale for conducting a census periodically



Learning Packet ELD 6.7 - 8.7

2020 Census - Be Counted! Justify an Opinion

You are going to write at least one paragraph in English about an important issue.

- Think about what you will write before you begin writing.
- State your opinion clearly and give two or more reasons to support your opinion.
- The paragraph should include at least three complete sentences.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.
- Do not write outside the box..



The City of Compton received 1 million dollars in federal funding because many Compton residents filled out the census. The census data showed that there was a need for more funding, or monies, to provide resources for the Compton community.

Should the City of Compton build new parks or new libraries? Write at



CUSD Learning Packet #8

Seventh Grade Answer Key

CHAPTER 9: LANGUAGE WORKSHOPS

CHOOSING YOUR WORDS I

EXERCISE 1, page 81

(Answers will vary. Possible responses are given.)

1. The children decided to end their argument and apologize to each other.
2. Ariel feared we would be late and asked us to hurry.
3. Our group met during study hall and discussed a few ideas.
4. Each day after school, I must complete my homework before I am allowed to watch television.
5. Their soccer team was much stronger than ours, and they beat us soundly.
6. The first story is boring, but the next one is worth reading.
7. Saturday is an active day, but on Sundays I usually stay at home all afternoon.
8. The investigator followed Jules for an hour, but later Jules slipped away and vanished.
9. Mrs. Wong acted differently after she had heard the reason for the noise.
10. That driver likes sports sedans but is truly impressed by roadsters.

EXERCISE 2, page 82

(Answers will vary. Possible responses are given.)

1. odor—Odor creates a more unpleasant sensory image than smell.
2. rumor—A rumor is less reliable than a report.
3. fight—A fight sounds less reasonable than a disagreement.
4. habit—A habit creates the impression that the behavior is automatic rather than thoughtful.
5. skinny—Skinny implies that someone is too slim, almost unhealthy.

CHOOSING YOUR WORDS II

EXERCISE 3, page 83

(Answers will vary. Possible responses are given.)

1. That dog of yours is larger than any other I've seen.
2. Baseball practice made me incredibly hungry.
3. When Elise heard the noise, she turned pale.
4. I want you to run as fast as you can when you hear the starting gun.
5. The hero was a quiet, thoughtful man.

EXERCISE 4, page 84

(Answers will vary. Possible responses are given.)

1. The photo had to be trimmed so it wouldn't extend into the area where the pages meet in the book.
2. The banker reinvested the funds before the contract ended and payment had to be made.
3. Enter the front of the boat from the left side.
4. The defensive back who plays in front of the goalkeeper sent the ball up the field by hitting it with her head.
5. Should I play the short musical passage fast?

CHAPTER REVIEW

A., page 85

(Answers will vary. Possible responses are given.)

[1] An elephant is odd in certain ways. [2] For one thing, it is a very large animal! [3] An elephant can weigh many thousands of pounds. [4] Also, it has a fascinating trunk. [5] An elephant uses its trunk in many ways. [6] It smells with it, picks up food with it, and drinks with it. [7] Elephants drink a lot. [8] An elephant can drink up to twenty gallons of water per day. [9] Baby elephants are cute animals. [10] Today I had a great idea to go to the circus.

B., page 86

1. chalky
2. gloomy
3. dull
4. sour
5. smirk

C., page 86

(Answers will vary. Possible responses are given.)

1. When the music stopped, Ed stood there and looked uncertain.
2. You'll like Donna because she has such a good sense of humor.
3. The mattress that I slept on last night was too firm for my taste.
4. When I stood up to speak, I felt nervous and faint.

D., page 86

(Answers will vary. Possible responses are given.)

Hair Styles

1. frost—Frost your bangs a different color. (lighten selected strands of hair)
2. mohawk—Alan wore a mohawk to school. (hair from the forehead to the back of the head and shaved on both sides)
3. French braid—Sukie put her hair in a French braid. (style of braiding)
4. spiked hair—The band members wore spiked hair. (hair that has been stiffened with gel and made to stand straight up)
5. buzz cut—Does your uncle have a buzz cut? (hair that is shaved all the way around, like an Army haircut)

CHAPTER 10: THE SENTENCE

SENTENCE SENSE

EXERCISE 1, page 88

- | | |
|---------------|---------------|
| 1. n.s. | 6. s.; . |
| 2. s.; ? | 7. n.s. |
| 3. n.s. | 8. s.; . |
| 4. s.; . or ! | 9. s.; . or ! |
| 5. s.; . | 10. s.; ? |

EXERCISE 2, page 88

1. dec.; .
2. exc.; !
3. imp.; . or !
4. exc.; ! or dec.; .
5. int.; ?

THE SUBJECT

EXERCISE 3, page 89

- | | |
|--|-------------------|
| 1. scientists | 6. Hurricane Hugo |
| 2. United States National Cancer Institute | 7. birds |
| 3. Jenna | 8. cassowaries |
| 4. rain forest | 9. cassowary |
| 5. "El Yunque" | 10. people |

EXERCISE 4, page 90

1. The people of this culture
2. The buildings of their capital city
3. The capital, called Great Zimbabwe,
4. More than ten thousand people
5. fascinated tourists

THE PREDICATE

EXERCISE 5, page 91

1. gathered along the shore of New York Harbor
2. was the hundredth birthday of Lady Liberty
3. For the big event, repaired the statue
4. cost more than sixty-nine million dollars
5. was ready for her birthday party
6. had new elevators, a new torch, and a repaired crown
7. At the celebration, saw a dazzling display of fireworks
8. soared into the sky over the harbor
9. From the enormous crowd of people came
10. was one of the largest displays of fireworks in the history of the United States

EXERCISE 6, page 92

1. writes funny stories about his childhood
2. will be closed on Fridays during the summer
3. want pizza and salad for supper
4. can never remember our new telephone number
5. Put the dirty dishes in the sink

COMPOUND SUBJECTS AND COMPOUND

VERBS

EXERCISE 7, page 93

- | | |
|---------------------|-----------|
| s. | v. |
| 1. Apples; oranges | are |
| 2. Vitamin C; fiber | are found |
| 3. oranges; juice | contain |
| 4. Iron; vitamins | are |
| 5. eggs; eggs | are |

EXERCISE 8, page 94

- | | |
|---------------------|-------------------------|
| s. | v. |
| 1. sun | gives; provides |
| 2. penguins | stand; cuddle |
| 3. John | bought; arrived |
| 4. birds; dinosaurs | existed; are |
| 5. leaves | turn; fall |
| 6. (you) | Staple; clip |
| 7. <i>Titanic</i> | hit; sank |
| 8. problems | look; were |
| 9. Father | Will drive; (will) take |
| 10. Magda | read; wrote |

CHAPTER REVIEW

A., page 95

1. imp.; .
2. exc.; !
3. int.; ?
4. dec.; .
5. imp.; . or !

B., page 95

1. The baseball team had never won a championship in the history of our school.
2. During the season, the players and coaches worked hard.
3. Their dedication to the game was obvious.
4. Among their greatest achievements was perfect attendance by each player.
5. People in this town may never again feel such pride and joy.

C., page 95

- | | |
|------------------|---------------|
| s. | v. |
| 1. woman | wrote |
| 2. she | visited |
| 3. jail | housed |
| 4. schoolteacher | was horrified |
| 5. states | built |

D., page 96

(Answers will vary. This exercise will be satisfactorily completed if the student's sentences include at least five compound subjects and five compound verbs labeled correctly.)

CHAPTER 11: PARTS OF SPEECH

NOUNS

EXERCISE 1, page 98

- | | |
|---------------------|---------------------------------|
| CLASS | NOUNS |
| 1. abs.; abs.; con. | joy; time; beach |
| 2. con.; con. | Milky Way; stars |
| 3. con.; abs. | Harriet; eternity |
| 4. con.; con.; con. | Thomas Edison; pioneers; movies |
| 5. con.; con.; con. | Greece; athletes; crown |

EXERCISE 2, page 98

(Answers will vary. Possible responses are given.)

1. President Clinton traveled to Little Rock, Arkansas.
2. *Coastal Waters* was written by Christine Cummins.
3. "Our Tallest Old Building," about the Empire State Building, was in *USA Today*.
4. Emma Thompson stars in *Much Ado About Nothing*.
5. Vinny moved to Salzburg, Austria.

PRONOUNS

EXERCISE 3, page 99

- | | |
|-------------|--------------|
| PRON. | ANTE. |
| 1. its, its | pony |
| 2. his | Mr. Chisholm |
| 3. they | flowers |
| 4. he, his | lumberjack |

7th Grade Math Answer Key

LESSON 12-2

Practice and Problem Solving: A/B

1. $\frac{11}{15}$

2. $\frac{7}{20}$

3. $\frac{2}{7}$

4. a. $\frac{99}{130}$

b. $\frac{31}{130}$

5. a. $\frac{5}{8}$, 0.625, 62.5%

b. $\frac{3}{8}$, 0.375, 37.5%

Practice and Problem Solving: C

1. a. $\frac{1}{150}$

b. 14

2. a. $\frac{9}{200}$

b. 270

3. a. $\frac{24}{25}$

b. 400

4. a. $\frac{13}{8000}$

b. Yes. The percent of defective spark plugs is 0.1625%, which is less than 2%.

5. a. $\frac{23}{300}$

b. No. The percent of defective switches is 7.67%, which is greater than 1.5%.

Practice and Problem Solving: D

1. a. 9

b. 15

c. $\frac{9}{15} = \frac{3}{5}$

2. a. 40

b. 48

c. $\frac{40}{48} = \frac{5}{6}$

3. a. 36

b. 132

c. $\frac{36}{132} = \frac{3}{11}$

d. $\frac{96}{132} = \frac{8}{11}$

Reteach

1. a. 12

b. 15

c. $\frac{12}{15} = \frac{4}{5}$

2. a. 9

b. 14

c. $\frac{9}{14}$

3. $P(\text{catch}) = \frac{4}{5}$; $P(\text{no catch}) = 1 - \frac{4}{5} = \frac{1}{5}$

Reading Strategies

1. 3; Sample: There are more 3's than any other number, so the probability that you will land on 3 is would be greater than the probability for the other numbers.

2. 1; Sample: There is only one 1, so the probability that you will on 1 is lower than the probability you will land on the other numbers.

3. Sample: No, I predicted the cube would land on 1 the least number of times.

4. Sample: No, I predicted the cube would land on 3 most often.

ANSWER KEY (*Real-world example and sketched answers will vary*)
U.S. Census Bureau, *Statistics In Schools*



Census: A process of counting all the people in a country, city, or town and collecting information about them



Questionnaire: A set of written questions that is given to people to collect facts or opinions about something



Diversity: The ways people are different from one another



Percentage: A number that shows a part of a group



Data: Facts usually represented by numbers



Population: The number of people who live in an area

1 Which two of the following sentences from the article include CENTRAL ideas of the article?

1. *More recently, it has grown into a method of keeping track of population demographics and other social categories.*
2. *Countries like Canada and Australia saw a similar trend in self-declared Jedi knights.*
3. *At the same time, the census is a useful informational tool for meeting people's needs, and can literally save lives.*
4. *Knowing who is where also helps the government account for changes following a disaster.*

- (A) 1 and 3
 (B) 1 and 4
 (C) 2 and 3
 (D) 2 and 4

2 Read the following paragraphs from the section "Natural Disasters."

For example, information about who lives where comes in handy when natural disasters strike. Accurate data about local populations helps federal agencies be better prepared. For instance, census data can alert officials that an area has a large number of Spanish speakers. Such information may help emergency teams better communicate with local people.

The U.S. Census Bureau's On the Map online tool offers real-time information, providing emergency organizations with the latest information. Census data is matched up with geographic information to help manage immediate emergency response or create future emergency preparedness plans. Knowing who is where also helps the government account for changes following a disaster. Census data can track how people are doing — and where they are going — after they are evacuated.

How is the CENTRAL idea developed in these two paragraphs?

- (A) by citing evidence to support combining census data and geographic information
 (B) by explaining the difficulty in using census data in times of natural disasters
 (C) by offering reasons that some people are suspicious of census workers
 (D) **by providing examples of how census data can be used to help people**

3 What is the MAIN reason the author includes the section "In U.K., Religion Inspired By 'Star Wars'"?

- (A) to argue that the census data might not be useful for government agencies
 (B) to explain the development of census data collection over the years
 (C) **to introduce the idea that the census can provide unexpected and unusual information**
 (D) to show that many people do not take the census seriously

4 Read the introduction of the article [paragraphs 1-2].

How does the introduction develop the MAIN idea?

- (A) by citing the new types of information gathered through the census
 (B) **by identifying how the intention of the census has developed over time**
 (C) by presenting the methods used to conduct a census
 (D) by providing the rationale for conducting a census periodically

WRITING Justify an Opinion

In this task type, students write an essay about a school-related issue as if they will give it to a school principal. Students provide their position along with appropriate supporting reasons.

Aligned 2012 ELD Standards: PI.C.11, PI.C.12, PII.A.1, PII.B.3, PII.B.4, PII.B.5, PII.C.6

Rubric

| Score | Descriptors |
|----------|---|
| 4 | <ul style="list-style-type: none">• The response successfully expresses an opinion (grades three through five) or states a position (grades six through twelve) and provides relevant and detailed support.• The response is readily coherent.• Grammar and word choice are varied and effective.• Minor errors in spelling and punctuation may be present but do not impede meaning.• For grades three through five: The response includes at least two reasons that support the opinion using three or more sentences.• For grades six through twelve: The response includes at least two reasons that support the position using six or more sentences.• For grades nine through twelve: Register is appropriate. |
| 3 | <ul style="list-style-type: none">• The response expresses an opinion or states a position with some relevant support.• The response is generally coherent.• Errors and limitations in grammar and word choice may impede meaning in some sentences.• Errors in spelling and punctuation minimally impede meaning.• For grades three through five: The response includes at least one reason that supports the opinion using two sentences.• For grades six through twelve: The response includes at least one reason that supports the position using three or more sentences.• For grades nine through twelve: Register is mostly appropriate. |
| 2 | <ul style="list-style-type: none">• The response expresses an opinion or states a position with some relevant support but is not complete.• The response is somewhat coherent.• Errors and limitations in grammar and word choice impede meaning.• For grades three through five: The response includes at least one sentence.• For grades six through twelve: The response includes at least two sentences.• For grades nine through twelve: Register is somewhat appropriate. |
| 1 | <ul style="list-style-type: none">• The response does not include a clear opinion or position and/or conveys little relevant information.• The response lacks coherence.• Frequent errors and/or severe limitations in grammar and word choice prevent expression of opinion or position.• For grades three through five: The response may consist of isolated words or phrases.• For grades six through twelve: The response may consist only of one sentence or of isolated words or phrases.• For grades nine through twelve: Register may not be appropriate. |