



Compton USD Learning Packet #8

Twelfth Grade

12th Grade Learning Packet

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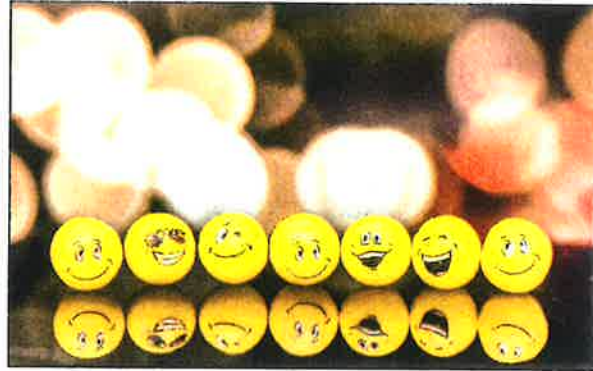
Name: _____ Class: _____

How to Identify and Manage Emotions

By Set to Go
2019

This informational text explores the benefits of emotional awareness and shares tips for managing emotions. As you read, take notes on the benefits of practicing emotional awareness.

- [1] What would you think if you saw a teenager or an adult cry and scream when they didn't get their way? You would probably find this behavior strange and childlike. Teenagers and adults are supposed to have a better handle on their emotions than children do. Children tend to immediately express their emotional reactions in an overt¹ and sometimes dramatic way. For example, it is normal for children to cry or complain when they are told they have to eat their vegetables before getting to eat dessert. But as you get older you tend to grow out of crying and complaining when you don't get everything that you want. Adults may act like children at times, but this behavior is usually viewed as bizarre and immature.



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Eventually, children begin to learn more appropriate methods to express their excitement and disappointment. This happens in a few different ways and for a few different reasons. As we grow up, we begin to recognize that the way we express our feelings has an impact on other people. If we scream and cry in school in front of our classmates, we begin to learn that this makes our teachers angry and makes our classmates uncomfortable or nervous around us.

When the people around us have a negative or positive response to the way we express our feelings, we learn from those experiences. If the responses to our emotions are positive, we learn that this is a comfortable environment to share feelings and that we have communicated our feelings in an appropriate way. If the responses to our emotions are negative, we learn to behave differently by expressing our emotions less intensely; we attempt to convey our feelings in a different way, or we choose to manage our emotions privately. We also learn over time that we need to behave and express ourselves differently in different settings. For example, we behave and express ourselves differently in a class or a house of worship than we would when hanging out with friends.

1. **Overt (adjective):** done or shown openly; plainly or readily apparent, not secret or hidden

Emotional awareness

Emotional awareness is a skill that impacts the way we think about ourselves, as well as how others perceive us. There are many different emotions you can experience from day to day and even hour to hour. Once you are familiar with your emotions, you will be better at identifying when you are feeling them. We are better equipped to navigate our friendships and other relationships, successes, disappointments, conflicts with others, and much more, when we understand our feelings. This awareness has the potential to affect multiple areas of our lives — our time with family, in the classroom, at a job and time spent with friends.

- [5] Emotional awareness is like a muscle. The more you practice using it, the stronger it will get. One way we can improve our emotional awareness is by getting into the habit of noticing how you feel at different points throughout the day. Designate a couple of times a day to check in with yourself about how you are feeling. Did you just get a grade back from a test? Did you just finish catching up with a friend? Have you been busy working on multiple assignments all day? Are you rushing to get to work? How do these, and your own personal experiences throughout the day, make you feel? You can write some of the feelings you notice into a notebook or your phone or simply think them over. Most importantly, carve out some time to notice how you feel.

Noticing emotions in others (and how this makes you feel) can make you a more careful observer. In the normal course of events, we notice and gauge² other people's feelings all the time. Not only that, whenever we read a story or watch a show or a movie, we notice things about how the characters are feeling (and maybe even how the story/show/movie is making us feel). So much of this happens without us really thinking about it. But if you take some time to notice these feelings and put them into words it will make you more aware of others and yourself.

Here are some tips for managing your own emotions:

Identify the feeling

What are you experiencing? Can you name it? If not, can you describe it? Getting familiar with your emotions will help you understand what you are feeling and help you decide how to handle it and communicate it to others.

Acceptance

Some people find it very unpleasant when they experience certain feelings; like anger or sadness. And sometimes those people try to avoid even letting themselves be aware of these unpleasant emotions. But, acknowledging and accepting that you feel an undesirable emotion will not make it stronger or more intense. It's important to know that the more we avoid our emotions, the more intense they can become. This often leads to situations when our emotions overwhelm us and we have difficulty managing them. Or at other times, the emotion might express itself in other indirect ways. In any case, it is almost always better to let yourself be aware of how and what you are feeling.

2. **Gauge (verb):** estimate or determine the magnitude, amount, or volume of

Express the feeling

- [10] A few healthy ways to express your feelings include: writing about your experience, this is sometimes called “journaling;” talk about your experience with someone you feel comfortable with; you can cry if you need to, this can feel like an emotional release when you are alone or with someone you trust; or any other activity that allows you to let out your feelings — as long as it is not harmful to you or anyone else.

Use a healthy strategy to take care of yourself

Find an activity that helps you feel better in the moment. This could involve deep breathing, talking to someone you trust for support, taking a nap or a shower, exercising, reading, or going for a walk. Find what works best for you when you are feeling upset. But be aware that what works for you might be different than what works for your friends or peers.

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Text-Dependent Questions

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

1. PART A: What is the central idea of the text?
 - A. Emotional awareness, which can be learned and practiced, can help people navigate multiple areas of life.
 - B. Babies learn to manage emotions, and as they grow, they use the same skills in new situations.
 - C. Emotional awareness involves learning to accept positive emotions and reject negative ones.
 - D. Because learning to manage emotions is so difficult, it is best left to adults.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "As we grow up we begin to recognize that the way we express our feelings has an impact on other people." (Paragraph 2)
 - B. "There are many different emotions you can experience from day to day and even hour to hour." (Paragraph 4)
 - C. "We are better equipped to navigate our friendships and other relationships, successes, disappointments, conflicts with others, and much more, when we understand our feelings." (Paragraph 4)
 - D. "It's important to know that the more we avoid our emotions, the more intense they can become. This often leads to situations when our emotions overwhelm us and we have difficulty managing them." (Paragraph 9)

3. Why does the author compare emotional awareness to a muscle?
 - A. One cannot acknowledge any weaknesses when building strong emotional awareness and strong muscles.
 - B. Developing habits of noticing one's own feelings can make emotional awareness stronger.
 - C. It is something that some people have and other people don't have.
 - D. Good diet and sleep can help make it stronger.

4. How does paragraph 5 contribute to the development of ideas in the text?
 - A. It suggests that the ability to manage emotions is genetic; some people are better at it than others.
 - B. It suggests that scientists don't know a lot about emotions, so managing them helps battle the unknown.
 - C. It emphasizes how varied and complicated emotions can be and shows the importance of identifying them.
 - D. It shows strong evidence supporting the history of certain emotions and why some people seem to feel them so intensely.

5. How does the author develop the idea that emotional awareness can be learned and practiced? Use details from the text to support your answer.

Discussion Questions

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

1. In what ways does this information help you understand the world around you? How could you apply the information? What do you wonder after reading this article?

2. When did you, or someone you know, benefit from identifying, accepting, and expressing emotions? What were the emotions? What resulted from being able to identify, accept, and express those emotions?

PREPOSITIONAL PHRASES

A *phrase* is a group of related words that is used as a single part of speech and does not contain a verb and its subject.

VERB PHRASE might have been seen [no subject]

PREPOSITIONAL PHRASE across the dirt road [no subject or verb]

14a A *prepositional phrase* is a group of words consisting of a preposition, a noun or pronoun that serves as the object of the preposition, and any modifiers of that object.

EXAMPLES Vanessa and her brother walked **in front of the stage**. [The noun *stage* is the object of the preposition *in front of*. *The* is an adjective modifying *stage*.]
 The children **on the bus** waved **to us**. [The noun *bus* is the object of the preposition *on*. *The* is an adjective modifying *bus*. The pronoun *us* is the object of the preposition *to*.]
Inside the small cabin the hikers found shelter. [The adjectives *the* and *small* modify the object *cabin* and are part of the prepositional phrase.]

The object of a preposition may be compound.

EXAMPLE Francis stood **between Max and me**. [*Max* and *me* are both objects of the preposition *between*.]

EXERCISE 1 Identifying Prepositional Phrases

Underline all the prepositional phrases in the following paragraph.

EX. [1] In June of 2000, new guidelines for our daily diets were released by the Department of Agriculture.

[1] The Cirque du Soleil, or Circus of the Sun, came to our town.
 [2] It came from its home in Montreal. [3] Unlike other circuses, this circus had no animal acts. [4] But you could see an acrobat on a tightrope, clown with a painted face, and jugglers with colorful costumes. [5] During its two-year North American tour, the circus

stopped at twelve cities. [6] Once the circus reached a new city, organizing everything under the tent took a week. [7] In addition, the manager found sleeping quarters for the forty-two members. [8] He also provided meals for them throughout their stay. [9] Keeping the performers in good health was important. [10] On some tours, performers needed extra rest between performances.

EXERCISE 2 Identifying Prepositions and Their Objects

Find the prepositional phrase in each of the following sentences. Underline the prepositional phrase once and the object of the preposition twice.

- EX. 1. Studies show that exercise along with a nutritious diet promotes good health.
1. Everyone benefits from exercise.
 2. The most beneficial exercise for the heart is aerobic exercise.
 3. Recently, many studies have been conducted about the benefits of exercise.
 4. According to these studies, exercise apparently slows the aging process.
 5. One study at Boston's Harvard Medical School demonstrated this fact.
 6. Researchers in California studied the effects of exercise on six hundred women.
 7. These researchers announced in February 1991 that moderate exercise can lower blood pressure.
 8. Besides high blood pressure, exercise can also help prevent a form of diabetes.
 9. People of all ages should include exercise in their schedules.
 10. Before each workout, people should perform flexibility exercises.

ADJECTIVE PHRASES

14b An *adjective phrase* is a prepositional phrase that modifies a noun or a pronoun.

Adjective phrases answer the same questions that adjectives answer: *What kind? Which one? How many? How much?*

EXAMPLES A book **of jokes** might make a good gift. [The phrase modifies the noun *book*, telling *what kind of book*.]

Those three musicians are the ones **on the magazine cover**. [The phrase modifies the pronoun *ones*, telling *which ones* the three musicians are.]

The young boy **in that picture on the wall** is my grandfather. [The phrase *in that picture* modifies the noun *boy*. The phrase *on the wall* modifies the object *picture*.]

Is that your car **with the flat tire in the driveway**? [The phrases *with the flat tire* and *in the driveway* modify the noun *car*.]

EXERCISE 3 Identifying Adjective Phrases

Underline all adjective phrases in the following paragraph.

EX. [1] The lights in the hall and in the theater flickered and dimmed.

[1] The members of the orchestra took their places on the stage and began tuning their instruments. [2] One woman with a violin began playing musical scales. [3] The other musicians around her also made sure their instruments were tuned and ready. [4] When the conductor rapped his baton, the people in the audience immediately grew quiet. [5] Soon, the lovely strains of a composition by Kimi Itoh, a music student from Westfield Music Conservatory, filled the air. [6] The first concert of her music had begun. [7] When the music stopped, there was a moment of silence. [8] Then Kimi heard the loud applause

- from the crowd. [9] Her professional career in music had started.
 [10] She has never forgotten that special day in her life.

EXERCISE 4 Identifying Adjective Phrases and the Words They Modify

In the sentences below, underline each adjective phrase once. Then draw an arrow from each phrase to the word it modifies.

EX. 1. A representative from the park service gave a lecture about sea turtles.

1. One beach in South Carolina is a nesting place for sea turtles.
2. The nest at a high spot on the beach interested many people.
3. The people in the cottage beside the dunes saw turtle tracks.
4. Tracks from the sea meant a turtle had made a nest.
5. The nest under the sand had a batch of one hundred eggs.
6. Six species of sea turtles have bony shells.
7. The waves from the crashing sea bring the turtles ashore.
8. Female sea turtles on land are almost helpless.
9. The sea turtles in Canadian waters are probably leatherbacks.
10. The hornlike formations on sea turtles' backs are called scutes.

EXERCISE 5 Writing Sentences with Adjective Phrases

Use each adjective phrase below in a sentence of your own. Write the sentence on your own paper. Then underline the phrase, and put brackets around the word it modifies.

EX. 1. under our porch

1. The [dog] under our porch belongs to our neighbors.

- | | |
|-----------------------------------|-----------------------------|
| 1. on the beach blanket | 6. beside the tape recorder |
| 2. along the edge | 7. with six arms |
| 3. of Mexico | 8. under the hardwood floor |
| 4. between the two tall buildings | 9. around John |
| 5. for the delivery truck | 10. down the road |

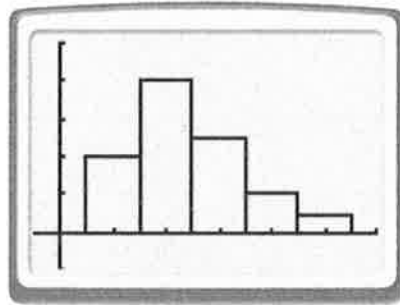
LESSON
21-1

Probability Distributions

Reteach

A probability distribution shown by a histogram can be used to predict the probability of a particular outcome.

Example The histogram shown below represents the probabilities for possible outcomes of a particular experiment. What is the probability of an outcome greater than 3?

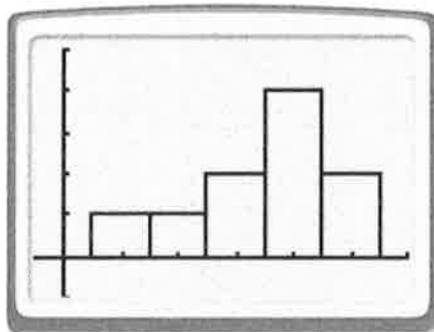


(Note: The x-scale is 1, and the y-scale is 0.1.)

| Step 1 | Step 2 | Step 3 |
|---|--|---|
| Identify the desired outcome. | Find the probability of each desired outcome from the histogram. | Add the results to find the total probability of the desired outcome. |
| An outcome greater than 3 means an outcome of 4 or 5. | $P(4) = 0.1$ $P(5) = 0.05$ | $P(> 3) = P(4) + P(5)$ $= 0.1 + 0.05$ $= 0.15$ |

The probability of an outcome greater than 3 is 15%.

Use the histogram to answer the following questions.



1. What is the probability of an outcome greater than 2?

2. What is the probability of an odd outcome?

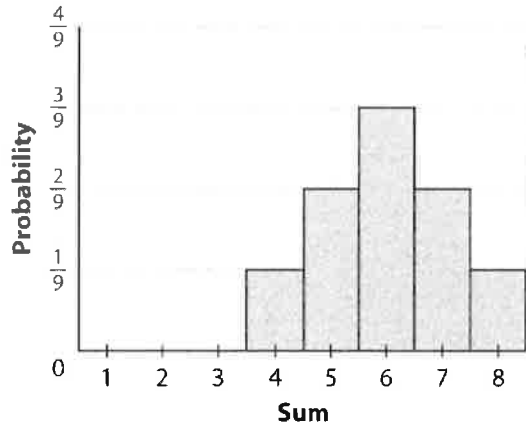
3. What is the probability of an outcome less than 6?

LESSON
21-1

Probability Distributions

Practice and Problem Solving: Modified

A spinner has three equal sections, labeled 2, 3, and 4. You spin the spinner twice and find the sum of the two numbers the spinner lands on. The probability distribution is shown on the histogram below. Use the histogram to answer questions 1–3. The first one is done for you.



1. Describe the shape of the probability distribution.

The distribution is mounded and symmetric.

2. Fill in the table for the probability distribution.

| | | | | | |
|--------------------|---|---|---|---|---|
| Sum | 4 | 5 | 6 | 7 | 8 |
| Probability | | | | | |

3. What is the probability that the sum is not 6? How is this probability represented in the histogram?

Solve.

4. Studies have shown that 3 out of 4 shoppers at the record store purchase a new release album. There are 3 shoppers in line at the record store now.

- a. Use the formula for binomial probability,

$P(r) = {}_n C_r p^r q^{n-r}$, to write an equation giving the probability of exactly 2 shoppers buying a new release.

- b. Solve your equation from Part (a). What is the probability?

LESSON
21-1

Probability Distributions

Practice and Problem Solving: A/B

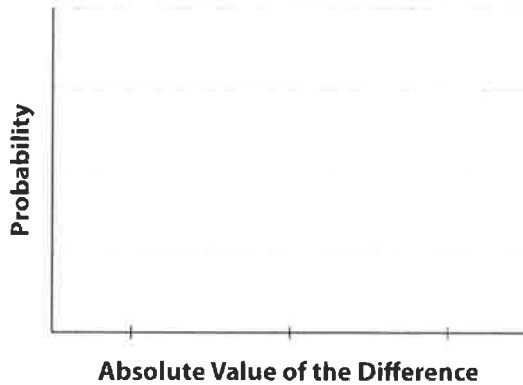
A spinner has three equal sections, labeled 1, 2, and 3. You spin the spinner twice and find the absolute value of the difference of the two numbers the spinner lands on. Use this information for Problems 1–4.

- Let X be a random variable that represents the absolute value of the difference of the two numbers. What are the possible values of X ?

- Fill in the table for the probability distribution.

| | | | |
|---|--|--|--|
| Absolute Value of the Difference | | | |
| Probability | | | |

- Make a histogram of the probability distribution.



- What is the probability that the absolute value of the difference is not 2? How is this probability represented in the histogram?

Solve.

- Sports drinks are purchased by 3 out of 4 students using the campus snack machines. There are 3 students at the machines now. Use the formula for binomial probability, $P(r) = {}_n C_r p^r q^{n-r}$, to determine the probability that at least 2 of the students will buy a sports drink.

LESSON
21-1

Probability Distributions

Practice and Problem Solving: C

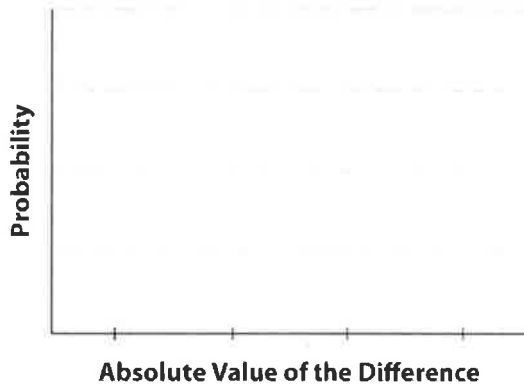
A spinner has four equal sections, labeled 1, 2, 3, and 4. You spin the spinner twice and find the absolute value of the difference of the two numbers the spinner lands on. Use this information for Problems 1–4.

- Let X be a random variable that represents the absolute value of the difference of the two numbers. What are the possible values of X ?

- Fill in the table for the probability distribution.

| | | | | |
|---|--|--|--|--|
| Absolute Value of the Difference | | | | |
| Probability | | | | |

- Make a histogram of the probability distribution.



- What is the probability that the absolute value of the difference is not 1? How is this probability represented in the histogram?

Solve.

- Sales records for the snack machines show that 1 out of every 6 students buys a bag of trail mix. There are 5 students waiting to use the machines.
 - What is the probability of exactly 3 students buying a bag of trail mix?

- What is the probability of at least 1 student buying a bag of trail mix?

LESSON
21-1

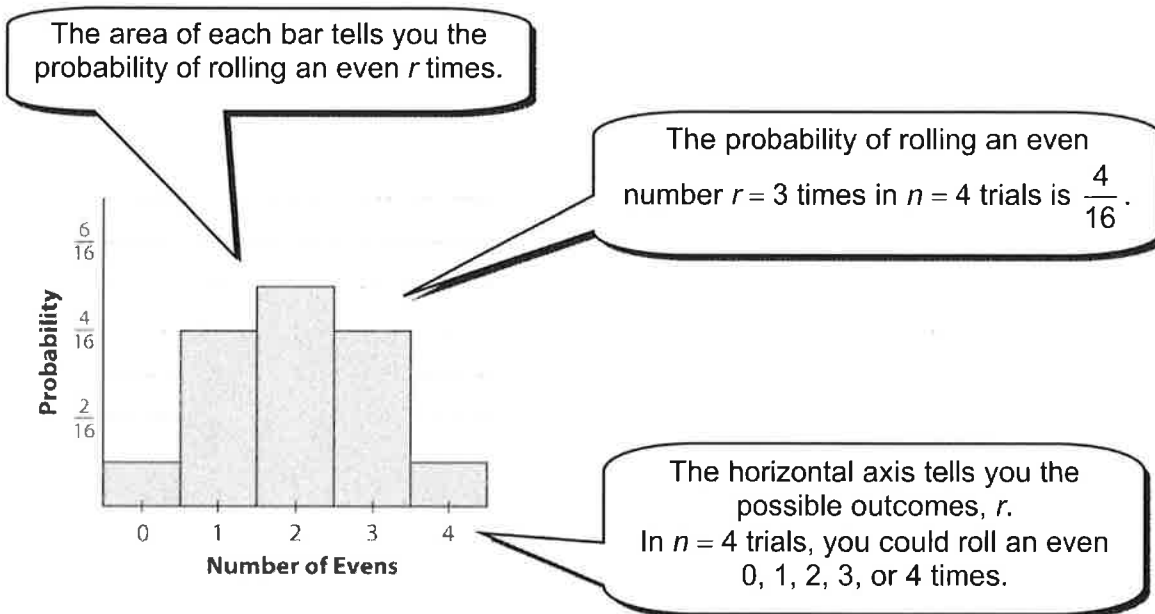
Probability Distributions

Reading Strategies: Connecting Words and Displays

A **binomial experiment** involves repeated **trials** where each trial has only two outcomes: success or failure. The **binomial probability** that an event will happen r times is given by the formula $P(r) = {}_n C_r p^r q^{n-r}$, where:

- n is the number of trials.
- p is the probability of success on each trial.
- $q = 1 - p$ is the probability of failure on each trial.

The histogram shows the **theoretical probability distribution** for tossing a 6-sided number cube for 4 trials, where getting an even number is considered a success.



Answer each of the following.

1. Use the binomial formula to write an equation giving the probability of rolling exactly 2 even numbers.

2. Determine the probability of rolling an even number 3 or more times. How is this probability represented in the histogram?

3. Suppose the same experiment is conducted for 5 trials instead of 4. Fill in the table for the theoretical probability distribution for this experiment.

| | | | | | | |
|--------------------------------|---|---|---|---|---|---|
| r | 0 | 1 | 2 | 3 | 4 | 5 |
| Theoretical Probability | | | | | | |

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 Hoye 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 773

Level 1190L



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 fulfills its constitutional duty and conducts a population census. The census was originally designed as a way to determine how many congressional representatives each state should have. 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 get information on their populations for government objectives, taxes and other official purposes. Although the idea of a census is pretty common, the information that turns up is often far from ordinary.

"Jediism" Reported As A Religion In U.K.

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 in Great Britain 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 the U.K.'s Charity Commission was soon asked to rule on whether it was, in fact, a legitimate religion in the country. (The commission ultimately said "no" to giving Jediism an official status, at least for now.)

Other countries around the world, like Canada and Australia, saw a similar though smaller trend in self-declared Jedi knights. It was unclear whether this was merely fans of the movies showing their devotion, or the true emergence of a new religious faith. Whatever the case, the response seems to be on the decline in recent years.

One Of Earliest Uses Of Computer Technology

When you think of the census, you may picture volunteers and government employees going from door to door, asking questions about each household. 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 coming in from a larger and increasingly diverse population. It needed a way to process the information more efficiently. Searching for new ideas, the government 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, the data would appear on a series of dials and a clerk would record the information. Hollerith earned the contract, and his machine would help the 1890 census be tabulated much faster than before and under budget. With the success of his machine, Hollerith went on to create the Tabulating Machine Company, which would eventually evolve into the global computer company International Business Machines (IBM).

In the United States, census data is used for more than basic population information and assigning the correct number of congressional representatives. Having accurate information about who lives where can also come in handy when emergencies hit.

When hurricanes, wildfires or other natural disasters strike, accurate data about local populations can help federal agencies assign proper resources and funds to the areas that need it most. For example, knowing that a large number of people in a particular area speak Spanish is useful knowledge during a natural disaster. It can help emergency teams better communicate with local people, give instructions or arrange for extra resources, as needed.

Real-Time Information On Natural Disasters

The U.S. Census Bureau's On the Map online tool provides real-time information so emergency organizations have the latest information at their disposal. 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 after a disaster. Census data can help keep track of how people are doing — or where they are moving to — after they are evacuated.

Although a country's census provides valuable baseline information about its population, it can also give a glimpse into the less quantifiable parts of their lives. It 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. However, the stories those numbers tell, and how we process that information, can tell us a lot about people's lives and the life of the country at any given time.

Quiz

- 1 Which of the following sentences from the section "One Of Earliest Uses Of Computer Technology" BEST develops a central idea of the article?
- (A) When you think of the census, you may picture volunteers and government employees going from door to door, asking questions about each household.
 - (B) After the 1880 census, the U.S. government was struggling to keep up with the data coming in from a larger and increasingly diverse population.
 - (C) The machine would "read" the holes punched into the cards, the data would appear on a series of dials and a clerk would record the information.
 - (D) Having accurate information about who lives where can also come in handy when emergencies hit.

- 2 The census records about population demographics and other social categories provide valuable, and sometimes surprising, information about people and their lives.

Which two details BEST support the central idea above?

1. *Although the idea of a census is pretty common, the information that turns up is often far from ordinary.*
2. *In the United Kingdom (U.K.), the 2011 population census asked for standard information about people's religions.*
3. *Other countries around the world, like Canada and Australia, saw a similar though smaller trend in self-declared Jedi knights.*
4. *Having accurate information about who lives where can also come in handy when emergencies hit.*

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

- 3 What is one relationship between the section "One Of Earliest Uses Of Computer Technology" and the section "Real-Time Information On Natural Disasters"?

- (A) Both sections highlight how data is collected for the census.
- (B) Both sections reveal the causes that initiated the census process.
- (C) Both sections detail the introduction of technology in census data collection.
- (D) Both sections note the value of census data during emergency situations.

Which paragraph from the article represents a major shift or transition in the article's development?

- (A) In fact, so many people self-identified as Jedis that the U.K.'s Charity Commission was soon asked to rule on whether it was, in fact, a legitimate religion in the country. (The commission ultimately said "no" to giving Jediism an official status, at least for now.)
- (B) Other countries around the world, like Canada and Australia, saw a similar though smaller trend in self-declared Jedi knights. It was unclear whether this was merely fans of the movies showing their devotion, or the true emergence of a new religious faith. Whatever the case, the response seems to be on the decline in recent years.
- (C) In the United States, census data is used for more than basic population information and assigning the correct number of congressional representatives. Having accurate information about who lives where can also come in handy when emergencies hit.
- (D) Knowing who is where also helps the government account for changes after a disaster. Census data can help keep track of how people are doing — or where they are moving to — after they are evacuated.

EVERYONE COUNTS!



CENSUS 2020

ACADEMIC LANGUAGE DEVELOPMENT ELD 9.7 -
12.7

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



CUSD Learning Packet #8

Twelfth Grade Answer Key

ANSWER KEY > How to Identify and Manage Emotions

by Set to Go • 2019

1. PART A: What is the central idea of the text? **RI.2**

- A. **Emotional awareness, which can be learned and practiced, can help people navigate multiple areas of life.**
- B. Babies learn to manage emotions, and as they grow, they use the same skills in new situations.
- C. Emotional awareness involves learning to accept positive emotions and reject negative ones.
- D. Because learning to manage emotions is so difficult, it is best left to adults.

2. PART B: Which detail from the text best supports the answer to Part A? **RI.1**

- A. "As we grow up we begin to recognize that the way we express our feelings has an impact on other people." (Paragraph 2)
- B. "There are many different emotions you can experience from day to day and even hour to hour." (Paragraph 4)
- C. **"We are better equipped to navigate our friendships and other relationships, successes, disappointments, conflicts with others, and much more, when we understand our feelings." (Paragraph 4)**
- D. "It's important to know that the more we avoid our emotions, the more intense they can become. This often leads to situations when our emotions overwhelm us and we have difficulty managing them." (Paragraph 9)

3. Why does the author compare emotional awareness to a muscle? **RI.3**

- A. One cannot acknowledge any weaknesses when building strong emotional awareness and strong muscles.
- B. **Developing habits of noticing one's own feelings can make emotional awareness stronger.**
- C. It is something that some people have and other people don't have.
- D. Good diet and sleep can help make it stronger.

4. How does paragraph 5 contribute to the development of ideas in the text? **RI.5**

- A. It suggests that the ability to manage emotions is genetic; some people are better at it than others.
 - B. It suggests that scientists don't know a lot about emotions, so managing them helps battle the unknown.
 - C. **It emphasizes how varied and complicated emotions can be and shows the importance of identifying them.**
 - D. It shows strong evidence supporting the history of certain emotions and why some people seem to feel them so intensely.
5. How does the author develop the idea that emotional awareness can be learned and practiced? **RI.6**
Use details from the text to support your answer.

Answers will vary. Students might begin by stating that language development and feedback we get from others helps us learn how to communicate emotions. As children, we cry, but as we grow, “When the people around us have a negative or positive response to the way we express our feelings, we learn from those experiences” (Paragraph 3). The author then goes on to explain that emotions can be varied and complicated, and that “We are better equipped to navigate our friendships and other relationships, successes, disappointments, conflicts with others, and much more, when we understand our feelings.” (Paragraph 4). Additionally, the author provides concrete suggestions for growing emotional awareness such as trying to identify feelings a few times a day. Finally, the author provides tips for managing emotions. The presence of these tips such as “Identify the feeling”, “Acceptance”, and “Express the feeling” suggests that emotional awareness is something that can be learned and practiced.

9. The grocer sold my aunt the eggs at a lower price.
10. We traded Joe our boat for his cabin.

PREDICATE NOMINATIVES

EXERCISE 5, page 119

| VERB | PRED. NOM. |
|-------------------|---------------------|
| 1. was | explorer |
| 2. became | friend |
| 3. was | ruler |
| 4. was | grandson |
| 5. became | official |
| 6. was | mayor |
| 7. was | money |
| 8. was | writer |
| 9. must have been | adventure |
| 10. is | one |
| 11. was | student |
| 12. became | classmates; friends |
| 13. was | assistant |
| 14. is | geologist |
| 15. is | mathematician |
| 16. has been | fan |
| 17. am becoming | programmer |
| 18. are | rivals |
| 19. will be | member |
| 20. will become | biologist |
| 21. are | scientists |
| 22. have been | readers |
| 23. became | husband; wife |
| 24. is | first |
| 25. is | Frederick |

PREDICATE ADJECTIVES

EXERCISE 6, page 121

- | | |
|-----------------------|--------------------|
| 1. hungry | 6. sticky; stained |
| 2. clean; airy | 7. delicious |
| 3. spicy | 8. hot |
| 4. tart; sweet | 9. happy |
| 5. surprised; pleased | 10. full; sleepy |

EXERCISE 7, page 122

| L.V. | P. A. |
|--------------|-----------------|
| 1. was | beautiful |
| 2. felt | cool; wonderful |
| 3. tasted | great |
| 4. were | bare |
| 5. felt | proud |
| 6. appeared | endless |
| 7. was | spectacular |
| 8. seemed | magical |
| 9. grew | heavier |
| 10. were | tired |
| 11. was | experienced |
| 12. looked | ghostlike |
| 13. sounded | weird |
| 14. was | frightening |
| 15. seemed | real |
| 16. grew | wider; wider |
| 17. appeared | darker |
| 18. seemed | chilled |
| 19. felt | sure |
| 20. were | ready |

CHAPTER REVIEW

A., page 123

| COMPLEMENT | USE |
|-------------------|------|
| 1. lively | p.a. |
| 2. loud; exciting | p.a. |

| | |
|-------------------|------|
| 3. treats | d.o. |
| 4. month | p.n. |
| 5. museum; castle | d.o. |
| 6. landmark | p.n. |
| 7. salad | d.o. |
| 8. dangerous | p.a. |
| 9. water polo | d.o. |
| 10. one | p.n. |
| 11. relics | d.o. |
| 12. hot | p.a. |
| 13. fortress | d.o. |
| 14. plentiful | p.a. |
| 15. island | p.n. |

B., page 123

(Answers will vary. Possible answers are given.)

1. That swimmer is a winner!
2. Danielle kicked the ball hard.
3. Dad carried a shovel and a rake.
4. Is the water still cold?
5. Terry, hand me a towel.

C., page 124

(Answers will vary. A possible response is given.)

Dear Barry,

Thanksgiving was fun. The food was wonderful. I even ate some new foods. Massasoit is so generous! He brought us oysters. An oyster is a shellfish that is quite tasty. He also brought us five deer. Now we shall have meat for a month! Your cousin Priscilla is a wonderful cook. She made a special pudding for everyone. I will write again soon.

Your friend,

Ann

CHAPTER 14: THE PHRASE

PREPOSITIONAL PHRASES

EXERCISE 1, page 125

1. of the Sun; to our town
2. from its home; in Montreal
3. Unlike other circuses
4. on a tightrope; with a painted face; with colorful costumes
5. During its two-year North American tour; at twelve cities
6. under the tent
7. In addition; for the forty-two members
8. for them; throughout their stay
9. in good health
10. On some tours; between performances

EXERCISE 2, page 126

| PREP. | OBJ. OF PREP. |
|-----------------|-----------------------------|
| 1. from | exercise |
| 2. for | heart |
| 3. about; of | benefits; exercise |
| 4. According to | studies |
| 5. at | Harvard Medical School |
| 6. in; of; on | California; exercise; women |
| 7. in | February 1991 |
| 8. Besides; of | pressure; diabetes |
| 9. of; in | ages; schedules |
| 10. Before | workout |

12th Grade Math Answer Key

Reteach 21-1: Probability Distributions

1. 80%
2. 50%
3. 100%

Practice and Problem Solving: Modified

1. The distribution is mound and symmetric.
- 2.

| | | | | | |
|--------------------|---------------|---------------|---------------|---------------|---------------|
| Sum | 4 | 5 | 6 | 7 | 8 |
| Probability | $\frac{1}{9}$ | $\frac{2}{9}$ | $\frac{3}{9}$ | $\frac{2}{9}$ | $\frac{1}{9}$ |

3. $\frac{6}{9}$ or $\frac{2}{3}$; This is the sum of the areas of the bars for the outcomes 4, 5, 7, and 8.

4. a. $P(2) = {}_3C_2 \left(\frac{3}{4}\right)^2 \left(\frac{1}{4}\right)^1$

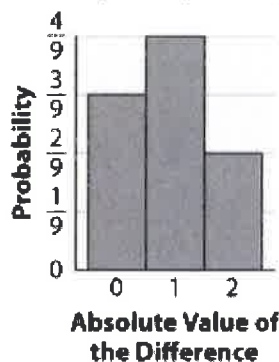
b. 0.42 or 42%

Practice and Problem Solving: A/B

1. 0, 1, 2
- 2.

| | | | |
|---|---------------|---------------|---------------|
| Absolute Value of the Difference | 0 | 1 | 2 |
| Probability | $\frac{3}{9}$ | $\frac{4}{9}$ | $\frac{2}{9}$ |

3.



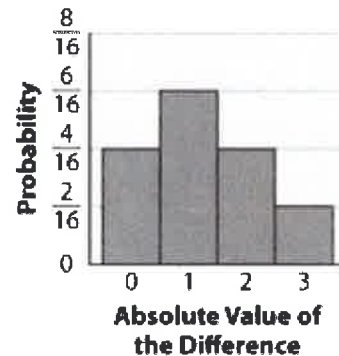
4. $\frac{7}{9}$; This is the sum of the areas of the bars for the outcomes 0 and 1.
5. 0.84 or 84%

Practice and Problem Solving: C

1. 0, 1, 2, 3
- 2.

| | | | | |
|---|----------------|----------------|----------------|----------------|
| Absolute Value of the Difference | 0 | 1 | 2 | 3 |
| Probability | $\frac{4}{16}$ | $\frac{6}{16}$ | $\frac{4}{16}$ | $\frac{2}{16}$ |

3.



4. $\frac{10}{16}$ or $\frac{5}{8}$; This is the sum of the areas of the bars for the outcomes 0, 2, and 3.
5. a. 0.032 or 3.2%
b. 0.6 or 60%

Reading Strategies

1. $P(2) = {}_4C_2 \left(\frac{1}{2}\right)^2 \left(\frac{1}{2}\right)^2$

2. $\frac{5}{16}$; This is the sum of the areas of the bars for the outcomes 3 and 4.

3.

| | | | | | | |
|--------------------------------|----------------|----------------|-----------------|-----------------|----------------|----------------|
| <i>r</i> | 0 | 1 | 2 | 3 | 4 | 5 |
| Theoretical Probability | $\frac{1}{32}$ | $\frac{5}{32}$ | $\frac{10}{32}$ | $\frac{10}{32}$ | $\frac{5}{32}$ | $\frac{1}{32}$ |

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

Answer Key

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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. |