7th Grade NTI Packet

The following packet contains assignments to be completed on Non-Traditional Instruction (NTI) days. If an NTI day is called, students are to complete **one day's work for each day, in all classes**. If you are completing the work using this packet, you may write on the worksheets. If you are completing them using an online source, you may either print the worksheets and complete them, or write the answers on your own paper. Work is to be turned in within three (3) days after the student returns to school.

Communication is a very important part of having a successful NTI day. If possible, please take a moment to check in with your teachers by email, Remind app or Study Island each NTI day. Thank you!

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Remind app information is on the back of this sheet.

Day 1 Assignments

Math

Day 1: Complete the lessons on converting fractions to decimals (1-10). This lesson is a review of what we previously learned at the beginning of the year.

Language Arts

Day 1: Complete the questions on proper use of pronouns. This is a simple review of one of the parts of speech.

Social Studies

Day 1: Read the lesson on *Government in Early Civilizations*, then answer the questions that follow..

Science

Day 1: Complete the worksheets entitled *NTI Day 1*.

Math: NTI Day One

Question 1 .

Convert the following fraction to a decimal.

$$-\frac{9}{12}$$

- **A.** -0.75
- **B.** 0.30
- **C.** 0.65
- **D.** -0.50

Question 2 .

Convert the following fraction to a decimal.

$$\frac{2}{11}$$

- **A.** $0.\overline{81}$
- **B.** $0.8\overline{1}$
- **C.** $0.\overline{18}$
- **D.** $0.1\overline{8}$

Question 3 .

Convert the following fraction to a decimal.

$$-\frac{2}{5}$$

- **A.** -0.4
- **B.** 0.45
- **C.** -0.25
- **D.** 0.3

Question 4 .

Convert the following fraction to a decimal.

$$-\frac{3}{8}$$

- **A.** 0.350
- **B.** 0.755
- **C.** -0.375
- **D.** -0.540

Question 5 .

Convert the following fraction to a decimal.

$$-\frac{1}{16}$$

- **A.** -0.0625
- **B.** 0.555
- **C.** -0.0556
- **D.** 0.650

Question 6 .

Convert the following fraction to a decimal.

$$-\frac{19}{20}$$

- **A.** -0.95
- **B.** 0.78
- **C.** -0.52
- **D.** 0.85

Question 7 .

Convert the following fraction to a decimal.

$$\frac{5}{16}$$

- **A.** 0.516
- **B.** 0.3125
- **C.** 0.5326
- **D.** 0.35

Question 8 .

Convert the following fraction to a decimal.

$$-\frac{5}{8}$$

- **A.** 0.855
- **B.** -0.625
- **C.** -0.658
- **D.** 0.65

Question 9 .

Convert the following fraction to a decimal.

$$-\frac{3}{20}$$

- **A.** -0.15
- **B.** -0.12
- **C.** 0.14
- **D.** 0.32

Question 10 .

Convert the following fraction to a decimal.

$$-\frac{11}{16}$$

- **A.** 0.6825
- **B.** -0.5855
- **C.** 0.0575
- **D.** -0.6875

Language Arts: NTI Day One

Question 1 .

The class voted on what to do for _____ party.

What pronoun goes in the blank?

- **A.** its
- **B.** they're
- **C.** they
- **D.** their

Question 2 .

Anyone among the group of boys needs to bring _____ permission slip.

What pronoun goes in the blank?

- **A.** their
- **B.** his
- **C.** the
- **D.** there

Question 3 .

Leslie, Paula, and Marie wanted Doug to come to the movie, but _____ father wouldn't let them.

What pronoun goes in the blank?

- **A.** there
- **B.** their
- **C.** they're
- **D.** her

Question 4 .

Anybody can attend and bring _____ pets.

What pronoun goes in the blank?

- **A.** their
- **B.** there
- **C.** a
- **D.** his or her

Question 5 .

Everyone needs to make sure to bring _____ books back tomorrow.

What pronoun goes in the blank?

- **A.** they're
- **B.** his or her
- **C.** him
- **D.** its

Question 6 .

The monkey waved _____ fist against the glass and scared off the people who were watching.

What pronoun goes in the blank?

- **A.** it's
- **B.** its
- **C.** the
- **D.** one

Question 7 .

At _____ next scheduled meeting, the committee will vote on the proposed bill.

What pronoun goes in the blank?

- **A.** there
- **B.** their
- **C.** it's
- **D.** its

Question 8 .

The brothers wanted _____ special dinners that Philip had promised to make.

What pronoun goes in the blank?

- **A.** their
- **B.** there
- **C.** its
- **D.** they're

Question 9 .

Reed's car refused to start this morning, so he got angry and kicked _____ tires.

What pronoun goes in the blank?

A. it's

B. those

C. the

D. its

Question 10 .

_____ mother explained to Felix that there was no one else to blame but us.

What pronoun goes in the blank?

A. It's

B. They're

C. Our

D. There

SS Day 1

Government in Early Civilizations

Early civilizations developed unique societies and had different governments. Many aspects of ancient governments have influenced the governments of today.

Government in Ancient Greece

Geography and City-States

Ancient Greece included the areas of present-day Greece, Cyprus, Turkey, Sicily, and southern Italy. The physical geography of Greece is very hilly and mountainous, which separated the main cities of ancient Greece from each other. Because cities were so isolated, independent governments known as a "polis," or **city-state**, formed. Each city-state was made up of the city and surrounding area, and each city-state governed itself.

Political Reigns

- **Aristocracy:** Before Ancient Greece formed the first democracy, the government was ruled by a small group of people called aristocrats. An aristocrat can best be described as a person who is from the upper class or nobility. The upper class owned land and were very rich.
- **Tyranny:** A tyrant was a ruler who took control of the government by force. Tyrants in Ancient Greece were slightly different than how we define them today. Tyrants were not bad rulers. They were able to stay in power because they had a strong military, but they also had support from the people. Though tyrants came to power in a violent way, they could actually be good rulers.
- **Oligarchy:** The merchant class became more powerful as they became wealthier. They ruled as an oligarchy, meaning the government power is with a small group of people. They ruled until the 600s B.C.
- **Democracy:** Early forms of democracy in Ancient Greece came out of the formation of city-states. City-states are areas of land, usually with one large city and some surrounding smaller towns, who govern like a nation. Athens was one of the first to have a democracy. Athenian democracy allowed citizens of Athens to vote on legislation and bills, instead of voting on representatives to choose for them which bills to vote for.

Athens

Athens was the largest city in ancient Greece and served as the cultural, commercial, and intellectual center. Politically, Athens experienced different government types, including oligarchy (rule by a select few). It was home to the first democracy. Athenian democracy was a **direct democracy**, allowing citizens to vote on laws. The word

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democracy comes from the Greek words *demos*, which means "people," and *kratos*, which means "rule." Ancient Athens was ruled by the **Assembly**, which was made up of any citizens who wanted to participate. The Assembly passed laws, served as a supreme court, and appointed generals for the military. Citizens decided court cases by serving on juries which had between 201 and 1,001 members.

Citizenship in Athens and Sparta

The idea of citizenship comes from Athenian democracy. In Athens, only men who were not slaves and who were from Athens had citizenship. These men could vote and participate in politics in Athens. Women did not have many rights in Athens. They were expected to marry and have children, and they were not allowed to leave their homes except for a few occasions. Slaves had fewer rights. Athenian slaves could not use their own name and were renamed by their masters. A person would become a slave by being born to a slave, being sold into slavery, or being captured in a war.

Government in Ancient Rome

The Roman Republic existed from 509 B.C. to 27 B.C. The senate decided a republic would be a good form of government because the king that had ruled them was a tyrant. The Roman Constitution was based on 12 written laws and ancient traditions. Governmental power in the Roman Republic was divided among three branches as a system of checks and balances: the senate, the legislative assemblies, and the executive magistrates. This was done so that there would be a separation of powers and one person would not have all the power. The assemblies and the senate provided a structure for governing in the early Roman Republic.

Civic duty was an important part of life for Roman citizens. Serving as a judge when asked to hear a legal case was an example of the moral obligations of all Roman citizens during the Republic.

Many of the elements of the government of the Roman Republic are still used by democratic governments. Some of those elements include checks and balances, the separation of powers, vetoes, filibusters, term limits, impeachments, and regularly scheduled elections. Civil Law, which is based upon ancient Roman law, is used in many European and Latin American countries. Civil Law is based on written rules.

Roman government began to change during the lifetime of Julius Caesar. Caesar was a Roman general who used his army to take control of the republic. He forced the senate to declare him dictator for life. Though Caesar was popular, a group of senators thought he was dangerous to the republic. They assassinated him on March 15, 44 B.C., hoping to stop Rome from becoming a dictatorship.

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This series of events actually led to the end of the Roman Republic and the beginning of the Roman Empire. Augustus, the great-nephew of Caesar, became Rome's first emperor in 27 B.C. When Augustus died, his stepson became the next emperor. Though the senate still existed, the Roman Empire was in many ways a monarchy.

Other Governments

Ancient Egypt: an early society, they thrived until about 715 B.C. Ancient Egypt had a centralized government that controlled almost all aspects of public life. When they were not farming, Egyptians were required to build major projects for the pharaoh, who had absolute power over their lives. Under the pharaoh, nobles and priests directed most government affairs.

Medieval Europe: The main political system was the feudal system, based on the ownership of land, with royalty and aristocrats holding the power.

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Government in Early Civilizations

Question 1 .

In 509 B.C., Rome became a republic. Which of the following is a characteristic of a republic?

- **A.** All citizens participate equally in creating laws.
- **B.** One person controls the government completely.
- **C.** The government is controlled by the military.
- **D.** Citizens elect representatives who then decide on laws.

Question 2 .

Civil law, which is based upon ancient Roman law, is used in many European and Latin American countries. What makes civil law different from other types of laws?

- **A.** Civil law can be overruled by a judge.
- **B.** Civil law is based on written rules.
- **C.** Civil law tells people how to behave.
- **D.** Civil law applies to the common man.

Question 3 .

In ancient Athens, which of the following was one way in which citizens participated in the democratic process?

- **A.** Citizens could serve as advisors to the president.
- **B.** Citizens who spent the most money would receive the most power.
- **C.** Citizens elected representatives who then decided on laws.
- **D.** Citizens served on juries to decide court cases.

Question 4 .

Governmental power in the Roman Republic was divided among many groups as a form of checks and balances. Which of these provided a structure for governing in the early Roman Republic?

- **A.** the Counsel, the Senate, and the Roman people
- **B.** the Assemblies and the Senate
- **C.** Caesar, the Senate, and the courts
- **D.** the Magistrates and the Counsel of Rome

Question 5 .

Who was allowed to vote in Athenian government?

- **A.** any non-slave
- **B.** any adult male citizen
- **C.** any adult non-slave
- **D.** any member of the aristocracy

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Question 6 .

What is the name of the two groups of citizens who could vote in elections in the Roman Republic?

- **A.** men and women
- **B.** women and slaves
- **C.** patricians and plebeians
- **D.** Romans and Athenians

Question 7 .

In ancient Egypt, those under pharaoh who directed most government affairs were the

- **A.** wealthiest farmers.
- **B.** nobles and priests.
- **C.** regional governors.
- **D.** merchants and craftsmen.

Question 8 .

In ancient Athens, which people had the right to vote in elections?

- **A.** foreign-born males
- **B.** women
- **C.** everyone
- **D.** citizens

Question 9 .

Which of these defines "rule by the few" such as in ancient Greece?

- **A.** oligarchy
- **B.** dictatorship
- **C.** monarchy
- **D.** democracy

Question 10 .

Which of these best describes the political authority of Greek city-states?

- **A.** They were ruled by kings and queens.
- **B.** They were exactly the same as countries.
- **C.** They were independent cities with authority over nearby regions.
- **D.** They were only located in the Arabian Peninsula.

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1. What is the most general name for any single type of matter that is made from a specific arrangement of atoms?

- **A.** solid
- **B.** substance
- **C.** element
- **D.** molecule

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2. When atoms are joined together, they form _____.

- **A.** isotopes
- **B.** molecules
- **C.** nuclei
- **D.** quarks

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3. Some clothing is made from fabric that has both cotton fibers and other fibers blended into it. Which of these is a reason that someone might combine cotton with another material?

- **A.** to give the cotton a different texture
- **B.** to make the cotton a different color
- **C.** to make the cotton more stretchy
- **D.** all of these

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4. Diamond and graphite contain only carbon atoms, yet they are very different objects with very different properties. Why are diamond and graphite different?

- **A.** They contain different atoms.
- **B.** They contain different elements.
- **C.** Their subatomic particles are different.
- **D.** Their atoms are arranged differently.

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5. Which of the following statements about atoms is true?

- **A.** Various groups of atoms compose all known substances.
- **B.** Atoms may be joined together in well-defined molecules.
- **C.** Atoms may be arranged in repeating crystal patterns.
- **D.** all of these

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6. What does all matter have in common?

- **A.** It is made up of molecules.
- **B.** It is all solid.
- **C.** It is too small to see.
- **D.** It is made up of atoms.

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7. Atoms are the particles that all matter is made from.

When two or more kinds of atoms combine, they form _____.

- **A.** the periodic table
- **B.** pure elements
- **C.** molecules
- **D.** metals

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8. Atoms combine to form _____.

- **A.** electrons
- **B.** nuclei

○ C. molecules

○ D. neutrons

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9. Chad is studying a substance that is made out of only one element. This means that

○ **A.** the substance does not have any energy.

○ **B.** all the atoms in the substance are similar to each other.

○ **C.** there are many different types of atoms in the substance.

○ **D.** the substance is too small to be seen with the human eye.

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10. Ethanol is a chemical that can be synthetically produced from the sugars of plants, such as corn, using the fermentation reaction shown below. The reaction shows that sugar from plants can be broken down into ethanol and carbon dioxide, releasing heat.

$$\text{sugar} \rightarrow \text{ethanol} + \text{carbon dioxide} + \text{heat}$$

In the United States, the sugar used to produce ethanol is commonly gained from corn—the same type of corn people eat. The ethanol can then be used as fuel in automobiles.

Scientists and engineers are working to develop ways to replace corn with a different plant, such as switchgrass, in the production of ethanol. This is largely because using corn to produce ethanol could cause a problem for society. Which of the following statements best describes this problem?

○ **A.** Chemical processes do not exist that can transform corn's sugars into ethanol.

○ **B.** Chemical processes do not exist that can release the chemical energy in ethanol.

○ **C.** Harvesting corn for ethanol could come into conflict with harvesting corn for food.

○ **D.** Grass resources are scarce and could be used up if harvested to produce ethanol.

Day 2 Assignments

Math

Day 2: Complete the worksheets on Properties of Rational Numbers (1-10).

Language Arts

Day 2: Complete the worksheets on Comparative and Superlative word choices.

Social Studies

Day 2: Read the lesson on Scarcity and answer the questions that follow.

Science

Day 2: Complete the worksheets entitled *NTI Day 2*.

Math: NTI Day Two

Question 1 .

Use properties of rational numbers to multiply the following.

$$-7.9 \times (-81.1)$$

- **A.** 640.69
- **B.** -640.69
- **C.** 64.069
- **D.** -64.069

Question 2 .

Use properties of rational numbers to multiply the following.

$$\frac{7}{12} \times \frac{253}{5}$$

- **A.** $\frac{1,771}{60}$
- **B.** $\frac{260}{17}$
- **C.** $\frac{1,701}{60}$
- **D.** $\frac{35}{3,036}$

Question 3 .

Use properties of rational numbers to multiply the following.

$$-\frac{14}{5} \times \left(-\frac{51}{69}\right)$$

- **A.** $\frac{238}{115}$
- **B.** $\frac{357}{37}$
- **C.** $-\frac{407}{115}$
- **D.** $\frac{322}{85}$

Question 4 .

Use properties of rational numbers to multiply the following.

$$\frac{3}{7} \times 21.35$$

- **A.** 9.15
- **B.** 9.05
- **C.** 6.1
- **D.** 49.82

Question 5 .

Use properties of rational numbers to multiply the following.

$$88 \times (-22.52)$$

- **A.** -1,936.52
- **B.** 65.48
- **C.** -1,890.24
- **D.** -1,981.76

Question 6 .

Use properties of rational numbers to multiply the following.

$$-\frac{6}{5} \times 3.375$$

- **A.** $-\frac{45}{16}$
- **B.** $-\frac{21}{5}$
- **C.** $\frac{87}{40}$
- **D.** $-\frac{81}{20}$

Question 7 .

Use properties of rational numbers to multiply the following.

$$\frac{3}{13} \times 143$$

- **A.** 103
- **B.** 90
- **C.** 26
- **D.** 33

Question 8 .

Use properties of rational numbers to multiply the following.

$$-5 \times 128.27$$

- **A.** -640
- **B.** -653.35
- **C.** -641.35
- **D.** -639.73

Question 9 .

Use properties of rational numbers to multiply the following.

$$-20 \times (-44)$$

- **A.** -220
- **B.** -880
- **C.** 880
- **D.** 220

Question 10 .

Use properties of rational numbers to multiply the following.

$$-28 \times \left(-\frac{52}{210}\right)$$

- A. $\frac{1470}{13}$
- B. $\frac{104}{15}$
- C. $\frac{52}{15}$
- D. $-\frac{8}{21}$

Language Arts: NTI Day Two

Question 1 .

Our high school's star soccer player is _____ than any other player in town.

Which word or phrase **best** completes the sentence above?

- **A.** speedier
- **B.** more speedier
- **C.** speediest
- **D.** most speedy

Question 2 .

Kim felt _____ after running a marathon than she did after back-to-back soccer games.

Which word or phrase **best** completes the sentence above?

- **A.** feebler
- **B.** most feeble
- **C.** feeblest
- **D.** more feeble

Question 3 .

Carl is _____ to the baseball team than Troung even though Troung is a better player.

Which word or phrase **best** completes the sentence above?

- **A.** more devoted
- **B.** most devoted
- **C.** devotedest
- **D.** devoteder

Question 4 .

The principal's speech about student council elections was _____ than her speech last year.

Which word or phrase **best** completes the sentence above?

- **A.** more brief
- **B.** briefest
- **C.** most brief
- **D.** briefer

Question 5 .

This trip to Mexico was _____ than the last one.

Which word or phrase **best** completes the sentence above?

- **A.** funnest
- **B.** funner
- **C.** most fun
- **D.** more fun

Question 6 .

Though both girls were friendly toward me, I always felt Phoebe's attitude was _____ than Carla's.

Which word or phrase **best** completes the sentence above?

- **A.** more genuine
- **B.** most genuine
- **C.** genuinest
- **D.** genuiner

Question 7 .

Veronica's cousin thinks the baby elephants are the _____ animals at the zoo.

Which word or phrase **best** completes the sentence above?

- **A.** more adorabler
- **B.** most adorable
- **C.** adorabler
- **D.** adorablest

Question 8 .

Tina thought that her cat was _____ than her sister's dog.

Which word or phrase **best** completes the sentence above?

- **A.** cuddlier
- **B.** most cuddly
- **C.** cuddliest
- **D.** more cuddly

Question 9 .

The band's marching show is the _____ that the school has seen in over a decade.

Which word or phrase **best** completes the sentence above?

A. elaboratest

B. most elaborate

C. elaborater

D. more elaborate

Question 10 .

Janet is _____ when she's alone than when she's with friends.

Which word or phrase **best** completes the sentence above?

A. more busy

B. busier

C. most busy

D. busiest

SS Day 2

Scarcity

Scarcity is an important concept in economics and occurs when the demand for an item is greater than the supply. Scarcity can occur for a variety of reasons, and there are different ways to deal with the problem.

Scarcity is the condition of not being able to have all of the goods and services one wants. This can occur for many reasons:
It could be the result of unequal resource distribution. Different resources will be available in different areas. Ancient Egypt, for example, had many natural resources, but trees were not plentiful in the area. Egyptians had extensive trade networks in which they exchanged goods with other countries. One of these goods was timber. The Egyptians used wood from the area that is now the country Lebanon to build boats capable of sailing on the sea.

A nonrenewable resource is a natural resource that cannot be replaced once it has been used. Since there is a limited supply of nonrenewable resources, it is easy for an area to run out of one of these resources after becoming dependent on it.

Sometimes large populations of people can consume so much of a resource that it runs out.

Resources can also become scarce because of environmental change. For example, in ancient history, historians believe the woolly mammoth disappeared in approximately 10,000 B.C. at the end of the last Ice Age. Many types of animals became extinct because of the drastic environmental change, forcing people who hunted creatures like the woolly mammoth to find other things to eat.

One common way of gaining new resources is by trading with other regions. Unequal resource distribution means that two regions may both have different resources that the other region needs, so they are able to meet their needs by trading with each other.

Historical Examples of Economics and Scarcity
During the Paleolithic era, people relied on hunting and gathering as their source of food. Changes in seasons would affect the availability of plants and animals in an area. If food became scarce in one area, people would move to another area.

Mesopotamia did not have stone, and trees were very scarce. Mesopotamians had access to mud, which they used to make clay bricks. Sun-dried bricks were used to build houses, but these bricks would fall apart when it rained. Mesopotamians began baking bricks in fire, which made bricks that could withstand the rain. Since the wood needed to make the fires was quite scarce, fire-baked bricks were only used in important buildings like temples.

SS Day 2

Ancient Egypt relied on agriculture as the source of their food. In some years, there would be a surplus of grain, which would be stored for use in years in which harvests were not plentiful enough to feed the population. The government controlled these storehouses and determined how the food was distributed.

Greece is very mountainous, and much of its soil is very rocky. The geography of Greece makes it very difficult to farm in many areas. Greece has only a few areas that can be used for agriculture, and these are mostly along the coast. This means the people of Ancient Greece needed to look elsewhere for a main food source or they needed to trade to get what they needed. In general, people used Greece's good access to the sea to their advantage and depended on getting fish as their main source of food.

In the 800s B.C., some Greek city-states took over more territory. As Greek city-states grew in population, they did not have room to expand, and they were not able to grow enough food to feed everyone. Greek city-states sent people to different areas along the coast of the Mediterranean Sea to establish colonies with the idea that the colonies would support their mother cities. Colonies included Massilia (Marseille), Neapolis (Naples), Syracuse, and Byzantion (Istanbul). Greek city-states and their colonies traded with each other by sailing on the Mediterranean Sea.

The city of Rome was built along the Tiber River, but the river was not able to provide enough water for the city as it grew in size. To solve this problem, the Romans built a system of aqueducts that brought water from miles away.

The Ancient Romans had to ship grain from Egypt because they did not grow enough in their land to sustain their population.

Ancient Rome and many other areas in early Europe became dependent on the Chinese for the silk trade. China also traded in other precious items the Roman Empire wanted, such as art made from precious stones.

In early African history, the camel made trade across the Sahara desert possible. Camels were able to travel long distances without water and carry heavy loads. They helped trade gold and ivory from West Africa with foods and wood from the North.

In the 1500s, the price of pepper was quite high in Europe because it was scarce and had to be imported from Asia.

SS Day 2

Scarcity

Question 1 .

During the Paleolithic era, which of the following best describes how people dealt with shortages of food?

- **A.** They would migrate to other areas that had more food.
- **B.** They built storehouses to keep surplus grain.
- **C.** They would attack neighboring tribes and take their food.
- **D.** They would trade with other civilizations for food.

Question 2 .

Which of the following best explains why Ancient Greeks were more dependent on fishing than farming as their source of food?

- **A.** Few people in Greece had the skills necessary to be productive farmers.
- **B.** Much of the land in Greece was not suitable for farming.
- **C.** The Ancient Greeks preferred to eat fish over grains and other crops.
- **D.** Many crops could not grow in Greece because the climate was too cold.

Question 3 .

Trade was very important to the Aztecs. Merchants carried goods such as gold, lake salt, and fine cloths to the southern regions of Mesoamerica. There, the Aztecs traded for other goods such as exotic bird feathers and jaguar skins. The Aztecs particularly desired cacao beans, which could be made into chocolate.

The passage describes how the Aztecs and other Mesoamericans were dependent on each other for

- **A.** agricultural items.
- **B.** luxury items.
- **C.** cotton and rubber.
- **D.** animal products.

Question 4 .

The Babylonian civilization had access to few natural resources. Because of their geographic location in Mesopotamia, the Babylonians could not acquire timber, metal, wine, or stone for themselves. To obtain these, the Babylonians had to trade goods they had produced such as grain and textiles.

Babylonia was dependent on other countries for

- **A.** grains and oils.
- **B.** metals and textiles.
- **C.** timber and wine.
- **D.** grains and stones.

SS Day 2

Question 5 .

In the Roman Empire, grain was shipped from Egypt to Rome to feed the people who lived there. Why was it necessary for the Romans to import food from Egypt?

- **A.** The Romans did not produce enough food near their city to support the number of people who lived there.
- **B.** There was no farmland near Rome suitable to produce crops.
- **C.** The Romans preferred Egyptian grain to the grain grown near Rome.
- **D.** There were not enough workers to farm the land.

Question 6 .

The Babylonian civilization had access to few natural resources. Because of their geographic location in Mesopotamia, the Babylonians could not acquire timber, metal, wine, or stone for themselves. To obtain these, the Babylonians had to trade goods they had produced such as grain and textiles.

According to the passage, how did scarcity lead to specialization in Mesopotamia?

- **A.** They had to choose among many abundant resources.
- **B.** They had to find other regions with the same resources.
- **C.** They had to move to other regions because of scarcity.
- **D.** They had to make products to trade for scarce resources.

Question 7 .

Which of the following best describes why Ancient Romans built aqueducts?

- **A.** to provide an environment in which fish could live and could easily be caught
- **B.** to provide recreational areas in which people could do water sports
- **C.** to enable people to ship goods from the countryside to the city
- **D.** to deal with the fact that Rome did not have an adequate supply of water

Question 8 .

Because of a scarcity of certain materials, most Mesopotamian buildings were made with which of the following?

- **A.** thatch
- **B.** stone
- **C.** concrete
- **D.** mud bricks

SS Day 2

Question 9 .

In Ancient Egypt, which of the following goods was rarely found in Egypt and was imported from other countries?

- **A.** pottery
- **B.** stone
- **C.** timber
- **D.** papyrus

Question 10 .

Archaeologists discovered that the woolly mammoth vanished at a time shortly after a severe change in the world's climate. At approximately the same time, many societies that relied heavily on the mammoth changed locations.

Which of these best explains why the societies were forced to move?

- **A.** political change
- **B.** diseases
- **C.** environmental change
- **D.** warfare

Study Island

Generation Date: **10/30/2018**
Generated By: **Shalom Wilson**
Title: **NTI Day 2**

---

1. Heat is added to a solid substance. When enough heat is added,

- **A.** its particles move closer together and the substance becomes a liquid.
- **B.** its particles move farther apart and the substance's temperature decreases.
- **C.** its particles move farther apart and the substance becomes a liquid.
- **D.** its particles move closer together and the substance becomes a gas.

---

2. Bob adds heat to a liquid substance. When enough heat is added,

- **A.** its particles move closer together and the substance becomes a solid.
- **B.** its particles move farther apart and the substance becomes a solid.
- **C.** its particles move closer together and the substance becomes a gas.
- **D.** its particles move farther apart and the substance becomes a gas.

---

3. The atoms of a solid aluminum can are close together, vibrating in a rigid structure. If the can is warmed up on a hot plate,

- **A.** the atoms will vibrate less.
- **B.** the atoms will vibrate more.
- **C.** the atoms will keep vibrating in the same way.
- **D.** the atoms will stop vibrating.

---

4. Measuring the average energy of motion of the particles in a substance is the same as measuring the substance's

○ **A.** temperature.
○ **B.** pressure.
○ **C.** heat capacity.
○ **D.** mass.

---

5. Molecular motion is a measure of the movement of the molecules in a substance. Molecular motion is substantially different between the different states of matter. For example, the molecules in _____ move more than the molecules in _____.

○ **A.** wood, air
○ **B.** wood, soda
○ **C.** soda, air
○ **D.** air, wood

---

6. What must occur in order for matter to change states?

○ **A.** A chemical change must occur.
○ **B.** Heat must be added or removed.
○ **C.** The temperature must change.
○ **D.** Other substances must be added.

---

7. Nitrogen has a melting point of -210.0°C and a boiling point of -195.8°C. A sample of nitrogen is heated from -215.0°C to -200.0°C. Which of the following best describes what happens to the nitrogen atoms during this transition?

○ **A.** They lose enough energy to be held in a permanent location.

○ **B.** They gain so much energy that the attractive forces between them have no effect on their motion.

○ **C.** The attractive forces between them decrease, allowing the atoms to move relative to one another.

○ **D.** They gain enough energy to move relative to one another.

---

8. How could a student test the effect of removing heat from a gas that is stored in a sealed container?

○ **A.** cool the gas in a refrigerator
○ **B.** open the sealed container
○ **C.** heat the gas on a stove
○ **D.** put the gas in the sunlight

---

9. When heat is added to or removed from a substance, it may change its state. What state will most likely result if heat is added to a liquid?

○ **A.** It will change into a gas.
○ **B.** It will change into plasma.
○ **C.** It will change into a semi-solid.
○ **D.** It will change into a solid.

---

10. A scientist has a container filled with carbon dioxide gas. The particles of this gas are far apart, moving quickly, and bouncing off the container walls. Then the particles slow down and collect at the bottom of the container, such that they are close together and vibrating in a rigid structure.

What caused this change?

○ **A.** Thermal energy was added.
○ **B.** The container was opened.
○ **C.** The particles settled over time.
○ **D.** Thermal energy was removed.

Day 3 Assignments

Math

Day 3: Complete the worksheets on simplifying complex fractions.

Language Arts

Day 3: Complete the worksheets on Verbs and Verb Phrases. This is a review of a basic part of speech.

Social Studies

Day 3: Read the lesson on Production, Distribution & Consumption, then answer the questions that follow.

Science

Day 3: Complete the worksheet entitled *NTI Day 3*.

Math: NTI Day Three

Question 1 .

Simplify the following complex fraction.

$$\frac{\frac{3}{5}}{0.5 + \frac{7}{10}}$$

- A. $\frac{1}{4}$
- B. $\frac{6}{7}$
- C. $\frac{1}{2}$
- D. $\frac{30}{7}$

Question 2 .

Simplify the following complex fraction.

$$\frac{\frac{1}{2} + \frac{2}{3}}{\frac{3}{4} + \frac{4}{5}}$$

- A. $\frac{27}{35}$
- B. $\frac{1}{5}$
- C. $\frac{5}{3}$
- D. $\frac{70}{93}$

Question 3 .

Simplify the following complex fraction.

$$\frac{\frac{5}{6}}{\frac{1}{3}+3}$$

- A. $\frac{5}{8}$
- B. $\frac{1}{4}$
- C. $\frac{1}{5}$
- D. $\frac{5}{21}$

Question 4 .

Simplify the following complex fraction.

$$\frac{\frac{1}{2}}{\frac{6}{8}+\frac{1}{4}}$$

- A. $\frac{4}{7}$
- B. $\frac{7}{16}$
- C. $\frac{4}{13}$
- D. $\frac{7}{4}$

Question 5 .

Simplify the following complex fraction.

$$\frac{\frac{2}{3}+\frac{3}{4}}{\frac{5}{6}}$$

- A. $\frac{3}{5}$
- B. $\frac{14}{15}$
- C. $\frac{17}{10}$
- D. $\frac{7}{6}$

Question 6 .

Simplify the following complex fraction.

$$\frac{0.85 + \frac{3}{10}}{\frac{1}{2} + 0.375}$$

- A. $\frac{1}{4}$
- B. $\frac{35}{24}$
- C. $\frac{9}{7}$
- D. $\frac{46}{35}$

Question 7 .

Simplify the following complex fraction.

$$\frac{0.2}{0.75 + \frac{3}{2}}$$

- A. $\frac{4}{45}$
- B. $\frac{2}{21}$
- C. $\frac{1}{78}$
- D. $\frac{1}{4}$

Question 8 .

Simplify the following complex fraction.

$$\frac{1.125 + \frac{2}{3}}{1.5}$$

- A. $\frac{43}{36}$
- B. $\frac{1}{2}$
- C. $\frac{2}{3}$
- D. $\frac{9}{8}$

Question 9 .

Simplify the following complex fraction.

$$\frac{2+\frac{4}{5}}{\frac{1}{3}}$$

- A. $\frac{42}{5}$
- B. 9
- C. $\frac{2}{5}$
- D. $\frac{28}{5}$

Question 10 .

Simplify the following complex fraction.

$$\frac{1.5+\frac{4}{3}}{\frac{8}{9}}$$

- A. $\frac{51}{16}$
- B. $\frac{9}{4}$
- C. $\frac{1}{6}$
- D. $\frac{4}{9}$

Language Arts: NTI Day Three

Question 1 .

Which sentence uses correct subject-verb agreement?

- A. The alligator slipping quietly into the water.
- B. The alligators slipping quietly into the water.
- C. The alligators slips quietly into the water.
- D. The alligator slipped quietly into the water.

Question 2 .

Which verb best fits in the sentence below?

We _____ her five times before we finally spoke with her.

- A. telephoning
- B. telephone
- C. telephoned
- D. telephones

Question 3 .

Which verb or verb phrase best fits in the sentence below?

Squirrels, jays, and magpies _____ your peanuts if you don't hide your food.

- A. stolen
- B. steals
- C. will steal
- D. stealing

Question 4 .

In which of the following sentences do the subject and verb agree?

- A. John said that mathematics is his favorite subject.
- B. Civics are the hardest subject that I am taking this year.
- C. Today's news are all bad.
- D. Susan said that measles are the worst disease that she's ever had.

Question 5 .

Which verb or verb phrase best fits in the sentence below?

Passing near Portland, our father _____ to a man coming out of the bayou.

A. spoke

B. will speaks

C. speaking

D. speak

Question 6 .

Which verb should be used in the sentence below?

Everyone _____ pizza for lunch.

A. have wanted

B. has want

C. want

D. wants

Question 7 .

Which of the sentences below is written correctly?

A. Jake don't need any more lawn-cutting jobs this week.

B. Sammy doesn't have to take English this year.

C. Mitch and his brothers doesn't go to this school.

D. Cathy and Jim doesn't ride the bus to school.

Question 8 .

Which of the sentences below is written correctly?

A. Mike and Annie sings in the church choir.

B. Rhett and Tom play basketball on the school team.

C. Mandy and Janie catches the school bus on Wednesday.

D. Richard and his brothers works at the car wash on Saturdays.

Question 9 .

Which verb belongs in the sentence below?

Either Pamela or Charles _____ the newspaper every day.

- A. brings
- B. have brought
- C. bring
- D. bringing

Question 10 .

Which verb should be used in the sentence below?

Sara and Jane _____ their bikes to school every day.

- A. had rode
- B. have rode
- C. ride
- D. rides

SS Day 3

Production, Distribution & Consumption

Specialization occurs when a person or a company focuses on producing one good or service. Specialization has been known to increase productivity, efficiency, and profit. This term can also be applied to the economy of many early civilizations. Early civilizations realized that through specialization, they could become more profitable.

Access to resources

- Civilizations were able to specialize in producing certain goods because they had access to necessary resources. For example, early Egyptians became known for making papyrus (paper). Papyrus plants grew along the Nile River. Egyptians flattened out the plant reed and made it into paper. Other cultures began to buy the paper, which caused more Egyptians to specialize in paper making.

Technology

- Many early civilizations were agricultural. New technology and techniques made agriculture easier. This meant fewer people were needed to work in the fields. It was at this time that different types of jobs were also created. People could work many different types of jobs and specialize in other skills.

Trade

- The Silk Road was a trade route that connected China to civilizations further west. It was used to trade silk, gold, spices, and other goods. These items were available in many places in Asia, and the demand for them was very high in Western countries. Specializing in trade of these items was very profitable to many early Asian civilizations.
- Similarly, the Middle East developed trade of items that were in high demand around the world. Many Middle Eastern cities developed as trading posts because of this.

Trade has been an important part of many civilizations. A civilization could trade goods they produced in return for goods they were unable to make themselves. Early civilizations relied on this trade to get many different goods.

Important Economic Concepts

Economic interdependence: Many ancient civilizations were interdependent with each other. This means they relied on each other for trade.

Supply and demand: Supply is the amount of a good that someone can make available, and demand is the amount of the good that other people want. Supply and

SS Day 3

demand were important motivations for trade in world history. Many trade goods were only found in a few locations. Other locations were forced to trade to meet their demand for these goods.

Capital resources: Capital resources are goods made by people and used to produce goods and services. Examples are machines, tools, and buildings. Boats were a capital resource for the Mesopotamians. They were used to transport natural resources for trade, which helped build the economies of developing cities. The Mesopotamians also invented a wheel that completely changed overland transport and trade.

Natural resources: Natural resources are materials that come from nature. Some examples are water, oil, wood, and coal. Many ancient civilizations grew around water sources like rivers. For example, the city of Harappa was built in the floodplains of the Indus River. The river provided irrigation, fertile soil, and mud for creating bricks. The Harappans built an advanced city somewhere between 2500-2250 BC. Another example was the Niger River, which runs through the territories controlled by the Ghana Empire and the Mali Empire. The Niger River provided resources for fishing, agriculture, and transportation. The Mali Empire specialized in gold and salts because those resources were readily available. A last example was Mesopotamia, which developed between the Tigris and Euphrates Rivers. These rivers helped ancient Mesopotamians trade with the Nile River civilizations. The Mesopotamians developed boating techniques to help assist trade along the rivers. Each region traded specialized goods and became interdependent.

Bartering: Bartering takes place when goods are traded for other goods without the use of money. Merchants could often trade goods from one place for goods that came from another place, hoping to make a profit.

Examples of Trade

Many civilizations were located on the Mediterranean Sea, and there were many sea routes that connected various places.

The Roman Empire had many trade routes, especially routes from its colonies. Colonies like Marseille (in France) and Alexandria (in Egypt) exported goods and services to Rome.

During the Middle Ages commerce was limited between Europe and Asia because land transport was expensive. Large-scale shipping and oceanic trade would begin later in the 1400s.

Europeans had to import spices such as pepper from Asia since they could not be grown in Europe. Spices were a luxury item in Europe and were quite expensive. In 1497, the Portuguese sent explorer Vasco da Gama to find a sea route to India. He was the first European to sail around Africa and reach Asia. The Portuguese claimed areas in India and Southeast Asia and were able to take control of the spice trade.

During the 17th to early 19th centuries, Africans were traded to the Americas as slaves. European traders sold manufactured goods to Africa in exchange for slaves, they then sold slaves to the Americas for raw materials, and they then sold these materials to Europe for manufactured goods. This was called the Triangle Trade.

SS Day3

Jamestown, Virginia was the first English settlement in North America to receive slaves from Africa.

Trade is an important part of many civilizations. Trade allows places to get goods they cannot make for themselves and give their goods in return. Early civilizations relied on this trade to get many different goods.

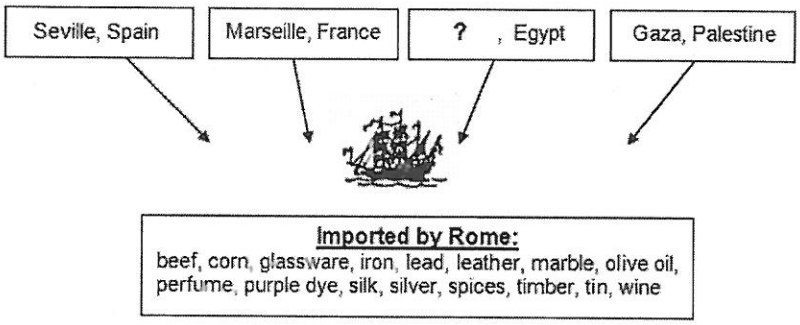
Mediterranean Trade: Many civilizations were located on the Mediterranean Sea. This allowed these cultures to trade with each other. There were many trade routes in the Mediterranean. Several countries and civilizations that benefited from the trade in the Mediterranean were Egypt, Europe, and the Middle East.

Trade with Asia: Europeans created trade routes to China and India through land and ocean to get certain goods. Spices, silk, and china were a few of the exotic objects that European traders brought back with them. These routes allowed cultures to be exchanged and economies to grow, as Europeans paid high prices for these goods. The routes connected parts of the world that would not have been able to grow without them.

SS Day 3

Production, Distribution & Consumption

Question 1 .



Which city completes the chart above?

- **A.** Tarraco
- **B.** Timbuktu
- **C.** Athens
- **D.** Alexandria

Question 2 .

In ancient Mesopotamia, the Tigris and Euphrates rivers surrounded an area called the "Fertile Crescent." What enduring effect did these rivers have on trade in ancient Mesopotamia?

- **A.** They made the Fertile Crescent difficult to reach for trade.
- **B.** They made transport of agricultural goods economical.
- **C.** They made neighboring areas compete with Mesopotamia.
- **D.** They made transportation difficult for ancient Mesopotamians.

Question 3 .

In the ancient Roman Republic, Mount Etna and Mount Vesuvius provided many different productive resources. They were rich in timber and fertile soil from volcanic ash. The Tiber River provided salt deposits and iron. Based on these resources, trade in the Roman Republic most likely specialized in

- **A.** gold and jewels.
- **B.** textiles and spices.
- **C.** agriculture and metalwork.
- **D.** bronze and ceramics.

SS Day 3

Question 4 .

The Ancient Mesopotamians used the Tigris and Euphrates rivers to transport goods for trade. They made three different types of boats using reeds, timber, and animal skins. They transported flax, copper, limestone, and textiles.

Which was a capital resource for the Mesopotamians?

- **A.** boats
- **B.** Tigris River
- **C.** timber
- **D.** copper

Question 5 .

During the early Middle Ages in Europe, most commerce took place within the continent. Trade routes from the Baltic Sea brought raw materials such as timber, tar, furs, and metals to northern and central Europe. Western Europe sent goods such as wool, fish, and salt. The most desired items, however, came from Asia: luxuries such as spices, silk, and jewels. Despite this, trade was limited between Europe and Asia.

Which products had the highest value in Europe?

- **A.** salt and salted herring
- **B.** timber, tar, furs, and skins
- **C.** raw wool and garments
- **D.** spices, jewels, and silk

Question 6 .

Farmers in Mesopotamia learned to irrigate their land, which allowed them to grow more crops than they needed. The surplus crops led to the development of trade and commerce. Mesopotamians traded the extra crops for goods and services. The city-state of Ur in Sumer became a major trade center. The temples of Ur were the main employer and location for commercial activity.

According to the passage above, what contributed most to the development of Ur as a major trading center?

- **A.** Mesopotamian farmers were able to grow surplus food.
- **B.** The city of Ur employed many people in temples.
- **C.** The city of Ur had many temples for trade and commerce.
- **D.** Mesopotamia had a surplus of commerce and trade.

SS Day3

Question 7 .

- Specific natural resources
- Scarcity of resources
- Growing populations
- Trade routes

All of the factors above led to

A. migration and economic decline of ancient civilizations.

B. specialization and trade between ancient civilizations.

C. better productive resources in all ancient civilizations.

D. exchange of traditional ideas and technologies.

Question 8 .

Though the Silk Road was perhaps the most famous of early trade routes, several other routes were important to the ancient world. One of these was the Incense Road, which passed from Egypt and the Middle East to India. Arabia controlled the route, trading frankincense and myrrh for other goods from Africa and India. Centers such as Palmyra and Petra grew into cities because of the trade that passed through them on the Incense Road.

According to the passage above, the cities Palmyra and Petra grew as a result of

A. trade in incense from Arabs.

B. city commerce with merchants.

C. different cultural backgrounds.

D. government taxing of merchants.

Question 9 .

Middle Eastern merchants and traders traveled on eastward trade routes carrying goods such as colored glass or white jade that were unavailable farther east. They would trade these goods for other goods. This is an example of

A. a trade agreement.

B. the democratic system.

C. the barter system.

D. a trade barrier.

Question 10 .

In ancient Greece, merchants and traders searched the Mediterranean Sea for natural resources like iron for tools, silver for coins, clay and marble for statues, and timber for houses and ships. These resources were scarce and found in many different places. What effect did the merchants have on the region?

A. They contributed to the economic isolation of each different region.

B. They discouraged trade among regions outside the Mediterranean.

C. They connected different regions and helped develop trade.

D. They created more scarcity of natural resources in the region.

Study Island

Generation Date: **10/30/2018**
Generated By: **Shalom Wilson**
Title: **NTI Day 3**

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1. Evaporation and transpiration are two processes included in the water cycle. The energy source that drives these processes is

- ○ **A.** the Sun.
- ○ **B.** nuclear fission.
- ○ **C.** convection within Earth's mantle.
- ○ **D.** the burning of fossil fuels.

---

2. During the water cycle, water in the air forms clouds. Which of the following processes causes the clouds to form?

- ○ **A.** evaporation
- ○ **B.** precipitation
- ○ **C.** condensation
- ○ **D.** transpiration

---

3. Clouds are formed when water vapor cools and condenses in a liquid state. Eventually, the air in the cloud becomes saturated with water. The water droplets that create the cloud combine, forming larger droplets which become heavier. What happens next?

- ○ **A.** The water droplets evaporate and become water vapor again.
- ○ **B.** The water droplets fall to the Earth as rain.
- ○ **C.** The water's weight causes the cloud to move, which we feel as wind.
- ○ **D.** The water is absorbed into the atmosphere.

4. How are evaporation and transpiration similar?

- **A.** They both process water in its solid state.
- **B.** They both occur in the biosphere.
- **C.** Both processes occur immediately before precipitation in the water cycle.
- **D.** They are both processes in which liquid water is changed into water vapor.

---

5. How does radiant heat from the Sun affect the water cycle?

- **A.** It causes evaporation.
- **B.** It causes precipitation.
- **C.** It causes cloud formation.
- **D.** It causes surface run-off.

---

6. During the water cycle, water from rivers, streams, lakes, and oceans evaporate into water vapor. Then, the water vapor rises into the cool atmosphere and condenses into precipitation. For evaporation to occur, heat and energy must be added to the cycle. Where does this heat and energy come from?

- **A.** global warming
- **B.** the Earth's core
- **C.** volcanic eruptions
- **D.** the Sun

---

7. The Sun heats the Earth's water. This warm water turns into a vapor, and rises into the atmosphere, where it cools off. What happens to this water vapor?

- **A.** The water vapor evaporates and escapes into space. New water is formed by precipitation.
- **B.** The water vapor only rises for a very short time, then settles back into the ocean unnoticed.

○ **C.** The water vapor condenses as it cools, then it forms clouds. It later returns to the Earth as precipitation.

○ **D.** The water vapor pushes clouds out of the way as it rises. This causes overcast conditions to clear.

---

8. Which step in the water cycle involves returning of fresh water to the Earth?

○ **A.** precipitation
○ **B.** evaporation
○ **C.** respiration
○ **D.** condensation

---

9. Three-fourths of the Earth's surface is covered by water. The water cycle includes these water sources evaporating and returning to Earth as rain and snow. What is the driving force behind the water cycle?

○ **A.** the wind
○ **B.** ocean currents
○ **C.** the tilt of the Earth
○ **D.** the Sun

---

10. Water moves from Earth's surface to the atmosphere and back to Earth's surface again in a process known as the water cycle. Which of the following is the major form of energy driving the water cycle?

○ **A.** chemical energy
○ **B.** nuclear energy
○ **C.** solar energy
○ **D.** geothermal energy

Day 4 Assignments

Math

Day 4: Complete the worksheets on Using a Number Line. This is a basic skill review.

Language Arts

Day 4: Complete the worksheets on proper capitalization. This is another basic skill review.

Social Studies

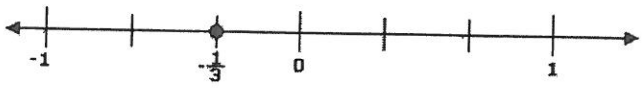
Day 4: Read the lesson on the Factual & Interpretive Nature of History and then answer the questions that follow.

Science

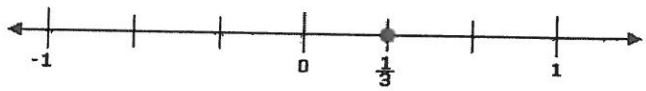
Day 4: Complete the worksheets entitled *NTI Day 4.*

Math: NTI Day Four

Question 1 .



Which of the following shows the sum of the number indicated on the number line above and $\frac{1}{3}$?

A.


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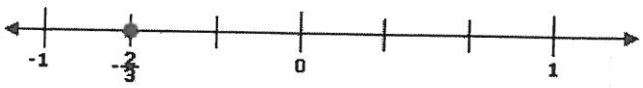
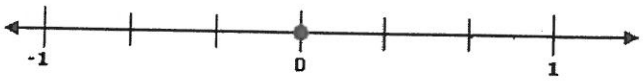
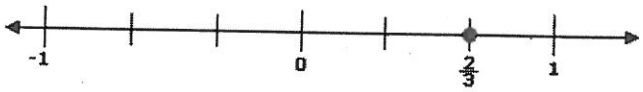
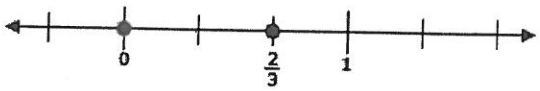


C.


D.


Question 2 .



Which of the following can be added to the number indicated on the number line above to sum to 0?

A. $-\frac{3}{2}$

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

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

D. $-\frac{2}{3}$

Question 3 .

Which of the following situations would combine to make zero?

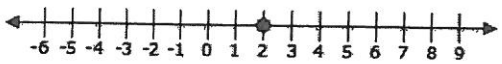
- **A.** Manuel spent five hours exercising this weekend. He also spent five hours watching television.
- **B.** Chris walks four blocks west to the grocery store. After buying groceries, he walks four blocks east.
- **C.** Julia took two math practice tests last month. She plans to take two more tests later this month.
- **D.** Amy drives for three hours along an Interstate highway. She then drives for three hours along county highways.

Question 4 .

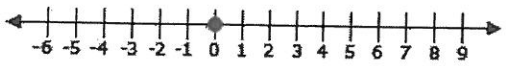
Which of the following situations would combine to make zero?

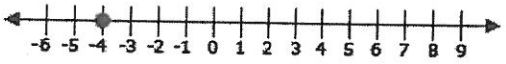
- **A.** Deng's rough draft of his essay was three pages long. After he rewrote the essay, the final draft was also three pages long.
- **B.** Last week, Mark earned 20 loyalty points at a retail store by buying his groceries there. This week, he earned 20 loyalty points by buying a camera.
- **C.** In the first month of the semester, Edith read about 150 pages of fiction for her English course. In the second month, she read about 150 pages of nonfiction.
- **D.** Last weekend, Juanita's mother bought five quarts of milk. During the week, she used five quarts of milk for the family's breakfast.

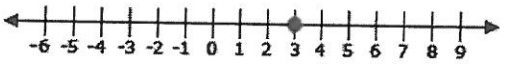
Question 5 .

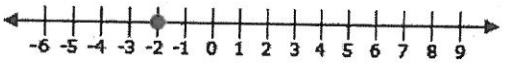


Which of the following shows the sum of the number indicated on the number line above and -2?

A. 

B. 

C. 

D. 

Question 6 .

Which of the following situations would combine to make zero?

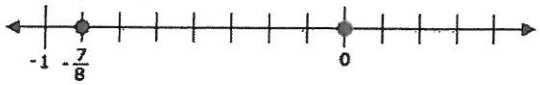
A. Last month, Carla worked for 25 hours in day shifts in a supermarket. She also worked for 25 hours in evening shifts.

B. A town library adds 800 books through purchases. Later, during a donation drive, it receives 800 books.

C. A hot air balloon rises 300 feet into the air. The balloon then descends by 300 feet before it lands.

D. Before Jim started his trip, he filled 12 gallons of gas in his car's fuel tank. Later, during the trip, he filled another 12 gallons.

Question 7 .



Which of the following can be added to the number indicated on the number line above to sum to 0?

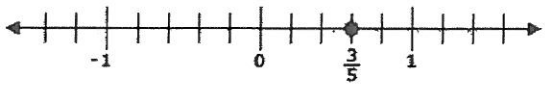
- **A.** $-\frac{8}{7}$
- **B.** $-\frac{7}{8}$
- **C.** $\frac{8}{7}$
- **D.** $\frac{7}{8}$

Question 8 .

Which of the following situations would combine to make zero?

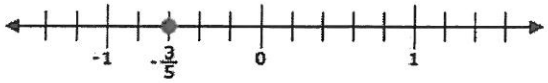
- **A.** Every morning, Max runs three miles around a neighborhood park. He also runs three miles around a nearby lake in the evening.
- **B.** Last week, Margie spent $90 on minor repairs for her car. This week, she spent $90 to refuel the car.
- **C.** When Dan starts preparing the dough for a pizza, he adds two pints of the liquid mix to the flour. He adds two more pints after kneading the flour for a while.
- **D.** Last month, Harmony deposited $250 in her bank account. Two weeks later, she withdrew $250 to make arrangements for a party.

Question 9 .

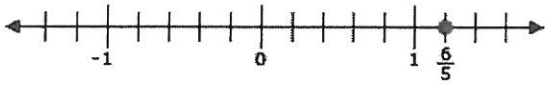


Which of the following shows the sum of the number indicated on the number line above and $-\frac{3}{5}$?

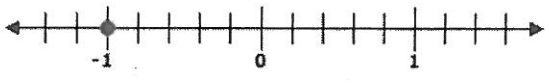
A.



B.

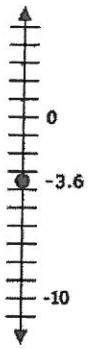


C.

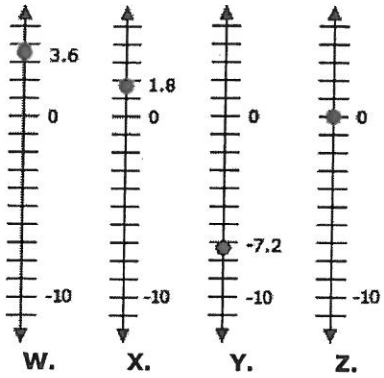


D.

Question 10 .



Which of the following shows the sum of the number indicated on the number line above and 3.6?



- A. X
- B. Z
- C. Y
- D. W

Language Arts: NTI Day Four

Question 1 .

Which sentence uses correct capitalization?

- **A.** After the Assembly, the principal of the class, Mr. Fulton, asked the students to calmly leave the Auditorium and move into the Lunchroom.
- **B.** After the Assembly, the Principal of the class, Mr. Fulton, asked the students to calmly leave the Auditorium and move into the Lunchroom.
- **C.** After the assembly, the Principal of the class, Mr. Fulton, asked the students to calmly leave the auditorium and move into the lunchroom.
- **D.** After the assembly, the principal of the class, Mr. Fulton, asked the students to calmly leave the auditorium and move into the lunchroom.

Question 2 .

Which sentence uses correct capitalization?

- **A.** Freddy thought that a night of playing monopoly with his cousin was too dull, so he went to see the new James Bond movie instead.
- **B.** Freddy thought that a night of playing Monopoly with his cousin was too dull, so he went to see the new James Bond movie instead.
- **C.** Freddy thought that a night of playing monopoly with his cousin was too dull, so he went to see the new James Bond Movie instead.
- **D.** Freddy thought that a night of playing Monopoly with his Cousin was too dull, so he went to see the new James Bond movie instead.

Question 3 .

Which sentence uses correct capitalization?

- **A.** Dean Rogers' new book *Doormats for Sinking Boats* will be released in Paperback this fall, sometime after October.
- **B.** Dean Rogers' new book *Doormats for Sinking Boats* will be released in paperback this fall, sometime after October.
- **C.** Dean Rogers' new Book *Doormats For Sinking Boats* will be released in paperback this Fall, sometime after october.
- **D.** Dean Rogers' new book *Doormats For Sinking Boats* will be released in paperback this Fall, sometime after October.

Question 4 .

Which sentence uses correct capitalization?

- **A.** Jimmy's mom and dad asked him to make sure he had studied before he went to the game.
- **B.** Jimmy's mom and dad asked him to make sure he had studied before he went to the Game.
- **C.** Jimmy's Mom and Dad asked him to make sure he had studied before he went to the game.
- **D.** Jimmy's Mom and Dad asked Him to make sure he had studied before he went to the game.

Question 5 .

Which sentence uses correct capitalization?

- **A.** Regina and Paul met Willie at the endeavor community center because they were there to see Paul Mooney sign copies of his new book *What I know.*
- **B.** Regina and Paul met Willie at the Endeavor Community Center because they were there to see paul mooney sign copies of his new book *What i know.*
- **C.** Regina and Paul met Willie at the Endeavor Community Center because they were there to see Paul Mooney sign copies of his new book *What I Know.*
- **D.** Regina and Paul met Willie at the Endeavor community center because they were there to see Paul Mooney sign copies of his new book *What i Know.*

Question 6 .

Which sentence uses correct capitalization?

- **A.** The president of the student council for Woofard High School agreed to appoint a committee for the prom.
- **B.** The president of the student council for Woofard High School agreed to appoint a Committee for the Prom.
- **C.** The President of the Student Council for Woofard High School agreed to appoint a committee for the prom.
- **D.** The President of the student council for Woofard High School agreed to appoint a committee for the prom.

Question 7 .

Which sentence uses correct capitalization?

- **A.** Judge Julie Mccray ruled that the owners of Pip Guys Automotive owed the Plaintiff $200 for the damage done to her Car.
- **B.** Judge Julie McCray ruled that the owners of Pip guys automotive owed the Plaintiff $200 for the damage done to her car.
- **C.** Judge Julie McCray ruled that the owners of Pip Guys Automotive owed the Plaintiff $200 for the damage done to her car.
- **D.** Judge Julie McCray ruled that the owners of Pip Guys Automotive owed the plaintiff $200 for the damage done to her car.

Question 8 .

Which sentence uses correct capitalization?

- **A.** The mailman made a mistake and delivered the package to 100 rose Lane instead of 100 Royce Lane.
- **B.** The Mailman made a mistake and delivered the package to 100 rose lane instead of 100 royce lane.
- **C.** The mailman made a mistake and delivered the package to 100 Rose Lane instead of 100 Royce Lane.
- **D.** The Mailman made a mistake and delivered the package to 100 Rose Lane instead of 100 Royce Lane.

Question 9 .

Which sentence uses correct capitalization?

- **A.** The traffic jam at the corner of 5th and ridgley kept the ambulance from getting to Pollard medical center.
- **B.** The traffic jam at the Corner of 5th and Ridgley kept the ambulance from getting to pollard medical center.
- **C.** The traffic jam at the corner of 5th and ridgley kept the ambulance from getting to Pollard Medical center.
- **D.** The traffic jam at the corner of 5th and Ridgley kept the ambulance from getting to Pollard Medical Center.

Question 10 .

Which sentence uses correct capitalization?

- **A.** The after-school club Mundo met to discuss the class's field trip to Mexico.
- **B.** the after-school club Mundo met to discuss the class's field trip to Mexico.
- **C.** The After-school Club Mundo met to discuss the Class's field trip to Mexico.
- **D.** The after-school club mundo met to discuss the class's field trip to mexico.

SS Day 4

Factual & Interpretive Nature of History

You can use many different sources when you study major world civilizations. Your sources can be divided into **primary** sources and **secondary** sources.

Primary Sources

Primary sources are original materials. They are from the time period you are researching and have not been changed from their first form. Some examples are:

- diaries
- letters
- paintings, sculptures
- poems, writings from the time period

Secondary Sources

Secondary sources are written after the time period. They can be written about primary sources, but they may contain the opinion of the writer. Secondary sources comment on primary sources.

- biographies
- encyclopedias
- textbooks
- journal articles

Studying Primary Sources

When studying a primary source, try to discover the reason that a person wrote down the information that you are reading. Written laws from the ancient world were created by those in power, and they describe the rights and duties that ordinary people had. Letters and diaries can describe the life of a person from the time.

A letter written to a king or queen was usually meant to gain the monarch's favor. For example, European explorers in the age of exploration would often send information to the monarchs who sponsored their journeys.

SS Day 4

Historical events usually have many causes and many far reaching effects. A historical event can be a war, a famine, or even the decline of a civilization. Historians attempt to study all of the causes and effects of historical events, but disagreements can occur. Usually, disagreements occur regarding the importance of particular causes as well as importance of particular effects. The lesson below talks about a few important historical events, their causes, and their effects.

The First Democratic Government

Ancient Greece had a great impact on many later developments in history. In terms of organization, Ancient Greece was made up of city-states. One important city-state was Athens. Historians believe that Ancient Athens had the world's first democracy. Known as a direct democracy, people voted directly on every issue or law. This is different from a representative democracy, in which voters choose people to act in their interest. The word democracy itself comes from the Greek words *demos*, which means "people," and *kratos*, which means "rule." The idea of citizenship also comes from Athenian democracy. Citizenship in Athens was limited to native-born males. Women, foreign-born males, and slaves were not citizens and could not participate in politics.

The Rise of the Roman Empire

People do not often remember that Ancient Rome was a republic before it was an empire. The Roman Republic was formed in 509 B.C. and lasted for hundreds of years before becoming an empire. According to legend, the city of Rome was founded around the year 753 B.C. and had been ruled by kings since that time. The last king of Rome was cruel, and people were unhappy with his rule. The people decided to overthrow the king and start a new government called a republic. Under this new government, officials were elected once a year to rule the city. Another type of leader, called a dictator, was elected to rule in times of war. Dictators ruled for six months at a time with almost unlimited power.

One of the most well-known dictators of Ancient Rome was Julius Caesar. After becoming dictator, many of Rome's other leaders were worried that Caesar would abuse his power. Rather than risk Caesar taking their power away, they decided to have him killed. The Roman Republic fell apart soon after Caesar died because of a weakened political structure. This paved the way for the rise of the Roman Empire, which began in approximately 27 B.C. In the Roman Empire, one person, called an emperor, had complete control over the government.

The Crusades

The Crusades were a series of religiously driven military campaigns undertaken by European Christians from the 11th to the 13th centuries. They were originally Roman

SS Day 4

Catholic holy wars to recapture Jerusalem and the Holy Land from Muslims. These locations can be found in present-day Israel, a country with sites of religious importance to three major world religions: Judaism, Christianity, and Islam. The Crusades eventually resulted in a transfer of knowledge between eastern and western cultures, which helped advances in fields such as science and medicine.

The Black Death

The Black Death, also known as the Bubonic Plague, swept through Europe in the mid-1300s, killing almost half of the population in only a few years. The plague was caused by a disease carried by fleas that were found on rats. Sanitation was not as important to people during this time period, and many diseases spread as a result. Death became a common part of society, and this is reflected in the art and literature from the time period. The map below shows the path of the Black Death, which began in 1347 in coastal areas of Italy and France before spreading to much of the rest of Europe.

The Age of Exploration

The period from 1000 to 1500 CE included the end of the Middle Ages, the beginning of the Renaissance, and the beginning of the Age of Exploration. The Age of Exploration can be defined as a period of time when Europeans began to search for a sea trade route between Europe and Asia. One important cause of this desire to find a new route was the fall of Constantinople to the Ottoman Empire. The Byzantine Empire, also known as the Eastern Roman Empire, had been in control of the city for approximately 1,000 years. Under Byzantine control, the city was a major stop on the trade route between Europe and the Far East. In 1453, as a result of expansion by the Turkish Ottoman Empire, Constantinople was surrounded and eventually conquered. Because of European feelings of hostility toward the Muslim Turks, this event was one of many that caused European traders to look for new routes to Asia. Explorers began to search down the length of Africa and even ventured across the Atlantic Ocean in search of a new trade route to Asia.

Factual & Interpretive Nature of History

SS Day 4

Question 1 .

> "If a ruler himself is upright, all will go well without orders. But if he himself is not upright, even though he gives orders they will not be obeyed... Lead the people by virtue and restrain them by the rules of decorum, and the people will have a sense of shame, and moreover will become good."
> —Confucius

Confucius was a Chinese philosopher. The quote used here relates to how Confucius felt about

- **A.** how a government should be run.
- **B.** how good citizens should behave.
- **C.** the relationship between leaders and soldiers.
- **D.** the relationship between parents and children.

Question 2 .

Emperor, your sword won't help you out
Sceptre and crown are worthless here
I've taken you by the hand
For you must come to my dance

Look at the picture and the poem above. They are primary sources concerning death and were inspired by the Bubonic Plague of the mid-1300s. In general, what are these sources trying to say about death?

- **A.** Death is rare.
- **B.** Death is tragic.
- **C.** Death is humorous.
- **D.** Death is universal.

SS Day 4

Question 3 .

> "If a judge try a case, reach a decision, and present his judgment in writing; if later error shall appear in his decision, and it be through his own fault, then he shall pay twelve times the fine set by him in the case, and he shall be publicly removed from the judge's bench, and never again shall he sit there to render judgment."
>
> "If any one is committing a robbery and is caught, then he shall be put to death."
>
> Hammurabi's Code, 1700s B.C.

Which of these is true regarding the Mesopotamian culture over which Hammurabi ruled?

- **A.** Women were respected and treated well.
- **B.** Children were often treated worse than slaves.
- **C.** Everyone practiced the same type of religion.
- **D.** Citizens had very strict laws to follow.

Question 4 .

Primary sources from the Neolithic period would mostly be made up of which of the following?

- **A.** diary entries
- **B.** autobiographies
- **C.** artifacts
- **D.** letters

Question 5 .

Many historians believe that Ancient Greece had which effect on history?

- **A.** Ancient Greece was the first culture to allow women to vote.
- **B.** Ancient Greece invented irrigation as a technique in farming.
- **C.** Ancient Greece introduced the idea of monotheistic religion.
- **D.** Ancient Greece had the world's first democratic government.

Question 6 .

> The first people came to the Australian continent up to 70,000 years ago. These first people would have traveled over a land bridge from areas of Southeast Asia. Archaeological evidence includes human remains found at Lake Mungo, a dry lake in New South Wales, Australia. These remains are believed to be approximately 40,000 years old.

Which of the following is true about the passage above?

- **A.** It is a modern theory on how the first humans came to Australia and a secondary source.
- **B.** It is an eye witness account of someone who saw the first people come to Australia.
- **C.** It is a biased source that does not accurately relate how the first people got to Australia.
- **D.** It is a written account from the first settlers in Australia and a primary source.

SS Day 4

Question 7 .

> "Before I begin to describe this great city and the others already mentioned, it may be well for the better understanding of the subject to say something of the configuration of Mexico, in which they are situated, it being the principal seat of Montezuma's power. This Province is in the form of a circle, surrounded on all sides by lofty and rugged mountains; its level surface comprises an area of about seventy leagues in circumference, including two lakes, that overspread nearly the whole valley, being navigated by boats more than fifty leagues round..."
>
> Second letter from Hernán Cortés to King Charles V, 1520

Why did Hernán Cortés describe the land of Mexico in his letter to King Charles?

- **A.** The king sponsored his journey to explore the New World.
- **B.** It was custom to describe the land in each letter.
- **C.** King Charles was very interested in the geography of the land.
- **D.** Cortés had to write a description due to Spanish law.

Question 8 .

Which of the following **best** explains the cause of the Black Death of the mid-1300s?

- **A.** People were killed for their religious beliefs.
- **B.** Widespread famine occurred because of failed crops.
- **C.** A disease spread from fleas found on black rats.
- **D.** Countries in Europe went to war over territory.

Question 9 .

Extreme feelings of religious devotion caused which of the following?

- **A.** the Crusades
- **B.** the Black Death
- **C.** the Dark Ages
- **D.** the Renaissance

Question 10 .

> "To all free men of our kingdom we have also granted, for us and our heirs for ever, all the liberties written out below, to have and to keep for them and their heirs, of us and our heirs...(8) No widow shall be compelled to marry, so long as she wishes to remain without a husband. But she must give security that she will not marry without royal consent, if she holds her lands of the Crown, or without the consent of whatever other lord she may hold them of."
>
> Magna Carta, 1215

What does the text of the Magna Carta reveal about European civilization in 1215?

- **A.** Women had some rights granted to them.
- **B.** Children were forced to attend school.
- **C.** Citizens did not trust their monarchs.
- **D.** All monarchs were harsh, unfair rulers.

Study Island

Generation Date: **10/30/2018**
Generated By: **Shalom Wilson**
Title: **NTI Day 4**

1. A book is sitting on a table at rest. Which of the following best describes the forces acting on the book?

- **A.** The forces on the book are unbalanced because the gravity pushing up on the book is not equal to the friction from the table pushing the book to the right.
- **B.** The forces on the book are unbalanced because the gravity pushing down on the book is not equal to the force of the table pushing up on the book.
- **C.** The forces on the book are balanced forces because the gravity pushing up on the book is equal to the friction from the table pushing the book to the right.
- **D.** The forces on the book are balanced because the gravity pulling down on the book is equal to the upward force applied by the table.

2. Krista is playing tennis at the park. When the tennis ball flies toward her, Krista hits the ball with her racket, which causes the ball to fly in the opposite direction.

According to Newton's third law of motion, which of the following is true?

- **A.** When the racket hits the tennis ball with a force, the ball applies an equal force in the same direction as the racket's force.
- **B.** When the racket hits the tennis ball with a force, the ball applies a much weaker force in the opposite direction of the racket's force.
- **C.** When the racket hits the tennis ball with a force, the ball does not apply any reaction force to the racket.
- **D.** When the racket hits the tennis ball with a force, the tennis ball applies an equal but opposite force to the racket.

3. Sandy puts a paper clip on the table and puts a magnet near the paper clip. The paper clip begins to move. What type of forces are acting on the paper clip?

- **A.** unbalanced

- **B.** balanced
- **C.** only magnetic
- **D.** only gravitational

---

4. Gina is driving her car down the street. She has a teddy bear sitting on the back seat. A dog runs in front of Gina's car, so she quickly applies the brakes. The force of the brakes causes the car to stop, but the teddy bear continues to move forward until it hits the car's dashboard.

The teddy bear did not stop at the same time as the car because

- **A.** objects in motion tend to stay in motion unless acted upon by an outside force.
- **B.** more force is required to stop softer objects than to stop harder objects.
- **C.** objects in motion can only be stopped by the application of a balanced force.
- **D.** only objects touching the Earth's surface can be acted upon by an outside force.

---

5. Leah watches a toy car move across a table at a constant speed. The car moves across the table in one direction and falls off the other side. Leah decides to try another situation. She watches the car move across the table at a constant speed, then when it reaches the other side of the table, her friend Joey pushes the car in the other direction. The car moves back to Leah.

Based on Leah's informal experiment, what forces cause the car to change direction?

- **A.** balanced forces from the car moving across the table
- **B.** unbalanced forces from Joey pushing the car
- **C.** balanced forces from Joey pushing the car
- **D.** unbalanced forces from Leah watching the car

---

6. Jodie sets two objects on a flat surface. Object A has a mass of 50g, while object B has a mass of 250g. Jodie pushes both objects with the same force and watches them speed up. Which object will speed up more?

- **A.** Object A speeds up more.
- **B.** Neither object speeds up.
- **C.** They speed up the same amount.
- **D.** Object B speeds up more.

---

7. An object has balanced forces acting on it. Which of the following describes the result these balanced forces have on the object?

- **A.** It remains at rest or speeds up in the same direction.
- **B.** It remains at rest or moves at constant speed in the same direction.
- **C.** It speeds up in the same direction or slows down.
- **D.** It speeds up in the same direction or moves at constant speed.

---

8. An object that is moving will stop moving when

- **A.** the force that is making it move stops pushing it.
- **B.** it has used up all its momentum.
- **C.** it has stopped speeding up.
- **D.** something pushes or pulls it to a stop.

---

9. A cart is rolling across the floor at a constant velocity of 2 m/s to the right. The cart is pushed again to the right, and it starts to speed up.

How are the force of the push and speed of the cart related?

- **A.** The force and speed are not related.
- **B.** The unbalanced push causes the cart to speed up.
- **C.** The force of gravity makes the cart speed up.
- **D.** The balanced push causes the cart to speed up.

---

10. A book is sitting on a table, completely still. What would happen if gravity suddenly stopped affecting the book?

- **A.** The book would move sideways.
- **B.** The book would stay where it is.
- **C.** The book would fall.
- **D.** The book would move upward.

Day 5 Assignments

Math

Day 5: Complete the worksheet on Percents. This is a review from earlier this year.

Language Arts

Day 5: Complete the worksheet on using proper punctuation. This is a basic skill review.

Social Studies

Day 5: Read the lesson on the Age of Exploration and then answer the questions that follow.

Science

Day 5: Complete the worksheets entitled *NTI Day 5*.

Math: NTI Day Five

Question 1 .

A CD usually sells for $13.00. If the CD is 10% off, and sales tax is 5%, what is the total price of the CD, including tax?

- **A.** $11.60
- **B.** $12.29
- **C.** $12.35
- **D.** $12.40

Question 2 .

Gia opened two savings accounts at two different banks. One account earns an annual 3.4% simple interest, and the other earns half as much.

If she deposited $500 in each account, how much total interest will she have earned in 4 years?

- **A.** $51.00
- **B.** $1,020.00
- **C.** $102.00
- **D.** $68.00

Question 3 .

Nathan took his car in for service and repairs. He had a coupon for 10% off.

Original Prices	
• Labor	$267.69
• Parts	$381.72
• Other	$71.58

Which amount is closest to Nathan's total costs after the 10% discount and including 6% sales tax? [Assume tax is applied after the discount is applied.]

- **A.** $610
- **B.** $649
- **C.** $606
- **D.** $688

Question 4 .

The value of a professional basketball player's autograph rose 30% in the last year. It is now worth $312.00. What was it worth a year ago?

- **A.** $220.00
- **B.** $240.00
- **C.** $250.00
- **D.** $260.00

Question 5 .

Brad had a small gathering at a local steakhouse. The steakhouse offers three dinner platters which vary by size and price. They ordered 4 of the 6-ounce platters, 3 of the 8-ounce platters, and 3 of the 11-ounce platters.

Steak Platter Prices

• 6-ounce	$9.95
• 8-ounce	$12.95
• 11-ounce	$15.95

If a gratuity of 18% was added to the bill, which of the following is closest to the total of the steak platters and gratuity, ignoring sales tax?

- **A.** $173
- **B.** $129
- **C.** $149
- **D.** $19

Question 6 .

Sandy works at a clothing store. She makes $6 per hour plus earns 15% commission on her sales. She worked 74 hours over the last two weeks and had a total of $2,126 in sales before taxes.

Which of the following is closest to how much she will earn in hourly wages and commission for those two weeks?

- **A.** $319
- **B.** $763
- **C.** $386
- **D.** $444

Question 7 .

The salaries of three employees are listed below. Each employee was recently given a raise.

Employee Salaries

Employee	Salary [before raise]	Raise
Jane	$41,400	4%
John	$43,400	4.5%
Jack	$39,500	3%

What is the total of all three raises?

- **A.** $10,566
- **B.** $14,295
- **C.** $4,794
- **D.** $4,723

Question 8 .

A pair of shoes usually sells for $62. If the shoes are 20% off, and sales tax is 8%, what is the total price of the shoes, including tax?

- **A.** $50.22
- **B.** $56.92
- **C.** $53.57
- **D.** $54.56

Question 9 .

Dave rented a limousine for his wife's birthday. The hourly rate is $60. They used the limousine for 4 hours, plus Dave gave the driver a 20% tip. How much did he spend in total for the hourly charges plus tip?

- **A.** $192
- **B.** $288
- **C.** $312
- **D.** $336

Question 10 .

Jessica has an account with a credit union. Her account earns 2.1% simple interest yearly. Exactly a year and a half ago, she opened her account with $900.

How much interest has she earned so far?

- **A.** $2,835.00
- **B.** $28.35
- **C.** $37.80
- **D.** $1,890.00

Language Arts: NTI Day Five

Question 1 .

Which of the following is the correct way to express a question within quotation marks?

- **A.** "What kind of dog do you have!"
- **B.** "What kind of dog do you have?"
- **C.** "What kind of dog do you have"?
- **D.** "What kind of dog do you have?".

Question 2 .

Which of the following sentences uses the colon correctly?

- **A.** The sign: read the Quick 'n' Save is going out of business.
- **B.** We ate the following foods: sauerbraten, knockwurst, and black forest cake.
- **C.** :Danger do not attempt to combine product with hydrochloric acid.
- **D.** I am so excited that we're going to Florida for vacation:

Question 3 .

Which of the following needs a **period** as end punctuation?

- **A.** Bill Clinton was the 42nd president of the United States
- **B.** Did you know that John Elway attended the University of Stanford
- **C.** Is the moon really made out of green cheese
- **D.** The following people have been selected for the Academic Distinction Award

Question 4 .

Which of the following uses the correct end mark?

- **A.** Can I have some money to go to the movies!
- **B.** Can I have some money to go to the movies;
- **C.** Can I have some money to go to the movies:
- **D.** Can I have some money to go to the movies?

Question 5 .

Ben said, We need to begin working on the project as soon as possible

Which of the following has the correct punctuation for the above sentence?

- **A.** Ben said, "We need to begin, working on the project as soon as possible,"
- **B.** Ben said, "We need to begin working on the project as soon as possible?"
- **C.** Ben said, we need: "to begin working on the project as soon as possible."
- **D.** Ben said, "We need to begin working on the project as soon as possible."

Question 6 .

John yelled, "Hit us a home run"

What end punctuation should be added to the sentence?

- **A.** semicolon (;)
- **B.** exclamation mark (!)
- **C.** colon (:)
- **D.** question mark (?)

Question 7 .

Lester bought a new car yesterday

The above sentence is missing a

- **A.** period (.)
- **B.** colon (:)
- **C.** exclamation mark (!)
- **D.** question mark (?)

Question 8 .

Yay We get to eat pizza tonight.

What end mark should be added to the bold word to make it an **exclamation**?

- **A.** semicolon
- **B.** exclamation mark
- **C.** an apostrophe
- **D.** question mark

Question 9 .

We won the championship screamed Linus.

What is the correct form of the sentence above?

- **A.** "We won the championship." Screamed Linus.
- **B.** We won, the championship. Screamed Linus.
- **C.** We won the championship! screamed Linus.
- **D.** "We won the championship!" screamed Linus.

Question 10 .

Which of the following sentences needs an **exclamation mark** as end punctuation?

- **A.** I will need the following items salt, butter, unpopped corn, and caramel
- **B.** Did you know that Okinawa is a city in Japan
- **C.** Get away from my chocolate cake
- **D.** A panther is a leopard with a dark coat

SS Day 5

Age of Exploration

The **Age of Exploration** was a time of discovery of new lands, innovations in cartography and trade, and the exchange of cultures and ideas from distant lands. European exploration of North and South America increased interaction among different regions of the world. Below are a few notable European explorers and events from the Age of Exploration.

Age of Exploration

- **Vasco da Gama:** Portuguese explorer Vasco da Gama was one of the most successful explorers of his time. In 1498, he became the first person to sail directly from Europe to India by going around Africa. The Portuguese and other Europeans were interested in finding a new route to Asia because they were very interested in the spice trade. The sea route that da Gama took became an alternate to the Silk Road caravan routes. The trade route he established gave Portugal an advantage over its Spanish rivals.

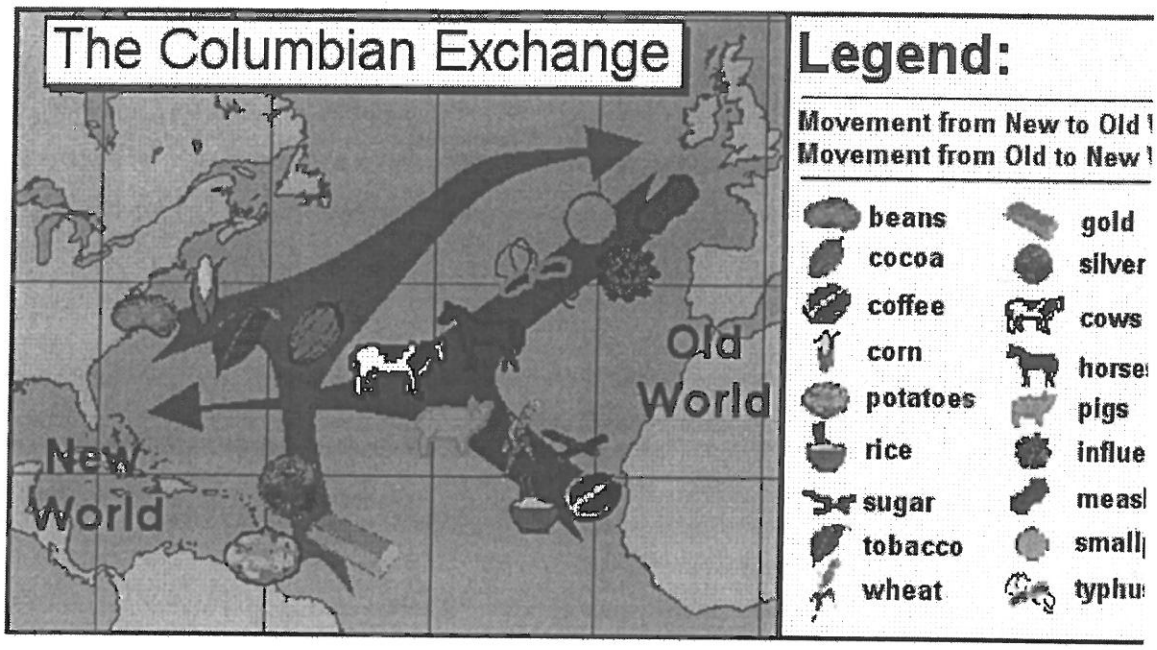
- **John Cabot:** Italian navigator and explorer, Cabot was known as the first European to land on the North American mainland since the Vikings. He was looking for the Northwest Passage to Asia on behalf of England.

- **Improvements in Navigation:** Cartography, or the plotting of lands on a map, became more important as more lands were discovered. Accurate maps were needed to lay claim to an area and defend it from other explorers and countries. The mariner's astrolabe was developed, and it allowed navigators to more precisely determine their location. Sailors used the astrolabe to determine the latitude of a ship by measuring the position of the sun.

- **The Columbian Exchange:** The term "Columbian Exchange" is used to describe the exchange of crops, animals, people, diseases, and technology which occurred after Columbus' discovery of the New World. As a result of the contact between the Eastern and Western Hemispheres, people in both places were introduced to a variety of things. Europeans brought to the New World horses, which gave the Native Americans a new form of transportation, and disease, which nearly wiped out certain native communities which had no immunity to the diseases. Crops from the Western Hemisphere such as potatoes, tomatoes, and tobacco had previously been unknown to the Europeans. People began planting potatoes and tomatoes in Europe, which contributed to an increase in food production in Europe. The arrival of the Europeans also had a great impact on the

SS Day 5

people living in the Americas. Europeans spread Christianity throughout North and South America.



- **Commercial Revolution:** The Commercial Revolution was a period of European economic expansion, which lasted from approximately the sixteenth century until the early eighteenth century. As the Crusades brought more Europeans in contact with silk, spices, and other goods rare in Europe, the desire for trade and further exploration increased. As European nations discovered new lands, they established overseas colonies and found new trade routes. This contributed to an increase in trade and wealth of many European nations, especially those in Western Europe like England and France. There were also many changes in the way business was conducted. Joint-stock companies were established in which companies sold shares to investors who would earn money if the companies were profitable.

SS Day 5

Age of Exploration

Question 1 .

Which of the following was one reason that Europeans began looking for sea routes to Asia in the 15th century?

- **A.** Europeans wanted to move to Asia to escape problems in their home countries.
- **B.** Europeans wanted an easier way to reach colonies they had in Asia.
- **C.** Europeans wanted an easier way to export goods to Asia.
- **D.** Europeans wanted a cheaper way to import goods from Asia.

Question 2 .

Explorers from which European country were the first to explore the west coast of Africa and eventually made their way past the Cape of Good Hope into the Indian Ocean?

- **A.** Italy
- **B.** Portugal
- **C.** Spain
- **D.** England

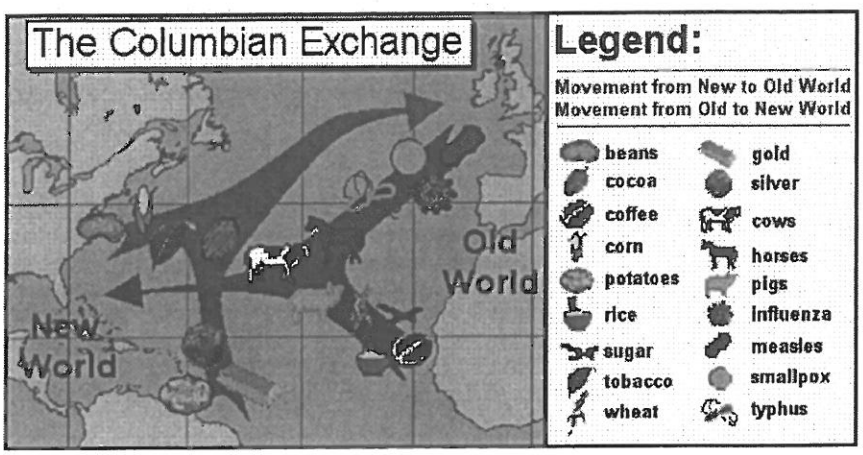
Question 3 .

Which of the following is an example of how Native Americans were influenced by the Europeans?

- **A.** Native Americans began using horses.
- **B.** All Native Americans became Catholic.
- **C.** Native Americans began growing potatoes.
- **D.** Native Americans began growing tobacco.

SS Day 5

Question 4 .



Look at the map above. Which of the following is something the Old World got from the New World because of the Columbian Exchange?

- **A.** potatoes
- **B.** horses
- **C.** wheat
- **D.** rice

Question 5 .

What of these inventions greatly contributed to the expansion of sea exploration in the 1400s?

- **A.** the telegraph and better ships
- **B.** the astrolabe and the compass
- **C.** the scientific method and maps
- **D.** the globe and the telescope

Question 6 .

How did the rise of nation-states make sea exploration possible?

- **A.** Nations sent explorers to get glory, land, and riches.
- **B.** New kings wanted their people to live in other lands.
- **C.** To be a country, nation-states must send out explorers.
- **D.** The riches from exploration paid for the new nations.

SS Day 5

Question 7 .

> Men in Seville, Amsterdam, or London had access to knowledge of America, Brazil, or India, while the native people knew only their own immediate environment.
>
> —*Peter Whitfield*

Which of the following statements is true, based upon the passage above?

- **A.** Native people were unable to draw or understand maps.
- **B.** Western power spread because Europeans recorded their knowledge on maps.
- **C.** European cartography was farther advanced than that of the Chinese.
- **D.** Explorers were able to find the New World because they had accurate maps.

Question 8 .

John Cabot sailed under the English flag and landed at Newfoundland in 1497. What was Cabot looking for on his voyage?

- **A.** the Northwest Passage
- **B.** Central America
- **C.** the Seven Cities of Gold
- **D.** the Fabled Fountain of Youth

Question 9 .

How did the travels of European explorers during the Age of Discovery impact maps?

- **A.** People no longer had a need for maps.
- **B.** Maps were not as useful as they had been.
- **C.** Maps became more accurate as new lands were found.
- **D.** People became less interested in mapping.

Question 10 .

In 1497, explorer Vasco da Gama left Portugal and sailed to India. He became the first European to sail around Africa in order to reach Asia. Vasco da Gama's voyage was significant because it allowed Portugal to

- **A.** gain control of the slave trade.
- **B.** gain control of the spice trade.
- **C.** find new lands for the Portuguese to settle.
- **D.** become a leader of the Industrial Revolution.

Generation Date: **10/30/2018**
Generated By: **Shalom Wilson**
Title: **NTI Day 5**

1. Snakes hunt and kill small rodents as a food source.

This is an example of _____.

- **A.** predation
- **B.** commensalism
- **C.** mutualism
- **D.** neutralism

---

2. Which of the following is an example of a predator/prey relationship?

- **A.** Mistletoe attaches to another plant and uses its minerals and nutrients.
- **B.** A tick latches on to a dog's ear and consumes its blood.
- **C.** A wolf hunts, kills, and consumes a deer for nutrition.
- **D.** A fungus grows on a fallen log and decomposes it.

---

3. Which relationship below is an example of competition in an ecosystem?

- **A.** Birds eat the insects that cattle disturb while grazing, and they occasionally ride on the cows' backs.
- **B.** Rabbits eat the grasses and shrubs in a meadow, and wolves eat the rabbits in the meadow.
- **C.** Squirrels nest in an oak tree, and insects live under the ground near the tree.
- **D.** Bald eagles and black bears fish from the same mountain lake.

---

4. Some species are symbiotic to each other, meaning they live together in a close, long-term association. What is the term for a symbiotic relationship in which both participating species benefit?

- A. commensalism
- B. parasitism
- C. beneficialism
- D. mutualism

---

5. As a bee feeds upon the nectar produced by a flower, the bee may become coated with the flower's pollen. As the bee flies from flower to flower, some of this pollen may contact a flower's pistil, resulting in pollination.

This relationship between the bee and the flower is an example of _____.

- A. competition
- B. commensalism
- C. mutualism
- D. parasitism

---

6. Gray wolves usually live in social groups known as packs. These packs typically contain between 2 and 20 wolves and are arranged based upon strength and ability.

Which of the following best explains a benefit that wolves receive from living in a pack?

- A. They can challenge each other at any time to prove their strength and ability.
- B. They can work together during a hunt to bring down large prey more successfully.
- C. The weaker wolves are picked on and the stronger wolves are more important.
- D. The weaker wolves and pups are usually killed as food for the stronger wolves.

---

7. Within any ecosystem, there is a fixed amount of energy available for organisms to use. Since organisms usually produce more offspring than a given ecosystem can support, this causes _____.

- A. bottlenecking
- B. genetic drift
- C. competition

○ **D.** parasites

---

8. Fire ants live in highly complex social structures known as colonies. Every ant within a colony has a specific role. These roles include mating, feeding and transporting young, removing waste from the nest, foraging, defending the colony, and gathering building materials.

Which of the following is true about fire ants?

○ **A.** Fire ants are nonsocial insects that are unable to communicate with one another.

○ **B.** Fire ants are social insects that work together for the benefit of their colony.

○ **C.** Fire ants are unable to live in social communities for an extended period of time.

○ **D.** Fire ants live and hunt in small family groups that travel long distances to find prey.

---

9. Humans and dogs often have a relationship in which the dog provides protection and companionship in return for food and shelter. What type of relationship does this illustrate?

○ **A.** commensalism

○ **B.** mutualism

○ **C.** predator/prey

○ **D.** competition

---

10. Consider the following situation:

A leech attaches itself to the gums of a crocodile and sucks the crocodile's blood. Then, the crocodile opens its jaws so that an *Egyptian Plover* bird can kill and eat the leech. The relationship between the crocodile and the Egyptian Plover is an example of _____.

○ **A.** mutualism

○ **B.** parasitism

○ **C.** predation

○ **D.** commensalism

Day 6 Assignments

Math

Day 6: Complete the worksheet on Percents. Once again, this is a review of what we've done earlier in the year.

Language Arts

Day 6: Complete the worksheets on Spelling. This is another basic skills practice sheet.

Social Studies

Day 6: Culture is your way of life. Create a culture box of at least four (4) items that you would want to share with someone. Write a ***one-page essay*** explaining why you chose the items that you did.

Science

Day 6: Complete the worksheets entitled *NTI Day 6*.

Math: NTI Day Six

Question 1 .

Holly missed 6 of 183 school days this year. Approximately what percent of school days was Holly in attendance?

- **A.** 70%
- **B.** 3%
- **C.** 31%
- **D.** 97%

Question 2 .

The cost of a jacket increased from $80.00 to $91.20. What is the percentage increase of the cost of the jacket?

- **A.** 14%
- **B.** 1.4%
- **C.** 86%
- **D.** 11.2%

Question 3 .

Brian has reduced his cholesterol level by 8% by following a strict diet and regular exercise. If his original level was 280, what is his approximate cholesterol level now?

- **A.** 302
- **B.** 278
- **C.** 258
- **D.** 22

Question 4 .

In his free time, Gary spends 8 hours per week on the Internet and 12 hours per week playing video games. If Gary has five hours of free time per day, approximately what percent of his free time is spent on the Internet and playing video games?

- **A.** 19%
- **B.** 40%
- **C.** 4%
- **D.** 57%

Question 5 .

The price of a car has been reduced from $15,500 to $9,300. What is the percentage decrease of the price of the car?

- **A.** 40%
- **B.** 4%
- **C.** 62%
- **D.** 60%

Question 6 .

Kathleen had a bag of candy-coated chocolates. Of the 55 candies in the bag, 20% were red, 30% were orange, 30% were green, and 20% were blue. Of the blue ones, 20% had a damaged candy coating. Approximately how many of the blue ones had a damaged candy coating?

- **A.** 2
- **B.** 6
- **C.** 22
- **D.** 11

Question 7 .

The price of a house is originally listed at $130,000. The owners are having a hard time selling it and decide to reduce the price to $102,700. What is the percentage decrease of the price of the house?

- **A.** 79%
- **B.** 21%
- **C.** 27.3%
- **D.** 2.1%

Question 8 .

Molly is having her birthday party at Pizza Party Palace. The costs involved are listed below. Pizza Party Palace requires a 15% deposit prior to the date of the event. If the deposit has been paid, how much is still owed for Molly's party?

Party Prices

• Food & Drink	$300
• Game Tokens	$100
• Other	$80

- **A.** $72
- **B.** $408
- **C.** $336
- **D.** $144

Question 9 .

A company is expanding its building area from 14,000 square feet to 19,600 square feet. What is the percentage increase of the area of the building space?

- **A.** 40%
- **B.** 4%
- **C.** 56%
- **D.** 60%

Question 10 .

A real estate agent earns a 6% commission on each property she sells. If she sells a detached house for $200,000 and a cottage for $180,000, how much commission will she earn?

- **A.** $12,000
- **B.** $20,000
- **C.** $22,800
- **D.** $10,800

Language Arts: NTI Day Six

Question 1 .

Which of the following correctly completes the sentence?

People who have experienced war tend to really value _____.

- **A.** peice
- **B.** peace
- **C.** piece
- **D.** peece

Question 2 .

The new practice schedule was very tyring on all of the band members.

What is the correct way to spell the underlined word?

- **A.** tyreing
- **B.** teyering
- **C.** tireing
- **D.** tiring

Question 3 .

Which of the following correctly completes the sentence?

I lived with _____ Phyllis until I was 6 years old.

- **A.** Ant
- **B.** Aunte
- **C.** Aunt
- **D.** Aughnt

Question 4 .

Which of the following correctly completes the sentence?

I could not believe that my brother ate the _____ pizza.

- **A.** whole
- **B.** whol
- **C.** hole
- **D.** hol

Question 5 .

Springtown held its anual pumpkin fair on November 15 this year.

Which word is spelled incorrectly?

- **A.** anual
- **B.** this
- **C.** pumpkin
- **D.** held

Question 6 .

Which of the following correctly completes the sentence?

I picked Colorado and Utah to do my report over because **there/their/they're** very mountainous states.

- **A.** they're
- **B.** there
- **C.** theyre
- **D.** their

Question 7 .

Which of the following correctly completes the sentence?

For our class project we _____ T-shirts with colorful designs.

- **A.** dyhed
- **B.** dyed
- **C.** dyied
- **D.** died

Question 8 .

Regina wanted to rent another classick movie, like Singing in the Rain.

Which word is spelled incorrectly?

- **A.** rain
- **B.** classick
- **C.** singing
- **D.** rent

Question 9 .

Which of the following correctly completes the sentence?

There were _____ many people in the park for us to have our picnic there.

- **A.** too
- **B.** two
- **C.** though
- **D.** to

Question 10 .

Which of the following correctly completes the sentence?

A hurricane is classified by the speed of _____ winds.

- **A.** it's
- **B.** its's
- **C.** its'
- **D.** its

Day 6:

Use any available resources to complete the daily writing assignment. Internet, class notes, or books etc.

Culture is your way of life.

Create a culture box of at least 4 items that you would want to share with someone. Explain why you chose the items you did.

Length: 1 page

Study Island

Generation Date: **10/30/2018**
Generated By: **Shalom Wilson**
Title: **NTI Day 6**

---

1. A producer gets energy from _____ and converts it into food.

- **A.** the Sun
- **B.** secondary consumers
- **C.** primary consumers
- **D.** dead organic matter

---

2. An organism that makes its own food is known as a _____.

- **A.** producer
- **B.** decomposer
- **C.** secondary consumer
- **D.** primary consumer

---

3. Through the process of photosynthesis, light energy from the Sun was transformed into chemical energy in the form of sugar within a strawberry plant. The strawberries were then eaten by a bird, and the sugars were converted into other essential molecules, such as proteins or fats. When the bird produced waste, bacteria in the soil decomposed the waste into elements, such as carbon and nitrogen, which were recycled back into the ecosystem.

In this example, matter and energy changed forms and locations as they flowed through the ecosystem. What else is true?

- **A.** Matter and energy were lost each time they changed forms.
- **B.** Matter and energy were lost each time they changed locations.
- **C.** The total amount of matter and energy increased.
- **D.** The total amount of matter and energy remained the same.

---

4. Matter on Earth constantly cycles between the different reservoirs of the Earth system. As matter cycles through the Earth's reservoirs, what effect does this have on the total amount of matter on Earth?

- **A.** The total amount of matter on Earth constantly increases.
- **B.** The total amount of matter on Earth is always changing.
- **C.** The total amount of matter on Earth remains constant.
- **D.** The total amount of matter on Earth constantly decreases.

---

5. Which of the following statements is true?

- **A.** Humans that prepare their own meals are producers.
- **B.** Consumers depend upon producers for food.
- **C.** A producer must be a plant.
- **D.** A producer usually obtains food by hunting other organisms.

---

6. The amount of matter in the Earth system remains constant over time. The forms and locations of the matter stored within the system, however, change continually as it cycles through the Earth.

Matter can be transferred between which of the following elements of the Earth system?

- **A.** from one living organism to another living organism
- **B.** from living organisms to the physical environment
- **C.** from the physical environment to living organisms
- **D.** all of these

---

7. If there were no decomposers, which of the following would most likely happen?

- **A.** The amount of dead plant and animal matter would decrease.
- **B.** Plants and animals would remain living for a longer period of time.
- **C.** Some plants might die due to a shortage of important nutrients.
- **D.** Animals would start carrying out photosynthesis.

---

8. In ecosystems, plants transform light energy from the Sun into chemical energy when they make sugar. This sugar can then be consumed by other organisms to be used as building blocks for other molecules, such as proteins and fats, or it can be transformed into other forms of energy, such as kinetic energy, when the organism moves.

Which of the following statements is supported by the above information?

- A. Matter and energy can change forms and locations in ecosystems.
- B. Matter and energy must always remain in the same form and location.
- C. Energy can change forms, but only one kind of matter exists.
- D. Matter can change forms, but only one kind of energy exists.

---

9. Unlike plants, animals cannot make their own food. How do animals obtain the energy they need?

- A. Animals eat other organisms.
- B. Animals are able to function without taking energy in from their environment.
- C. Animals collect solar energy.
- D. Animals absorb chemicals from their environment.

---

10. Decomposers are organisms that

- A. can only be seen using a microscope.
- B. use sunlight to produce food.
- C. break down matter from dead plants and animals.
- D. feed upon living organisms.

Day 7 Assignments

Math

Day 7: Complete the worksheets on Rates/Unit Rates. This is a review of material we've covered earlier in the year.

Language Arts

Day 7: Complete the worksheets on Context Clues. This is another review of skills we've previously covered.

Social Studies

Day 7: Government was created to establish a system of organization when large groups of people began settling in the same area. The four (4) major governments we cover are a Monarchy, Dictatorship, Democracy, and Republic. Write a ***one-page essay*** explaining the 4 governments and how they operate. Include how leaders are chosen, how a power switch occurs, and which form of government you believe is the best.

Science

Day 7: Complete the worksheet entitled *NTI Day 7*.

Math: NTI Day Seven

Question 1 .

Martina walked $\frac{3}{4}$ of a mile in $\frac{1}{5}$ of an hour. At this rate, how far can Martina walk in one hour?

- A. $\frac{3}{20}$ of a mile
- B. $3\frac{3}{4}$ miles
- C. $\frac{4}{15}$ of a mile
- D. 5 miles

Question 2 .

A blueprint for a house shows the height of the house to be $3\frac{1}{4}$ inches. The actual house is $21\frac{1}{3}$ feet tall. What is the unit rate in feet per inch?

- A. $\frac{39}{256}$ foot per inch
- B. $6\frac{22}{39}$ feet per inch
- C. $2\frac{6}{13}$ feet per inch
- D. $\frac{13}{256}$ foot per inch

Question 3 .

Stefanie is painting her bedroom. She can paint $12\frac{2}{3}$ square feet in $\frac{1}{5}$ of an hour. How many square feet can she paint in one hour?

- A. 95
- B. $12\frac{2}{3}$
- C. $63\frac{1}{3}$
- D. 38

Question 4 .

A punch recipe requires $\frac{2}{5}$ of a cup of pineapple juice for every $2\frac{1}{2}$ cups of soda. What is the unit rate of soda to pineapple juice in the punch?

- **A.** $12\frac{1}{2}$ cups of soda per cup of pineapple juice
- **B.** $6\frac{1}{4}$ cups of soda per cup of pineapple juice
- **C.** $\frac{4}{25}$ cup of soda per cup of pineapple juice
- **D.** $\frac{4}{5}$ cup of soda per cup of pineapple juice

Question 5 .

Robert is writing a paper for language arts class. He can write $\frac{2}{3}$ of a page in $\frac{1}{2}$ of an hour. At what rate is Robert writing?

- **A.** $1\frac{1}{3}$ pages per hour
- **B.** 3 pages per hour
- **C.** $1\frac{1}{6}$ pages per hour
- **D.** $\frac{1}{3}$ of a page per hour

Question 6 .

Richard can read $\frac{1}{4}$ of a book in $\frac{3}{5}$ of an hour. At this rate, how much can Richard read in one hour?

- **A.** $\frac{5}{12}$ of a book
- **B.** $2\frac{2}{5}$ books
- **C.** $\frac{4}{9}$ of a book
- **D.** $\frac{3}{20}$ of a book

Question 7 .

A bakery uses $10\frac{3}{5}$ ounces of icing for every $\frac{1}{4}$ of a cake. What is the unit rate in ounces of icing per cake?

- A. $42\frac{2}{5}$ ounces of icing per cake
- B. $52\frac{2}{5}$ ounces of icing per cake
- C. 53 ounces of icing per cake
- D. 43 ounces of icing per cake

Question 8 .

Tanya is training a turtle for a turtle race. For every $\frac{5}{6}$ of an hour that the turtle is crawling, he can travel $\frac{2}{23}$ of a mile. At what unit rate is the turtle crawling?

- A. $\frac{12}{115}$ of a mile per hour
- B. $13\frac{4}{5}$ miles per hour
- C. $\frac{127}{138}$ of a mile per hour
- D. $\frac{5}{69}$ of a mile per hour

Question 9 .

An airplane can ascend at a rate of $50\frac{1}{2}$ meters in $\frac{2}{3}$ of a second. How many meters can the airplane ascend in one second?

- A. $75\frac{3}{4}$
- B. $33\frac{2}{3}$
- C. $38\frac{1}{4}$
- D. $50\frac{1}{2}$

Question 10 .

A kitchen floor has $15\frac{1}{2}$ tiles in an area of $2\frac{2}{5}$ square feet. How many tiles are in one square foot?

- A. $37\frac{1}{5}$
- B. $6\frac{11}{24}$
- C. $\frac{24}{155}$
- D. $\frac{12}{31}$

Language Arts : NTI Day Seven

Question 1 .

Carmen won't stop using hackneyed expressions. Her teachers encourage her to speak plainly using her own words instead of using familiar phrases such as "an ace up his sleeve."

What is the meaning of the word hackneyed in the selection above?

- **A.** athletic
- **B.** comedic
- **C.** vulgar
- **D.** unoriginal

Question 2 .

Lobbyists get their name because they used to stand in a hall or lobby, outside the room where laws were being passed. They try to influence members of Congress to vote a certain way for a new law.

Which person listed below would **most likely** work with a lobbyist?

- **A.** carpenter
- **B.** actor
- **C.** congressman
- **D.** historian

Question 3 .

The nation's armaments included tanks, missiles, cannons, and flamethrowers. Their line of defense was well-prepared.

What is the meaning of armaments in the sentence above?

- **A.** weapons
- **B.** military
- **C.** armed forces
- **D.** hand grenades

Question 4 .

The launch of the High Energy Solar Imager has been delayed indefinitely because of ongoing concerns about the satellite's launch vehicle—a Pegasus rocket. A NASA spokesperson said that the launch will still happen, but they are not sure when.

What is the meaning of the word indefinitely in the selection above?

- **A.** forever and ever and ever
- **B.** for a second time
- **C.** for the absolutely last time
- **D.** for an uncertain amount of time

Question 5 .

The harp, fiddle, flute, pipes, and bodhrán are all popular among the Irish who keep the Celtic traditions.

What type of object is a bodhrán in the sentence above?

- **A.** a bow
- **B.** a hat
- **C.** an animal
- **D.** an instrument

Question 6 .

The newspaper report of the fire was succinct; that is, it included only the most important information.

What is the meaning of the word succinct in the sentence above?

- **A.** difficult to understand
- **B.** to the point
- **C.** interesting
- **D.** detailed and involved

Question 7 .

With his feature-length *Straight Out of Brooklyn*, Matty Rich stepped forward as the youngest of the new wave of African-American box office filmmakers. He proved wrong the local naysayers. They didn't think a poor kid of seventeen could make a movie.

What is the meaning of the word naysayer in the selection above?

- **A.** someone who has never made a movie
- **B.** someone with a negative attitude
- **C.** someone with a degree in journalism
- **D.** someone who is helpful and encouraging

Question 8 .

The lake was full of noxious materials such as cleaning agents and pesticides from the nearby factories and farms.

What is the meaning of the word noxious in the sentence above?

- **A.** harmful
- **B.** cleansing
- **C.** delightful
- **D.** annoying

Question 9 .

Scientists have yet to figure out how deep the abyss is. Staring into it, I could see only darkness.

What is the meaning of the word abyss?

- **A.** a small and sandy mound
- **B.** a vast and limitless space
- **C.** a large man-made lake
- **D.** a gigantic piece of rock

Question 10 .

Mr. Petrie has a way of making Algebra seem easy. His lucid explanations make even the most difficult problems simple to understand.

What is the meaning of the word lucid in the selection above?

- **A.** interesting
- **B.** relaxed
- **C.** humorous
- **D.** clear

Day 7

Use any available resources to complete the daily writing assignment. Internet, class notes, or books etc.

Government was created to establish a system of organization when large groups of people began settling in the same area. The 4 major governments we cover are a Monarchy, Dictatorship, Democracy and Republic.

Explain the 4 governments and how they operate. Include how leaders are chosen, how a power switch occurs and which form of government you believe is best.

Length: 1 page

Study Island

Generation Date: **10/30/2018**
Generated By: **Shalom Wilson**
Title: **NTI Day 7**

---

1. Which of the following are basic needs for animals?

- **A.** food, water, oxygen, space, and shelter
- **B.** food, water, sunlight, space, and shelter
- **C.** water, oxygen, space, shelter and relaxation
- **D.** shelter, water, food and protection

---

2. The soil of an ecosystem determines the kinds of organisms that are able to live there.

Which of the following soil characteristics can have an effect on the ecosystem of an area?

- **A.** the composition of the soil
- **B.** the particle size of the soil
- **C.** the texture of the soil
- **D.** all of the above

---

3. Nick planted a seed in a snowy patch of ground. Although he kept it in the Sun and watered it every day, the temperature never got above freezing, and the seed never grew into a plant.

Which of the following is the most likely reason that Nick's seed did not grow?

- **A.** The Sun provided too much light for the seed to grow.
- **B.** The seed received too much water for it to grow.
- **C.** The temperature was too cold for the seed to grow.
- **D.** The temperature was too warm for the seed to grow.

---

4. Many people want to live in urban areas. One of the main factors that limits the number of people that can live in an area is

- A. the number of people who don't want to live in an area.
- B. the location of schools, churches, and libraries.
- C. the amount of space that is available to build shelter.
- D. the amount of public transportation that is available.

---

5. Most plants grow best in soil that has a pH of between 5 and 7. Frank's backyard lawn has a pH of 4. Not very many plants grow in Frank's back yard. He adds lime to the soil, and the pH goes up to 6.

What will most likely happen to plant growth in Frank's back yard?

- A. Fewer plants will be able to grow.
- B. There will be no change in plant growth.
- C. More plants will be able to grow.
- D. Only the roots of the plants will grow faster.

---

6. Brittany wanted to grow flowers in a garden. She planted flower seeds in a dark shed and watered them every day. She also put fertilizer in the soil where the seeds were planted. She did this for a month, but the small plants that grew from the seeds died.

What is the most likely reason that Brittany's plants did not grow into flowers?

- A. The plants did not receive enough water.
- B. The plants did not receive enough sunlight.
- C. The plants did not receive enough fertilizer.
- D. The plants did not receive enough human care.

---

7. Which of the following are basic needs for plants?

- A. carbon dioxide, water, sunlight, and nutrients
- B. shelter, soil, water and sunlight
- C. food, water, carbon dioxide, space, shelter and the ability to maintain a constant body temperature
- D. oxygen, water, sunlight and shelter

---

8. Plants need sunlight, water, and minerals from the soil in order to grow and thrive. These factors

- **A.** require human intervention to be replenished.
- **B.** limit the number of plant populations that can grow in an ecosystem.
- **C.** prevent new plant populations from entering the ecosystem.
- **D.** are always abundant, allowing unlimited growth.

---

9. In an ecosystem, there are many factors that affect how many organisms can survive there. Which of the following is one of those factors?

- **A.** availability of water
- **B.** number of times humans have seen the area
- **C.** color of flowering plants
- **D.** age of mammal species

---

10. Primary consumers depend on energy from plants for survival. Higher consumers depend on energy from primary consumers for survival.

Which of the following is also true about plants and consumers?

- **A.** The number of plants in an ecosystem does not influence the number of consumers that can live there.
- **B.** The species of plants in an ecosystem does not influence the species of consumers that can live there.
- **C.** The number and type of plants in an ecosystem determines the number and type of consumers that can live there.
- **D.** Plants are not an important part of an ecosystem because all consumers can receive energy from other consumers.

Day 8 Assignments

Math

Day 8: Complete the worksheets on Graphing/Proportions.

Language Arts

Day 8: Complete the worksheets on Using Transitions.

Social Studies

Day 8: The five (5) major religions in the world are Judaism, Hinduism, Buddhism, Christianity, and Islam. Write a ***one-page essay*** explaining each religion, including where they began, who is the significant figure(s), and the basic beliefs of each religion.

Science

Day 8: Complete the worksheets entitled *NTI Day 8*.

Math: NTI Day Eight

Question 1 .

Graph the line that passes through the coordinates below and determine which statement is true.

(1, 2), (3, 4), (5, 6), (7, 8)

- **A.** The line that passes through the given coordinates represents a proportional relationship because the line passes through the origin.
- **B.** The line that passes through the given coordinates does not represent a proportional relationship because the line does not pass through the origin.
- **C.** The line that passes through the given coordinates represents a proportional relationship because the line does not pass through the origin.
- **D.** The line that passes through the given coordinates does not represent a proportional relationship because the line passes through the origin.

Question 2 .

Which of the following tables represents a proportional relationship?

- **A.**

x	1	4	7	10
y	0	3	6	9

- **B.**

x	4	6	8	10
y	6	9	12	15

- **C.**

x	2	4	6	8
y	3	4	5	6

- **D.**

x	2	3	4	5
y	3	6	9	12

Question 3 .

A line passing through which of the following pairs of coordinates represents a proportional relationship?

- **A.** (1.25, 2.25) and (2.5, 5)
- **B.** (1.3, 3.3) and (2.3, 4.3)
- **C.** (1.25, 2.5) and (3.75, 7.5)
- **D.** (2.5, 5) and (3, 5.5)

Question 4 .

A line passing through which of the following pairs of coordinates represents a proportional relationship?

- **A.** (1, 1) and (1, 3)
- **B.** (1, 3) and (2, 6)
- **C.** (1, 2) and (2, 3)
- **D.** (1, 3) and (3, 6)

Question 5 .

Which of the following tables represents a proportional relationship?

A.

x	6	8	10	12
y	12	14	16	18

B.

x	6	7	8	10
y	12	14	16	18

C.

x	6	7	8	9
y	12	21	16	27

D.

x	6	7	8	9
y	12	14	16	18

Question 6 .

Does the table below represent a proportional relationship?

x	2	3	4	5
y	-8	-12	-16	-20

- **A.** Yes, because all the ratios of y to x are equal to -4.
- **B.** No, because the ratios of y to x are not equal.
- **C.** Yes, because all the ratios of y to x are equal to -2.
- **D.** No, because the table has negative numbers.

Question 7 .

Does the table below represent a proportional relationship?

x	1	2	3	4
y	5	6	7	8

- **A.** No, because all the numbers are positive.
- **B.** No, because all the ratios of y to x are not equal.
- **C.** Yes, because all the ratios of y to x are equal to 2.
- **D.** Yes, because all the ratios of y to x are equal to 3.

Question 8 .

Which of the following tables represents a proportional relationship?

A.

x	1	4	5	6
y	3	4	5	6

B.

x	1	2	3	4
y	3	6	9	12

C.

x	1	2	3	4
y	2	3	4	6

D.

x	1	4	7	13
y	3	6	9	12

Question 9 .

Graph the line that passes through the coordinates below and determine which statement is true.

(2, 3), (3, 4.5), (4, 6), (6, 9)

A. The line that passes through the given coordinates represents a proportional relationship because the line passes through the origin.

B. The line that passes through the given coordinates does not represent a proportional relationship because the line does not pass through the origin.

C. The line that passes through the given coordinates does not represent a proportional relationship because the line passes through the origin.

D. The line that passes through the given coordinates represents a proportional relationship because the line does not pass through the origin.

Question 10 .

A line passing through which of the following pairs of coordinates represents a proportional relationship?

- **A.** (1, 3) and (3, 6)
- **B.** (2, 4) and (5, 6)
- **C.** (2, 5) and (4, 6)
- **D.** (3, 6) and (4, 8)

Language Arts: NTI Day Eight

Question 1 .

The sun shone so brightly in the afternoon that it heated the unshielded ice cream cart. The ice cream began to melt—it began slowly at first, but soon all of it became a slushy mess.

Choose the sentence that best connects these two sentences

- **A.** The sun shone so brightly in the afternoon that it heated the unshielded ice cream cart. In contrast, the ice cream began to melt—it began slowly at first, but soon all of it became a slushy mess.
- **B.** The sun shone so brightly in the afternoon that it heated the unshielded ice cream cart. As a result, the ice cream began to melt—it began slowly at first, but soon all of it became a slushy mess.
- **C.** The sun shone so brightly in the afternoon that it heated the unshielded ice cream cart. Sometimes, the ice cream began to melt—it began slowly at first, but soon all of it became a slushy mess.
- **D.** The sun shone so brightly in the afternoon that it heated the unshielded ice cream cart. Besides, the ice cream began to melt—it began slowly at first, but soon all of it became a slushy mess.

Question 2 .

The hurricane season begins the first of June, and lasts until November. The huge storms threaten the states along the Gulf coast every year. Sometimes the people living along the coast have to evacuate their homes and move away from the storms. _____ the frequent threat of hurricanes, the people living there must always be prepared.

Which word or words **best** fit in the blank?

- **A.** As a result of
- **B.** In spite of
- **C.** However,
- **D.** Finally,

Question 3 .

(1) For the recital, the 8th graders decided to put on a classic play. **(2)** They were going to do a production of *West Side Story*. **(3)** The 7th graders were creating a variety show. **(4)** It was going to have singing and dancing. **(5)** Plus, in the recital, there were going to be also short funny plays.

What linking word or phrase **best** connects sentences 2 and 3?

- **A.** Without a doubt,
- **B.** Following this,
- **C.** On the other hand,
- **D.** Furthermore,

Question 4 .

From atop of the turret, the princess cried out for help. _____, no one could hear her cries for help. She was too high and far away.

Which linking word or phrase **best** fits in the blank?

- **A.** Obviously
- **B.** Again
- **C.** However
- **D.** In addition

Question 5 .

The office is down the hall on the right. _____ the office is the clinic.

Choose the word or words that **best** fit in the sentence above.

- **A.** In short
- **B.** To illustrate
- **C.** Finally
- **D.** Next to

Question 6 .

The tree limbs were tossing and turning in the wind. The strong force of the wind was also making houses shake and causing dogs to howl in fear. _____, it was making it difficult for Quincy to fall asleep. He just stared up at the ceiling all night.

Which linking word or phrase **best** fits in the blank?

- **A.** Before this
- **B.** In fact
- **C.** Finally
- **D.** Besides

Question 7 .

Hurricanes and tornadoes are different kinds of storms. Hurricanes bring high winds and flooding. They cover a wide area. _____ tornadoes cover a much smaller area, and their winds are more powerful. However, both kinds of storm cause major damage for the people who live near them.

Which word or words **best** fit in the blank?

- **A.** Similarly,
- **B.** Finally,
- **C.** Since,
- **D.** On the other hand,

Question 8 .

_____ I was terrified at the thought of flying in an airplane. Then I flew to San Diego to visit my Aunt Catherine. Next, we took a flight to Denver. That was when we visited Estes Park. After having flown several times, I overcame my fright.

Which word or words **best** fit in the blank?

- **A.** Altogether,
- **B.** Too,
- **C.** At first,
- **D.** Once again,

Question 9 .

Look at the refrigerator. _____ you will see the dishwasher.

Choose the word or words that **best** fit in the sentence above.

- **A.** In fact,
- **B.** After,
- **C.** Therefore,
- **D.** On the right,

Question 10 .

(1) There is nothing as great as a long and breezy summer day. **(2)** You can do so many things while enjoying one of these days. **(3)** You could read an amazing book or play some sports outdoors. **(4)** There are so many activities that require a person to be outdoors, and this is the perfect time for it!

Which linking word or phrase **best** connects sentences 2 and 3?

- **A.** For example,
- **B.** Before this,
- **C.** To conclude,
- **D.** Meanwhile,

Day 8

Use any available resources to complete the daily writing assignment. Internet, class notes, or books etc.

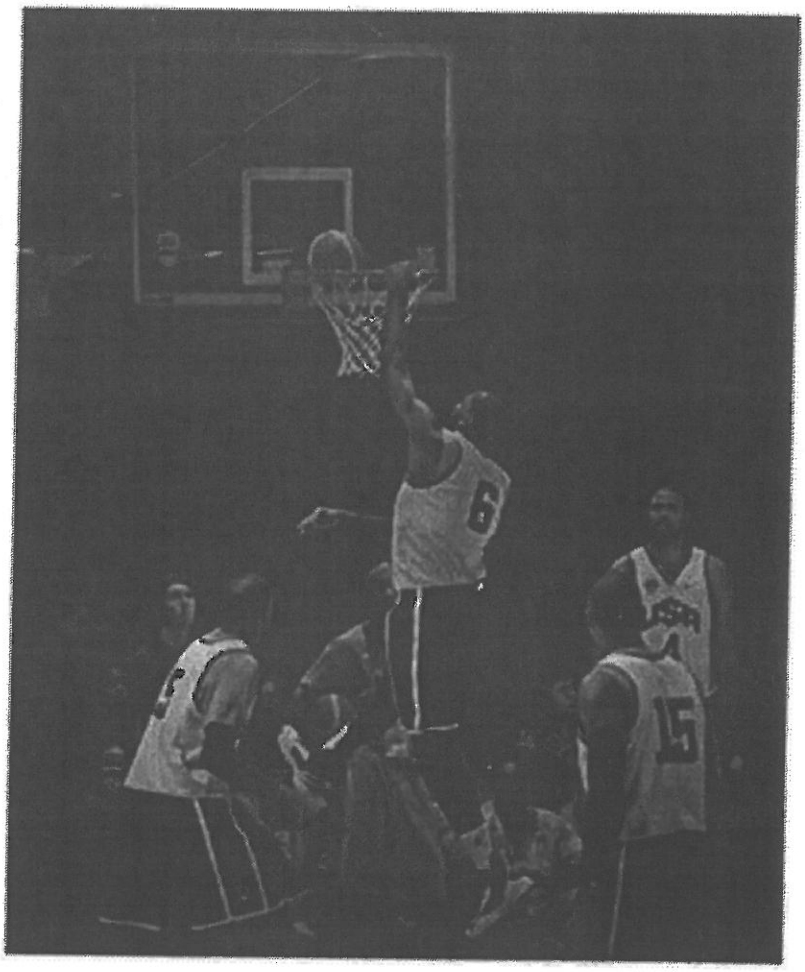
The five major religions in the world are Judaism, Hinduism, Buddhism, Christianity, and Islam.

Explain each religion including where they began, who is the significant figure(s), and the basic beliefs of each religion.

Length: 1 Page

Sir Isaac Newton and LeBron James

by ReadWorks



The English physicist and mathematician Sir Isaac Newton discovered three basic laws of motion. The First Law says that objects at rest and objects in motion will remain at rest or in motion, unless they are acted upon by an "unbalanced force." The Second Law says that when a force acts on a mass, acceleration is produced. The greater an object's mass is, the more force is needed to accelerate it.

Newton's laws of motion have become known throughout the world, including his Third Law of Motion. It reads: "For every action, there is an equal and opposite reaction." A simpler way of saying this might be: "When you push an object, it pushes back." For every force, in other words, there is a reaction force equal in size.

There are many ways to describe how the Third Law of Motion works in the world of sports. One of the more interesting examples is the way that LeBron James dunks a basketball.

In order for LeBron James to score a slam-dunk, he must exert a certain amount of force against the surface of the basketball court. LeBron James is a big man. He is 6 feet, 8 inches tall. He weighs 245 pounds. When he is standing upright, with his arms raised above his head, his reach extends to 8 feet

and 10 ¼ inches.

The rim of the basketball hoop is exactly 10 feet high. For LeBron James to slam the ball, he must propel himself high enough that he can force the basketball, which is approximately 9.39 inches in diameter, into the hoop. This requires that he reach well above the height of the rim, which he does fairly often. In photographs and slow-motion replays of LeBron James dunking the basketball, his elbow is often equal to the height of the rim!

LeBron James may be tall, strong, and fast. He may be extremely mobile and flexible. But it is no easy feat to dunk a basketball, especially when you weigh 245 pounds. His vertical leap-that is, the maximum height he can reach when he jumps-is around 44 inches. The average vertical leap in the National Basketball Association, or NBA, is about 27 inches. That means that LeBron James, despite his large size, can jump more than 10 inches higher than most players in the NBA! This is a serious benefit in basketball, a game of inches in which how high someone can jump often means the difference between scoring and missing the shot.

Why can LeBron James jump higher than other basketball players? The answer has to do with Newton's Third Law of Motion. When LeBron James jumps, he is driving force into the court. That force is created by the energy stored inside his muscles. And how high he jumps depends not just on how much energy he forces into the surface of the court, but also on how well he does it.

When LeBron James jumps, he pushes down on the surface of the court. This is the "action" that Newton mentions in his Third Law. The "reaction" comes when the floor pushes back using an equal amount of force.

It may seem strange to think of the floor exerting force on an object, especially a basketball player. But this concept is what Sir Isaac Newton understood way back in 1687, when he published his most famous book, *Mathematical Principles of Natural Philosophy.*

Newton would have been fascinated by LeBron James's jumping ability. But he would also have understood that it is not simply the strength of James's legs that enables him to jump so high. The stability of his body, located in his core and his torso, also contributes to the energy that he forces into the surface of court. The energy and strength of LeBron James's *entire body* is what enables him to reach such fantastic heights.

Watching LeBron James dunk on television often causes people to think he is defying the force of gravity, which pulls us and other objects to the ground. In reality, no one can defy such force. LeBron James just happens to be so strong and agile that, when he jumps into the air, he *appears* to be defying the force of gravity. He seems almost capable of flying.

Naturally, smaller basketball players require less force to dunk a basketball. Since they are lighter, they don't have to combat the same gravitational pull. On the other hand, the fact that they are lighter means they do not have as much mass to store energy. The more muscles you have, the more energy you can force into the ground, and the higher you can go.

This is why professional basketball players appear to have no fat on their bodies at all. Fat does not store energy as effectively as muscle, but it still contributes to one's body weight. Fat on a basketball player is equal to wearing lead weights around their hips during a game. Obviously, this would hinder a player's performance, especially his ability to dunk.

Physicists have spent time thinking about the physics of dunking. To remain in the air for one second, they say, one would have to have a vertical leap of 4 feet, which is higher than pretty much any basketball player of all time. One exception is Michael Jordan, who is believed to have the highest vertical leap-48 inches, or 4 feet-of any professional basketball player. Michael Jordan was just 6 feet, 6 inches tall-average for an NBA player-but his vertical leap placed his head about 6 inches above the rim.

That one of the best basketball players in history also has the highest vertical leap is no coincidence. Michael Jordan's body was strong, stable, and proportioned in such a way that the force he pushed onto the ground placed him above the rest. He was one of the best overall athletes in the game, and his slam-dunking ability was an indication of his prowess.

From basketball players like LeBron James to Michael Jordan, it may seem like they are bending the rules of physics and gravity when they dunk a basketball. On the contrary, they are able to perform crowd-rousing dunks because of these rules.

Name: _____ **Date:** _____

1. What is Sir Isaac Newton's Third Law of Motion?

A. Objects at rest and objects in motion will remain at rest or in motion, unless they are acted upon by an unbalanced force.

B. For every action there is an equal and opposite reaction.

C. When a force acts on a mass, acceleration is produced.

D. When a force acts on a mass, the mass increases.

2. What does the author describe in the passage?

A. Sir Isaac Newton's most famous book, *Mathematical Principles of Natural Philosophy*

B. how LeBron James developed his basketball dunking skills

C. how Sir Isaac Newton came up with the three basic laws of motion

D. how the way that LeBron James dunks a basketball illustrates Newton's Third Law of Motion

3. Read the following sentences from the passage: "When LeBron James jumps, he pushes down on the surface of the court. This is the 'action' that Newton mentions in his Third Law."

Based on this information, LeBron James jumping is an example of which part of Newton's Third Law?

A. both the action and the equal and opposite reaction

B. the equal and opposite reaction of an action

C. the action which causes an equal and opposite reaction

D. neither the action nor the equal and opposite reaction

4. The force created when the court pushes LeBron James upwards is equal to which force?

A. the force LeBron James used to dunk the ball

B. the force LeBron James drives into the court when he jumps

C. the force LeBron James uses to throw the ball

D. the force LeBron James drives into the court when he lands after jumping

5. What is the main idea of this passage?

A. LeBron James and Michael Jordan are two of the best players in the history of professional basketball.

B. Basketball players must have high vertical leaps in order to dunk basketballs.

C. Newton's Third Law of Motion is related to the First and Second Laws of Motion.

D. Newton's Third Law of Motion can be examined using the examples of basketball players jumping.

6. Read the following paragraph from the passage:

"LeBron James is a big man. He is 6 feet, 8 inches tall. He weighs 245 pounds. When he is standing upright, with his arms raised above his head, his reach extends to 8 feet and 10¼ inches."

How can the tone of the author best be described in this paragraph?

A. humorous

B. angry

C. disinterested

D. factual

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

_____ LeBron James has an impressive vertical leap of 44 inches, Michael Jordan holds the record with a vertical leap of 48 inches.

A. In contrast

B. For example

C. Although

D. Initially

8. According to the passage, in order for LeBron James to score a slam-dunk, what must he exert?

9. When LeBron James jumps, he is driving force into the court. How is this force created?

10. How does the example of LeBron James jumping to dunk a basketball illustrate Newton's Third Law of Motion? Use information from the passage to support your answer.

Day 9 Assignments

Math

Day 9: Complete the worksheets on Unit Rate. This is additional practice of a previously taught skill.

Language Arts

Day 9: Complete the worksheets on Word Choice.

Social Studies

Day 9: The five (5) characteristics of a civilization are: Organized Government and Religion, Specialized Jobs, Cities are the center of trade, Advanced tools, and Record Keeping System. Using our modern civilization, identify one (1) way for each of the five (5) characteristics how our civilization uses each characteristic. (Example: Cities are the center of trade: We have cities where we do our business like shop and trade.) Your essay must be at least ***one-half of a page*** long.

Science

Day 9: Complete the worksheets entitled *NTI Day 9*.

Math: NTI Day Nine

Question 1 .

Stefanie is painting her bedroom. She can paint $12\frac{2}{3}$ square feet in $\frac{2}{5}$ of an hour. How many square feet can she paint in one hour?

- A. $47\frac{1}{2}$
- B. $31\frac{2}{3}$
- C. $25\frac{1}{3}$
- D. 19

Question 2 .

A blueprint for a house shows the height of the house to be $3\frac{5}{8}$ inches. The actual house is $21\frac{1}{3}$ feet tall. What is the unit rate in feet per inch?

- A. $5\frac{77}{87}$ feet per inch
- B. $\frac{29}{512}$ foot per inch
- C. $\frac{87}{512}$ foot per inch
- D. $2\frac{6}{29}$ feet per inch

Question 3 .

Tanya is training a turtle for a turtle race. For every $\frac{1}{3}$ of an hour that the turtle is crawling, he can travel $\frac{3}{23}$ of a mile. At what unit rate is the turtle crawling?

- A. $\frac{32}{69}$ of a mile per hour
- B. 23 miles per hour
- C. $\frac{9}{23}$ of a mile per hour
- D. $\frac{1}{23}$ of a mile per hour

Question 4 .

A bakery uses $10\frac{4}{5}$ ounces of icing for every $\frac{1}{4}$ of a cake. What is the unit rate in ounces of icing per cake?

- A. 44 ounces of icing per cake
- B. $53\frac{1}{5}$ ounces of icing per cake
- C. $43\frac{1}{5}$ ounces of icing per cake
- D. 54 ounces of icing per cake

Question 5 .

An airplane can ascend at a rate of $54\frac{1}{2}$ meters in $\frac{1}{3}$ of a second. How many meters can the airplane ascend in one second?

- A. $82\frac{1}{2}$
- B. $36\frac{1}{3}$
- C. $163\frac{1}{2}$
- D. 109

Question 6 .

Richard can read $\frac{1}{4}$ of a book in $\frac{4}{5}$ of an hour. At this rate, how much can Richard read in one hour?

- A. $\frac{5}{16}$ of a book
- B. $\frac{5}{9}$ of a book
- C. $3\frac{1}{5}$ books
- D. $\frac{1}{5}$ of a book

Question 7 .

A punch recipe requires $\frac{3}{5}$ of a cup of pineapple juice for every $2\frac{1}{2}$ cups of soda. What is the unit rate of soda to pineapple juice in the punch?

- A. $4\frac{1}{6}$ cups of soda per cup of pineapple juice
- B. $\frac{6}{25}$ cup of soda per cup of pineapple juice
- C. $8\frac{1}{3}$ cups of soda per cup of pineapple juice
- D. $1\frac{1}{5}$ cups of soda per cup of pineapple juice

Question 8 .

A kitchen floor has $15\frac{1}{2}$ tiles in an area of $2\frac{2}{5}$ square feet. How many tiles are in one square foot?

- A. $6\frac{11}{24}$
- B. $\frac{24}{155}$
- C. $37\frac{1}{5}$
- D. $\frac{12}{31}$

Question 9 .

Martina walked $\frac{3}{4}$ of a mile in $\frac{1}{5}$ of an hour. At this rate, how far can Martina walk in one hour?

- A. $3\frac{3}{4}$ miles
- B. $\frac{3}{20}$ of a mile
- C. $\frac{4}{15}$ of a mile
- D. 5 miles

Question 10 .

Robert is writing a paper for language arts class. He can write $\frac{1}{3}$ of a page in $\frac{1}{2}$ of an hour. At what rate is Robert writing?

- A. $\frac{2}{3}$ of a page per hour
- B. $\frac{1}{6}$ of a page per hour
- C. $\frac{5}{6}$ of a page per hour
- D. 6 pages per hour

Language Arts: NTI Day Nine

Question 1 .

"Christmas won't be Christmas without any presents," grumbled Jo, lying on the rug.
"It's so dreadful to be poor!" sighed Meg, looking down at her old dress.
"I don't think it's fair for some girls to have plenty of pretty things, and other girls nothing at all," added little Amy, with an injured sniff.
"We've got Father and Mother, and each other," said Beth contentedly from her corner.
The four young faces on which the firelight shone brightened at the cheerful words, but darkened again as Jo said sadly, "We haven't got Father, and shall not have him for a long time." She didn't say "perhaps never," but each silently added it, thinking of Father far away, where the fighting was.
from Little Women *by Louisa May Alcott*

Based on the selection, which word best characterizes Jo?

- **A.** excited
- **B.** negative
- **C.** happy
- **D.** hopeful

Question 2 .

"Christmas won't be Christmas without any presents," grumbled Jo, lying on the rug.
"It's so dreadful to be poor!" sighed Meg, looking down at her old dress.
"I don't think it's fair for some girls to have plenty of pretty things, and other girls nothing at all," added little Amy, with an injured sniff.
"We've got Father and Mother, and each other," said Beth contentedly from her corner.
The four young faces on which the firelight shone brightened at the cheerful words, but darkened again as Jo said sadly, "We haven't got Father, and shall not have him for a long time." She didn't say "perhaps never," but each silently added it, thinking of Father far away, where the fighting was.
from Little Women *by Louisa May Alcott*

Based on the selection, which word best characterizes Beth?

- **A.** irritated
- **B.** hopeful
- **C.** sad
- **D.** lonely

Question 3 .

The Case of the Missing Library Book

Mr. Berry, the librarian, had a reputation for being strict and for never making mistakes. He maintained complete order in the library and could tell immediately if a book was missing or misplaced. He did not say much. This struck fear into the students. They always said that Mr. Berry did not have to talk. When someone was careless with a book, the look on Mr. Berry's face told that person everything he or she needed to know.

All of this contributed to making Tom feel terrible about losing the copy of *Animal Farm* that he had borrowed nearly four weeks earlier. It was as if the book had disappeared from the face of the earth. In fact, Tom had completely forgotten about the book until he received an overdue notice from Mr. Berry through the mail. Tom did not look forward to facing the librarian directly. When he left for school that morning, he felt as if he were going to his execution.

Tom's fear increased with each tick of the clock. It was already fourth period by the time he talked himself into going to see Mr. Berry. As he walked to the library, his palms were sweating and he felt as though he had butterflies performing acrobatics in his stomach. When he walked through the doors, he saw that the library was deserted, except for Mr. Berry. Tom was happy that nobody would witness the embarrassing scene that was sure to erupt.

Upon seeing Tom, Mr. Berry said, "Oh Tom, I owe you an apology. I guess I made a mistake. I didn't realize that you had already returned *Animal Farm*." At first, Tom didn't know what to say, and then, much to his surprise, he found himself telling Mr. Berry that he hadn't returned the book, that he'd lost it, and that he'd looked all over for it but couldn't find it. Tom could not stop the words from coming out of his mouth.

When Tom finished, Mr. Berry smiled and said, "Well, somebody found it and returned it. That's the important thing. It's important to remember that everybody makes mistakes. I guess we both did in this case." Tom smiled too; he felt relieved. As he made his way back to class, he decided that he really liked Mr. Berry and that he would try to use the library more often.

The students are afraid of Mr. Berry because

- **A.** he says mean things to them.
- **B.** he is not talkative.
- **C.** he gives them detention.
- **D.** he has a bad temper.

Question 4 .

Sara had been climbing the hill for four hours already. She felt her cheeks burn. Her heart was beating louder, too. Even her backpack felt heavier by the second. As she swiped the sweat from her face, the only things she had seen for ages were grass and rocks. The hill seemed endless. She wanted to give up already. *I can't*, Sara thought. *Not if I want to get rid of the nickname "Slowpoke Sara!"*

"Come on, girl," Jenny shouted from higher up the hill.

"I. . . I," Sara managed to speak between breaths "am coming."

Jordan, the class bully, was also far ahead of her. Jordan yelled as loud as he could, "Last one to the top has to carry all the backpacks."

"I will show him who is faster," Sara mumbled. She rolled up her sleeves, took a long breath, and took faster steps. *Jordan is not going to tease me in class tomorrow! I have to run faster!* In a few minutes, she had almost caught up with Jordan. Just as she was about to beat Jordan, she saw a little bird trapped in a bush. It was fluttering its wings and desperately trying to escape. Sara carefully managed to reach near the bush and slowly removed the tangled vine from the bird's scrawny feet. In the blink of an eye, the bird stretched its wings and flew.

"Wait," Sara yelled at Jenny who was now at the top of the hill. Sara was the last one to get to the top, once again.

Sara can be **best** described as

- **A.** kind because she rescues the bird that is trapped.
- **B.** competitive because she fails to beat her friends.
- **C.** mean because she wants to beat Jordan so badly.
- **D.** confused because she thinks the hill seems endless.

Question 5 .

"Shhh!! Everybody be quiet. Tom is walking towards the front door."
"I'll turn off all the lights!"
"Does he have any idea about this party?"
"No way! He will be so surprised."
"Everybody hide behind the furniture! We can jump out as soon as he opens the door."
"How am I supposed to see anything in the dark?"
"Ouch! I'm hiding behind this couch. Go over and hide behind that chair."
"Shhh! I think he's opening the door."
"Hello? Why is it so dark in here?"
"SURPRISE! HAPPY BIRTHDAY, TOM!"

Why did the author choose to include only dialogue in this story?

- **A.** to help the reader imagine the party
- **B.** to make the story more difficult to read
- **C.** to avoid using the words "he said" or "she said"
- **D.** to show the best way to throw a party

Question 6 .

School Spirit

"YEAHHHH!" Aimee screamed at the top of her lungs. "GO BEARS!!" She finished her cheerleading routine with a cartwheel and a huge smile.

"That was the best cheer routine so far, Aimee," Cara told her as she sat down on the bleachers. "You will definitely make the cheerleading squad this year."

"Thanks, Cara," Aimee said. "I've always made the squad, so why should this year be different?" Suddenly, a commotion near the front of the gym caught her attention. "Is that Mary Rodriguez over there?"

"I'm sure it is her," Cara replied. "She said she was coming to tryout with us today. I think she wants to make it onto the cheerleading squad, too."

"She must be nervous since she's never cheered at school before," said Aimee, a puzzled look on her face. "Wait a minute. Does she have pom-poms in her hands?" They watched in amazement as Mary walked in front of the cheerleading judges.

"Although this is my first time cheering in front of a crowd, I bring school spirit everywhere! Let's roll our way to victory!" Mary cheered.

"Everyone loves her cheer routine," replied Aimee. "They're clapping and cheering louder than they did for anyone else."

"She is really good!" said Cara. Aimee just shook her head in surprise.

"Can we have your attention, please?" called the judges. Aimee jumped off the bleachers and ran over to stand in front of the judges. "We had a lot of talented girls and guys here today, and this was a very difficult decision for us. Since we only have one spot open on the squad, we want to choose the girl who brings the most school spirit. And that person is . . . Mary Rodriguez!"

"Congratulations," Aimee told Mary. "That was a great routine. I guess I'll need to work harder for next year's tryouts!"

Which line of dialogue from the story shows that Aimee is confident that she will become a cheerleader?

- **A.** "I bring school spirit everywhere!"
- **B.** "That was a great routine."
- **C.** "I've always made the squad, so why should this year be different?"
- **D.** "They're clapping and cheering louder than they did for anyone else."

Day 9

Use any available resources to complete the daily writing assignment. Internet, class notes, or books etc.

The five characteristics of a civilization are: Organized Government and Religion, Specialized Jobs, Cities are the center of trade, Advanced tools, and Record Keeping System.

Using our modern civilization, Identify 1 way for each of the 5 characteristics how our civilization uses each characteristic.

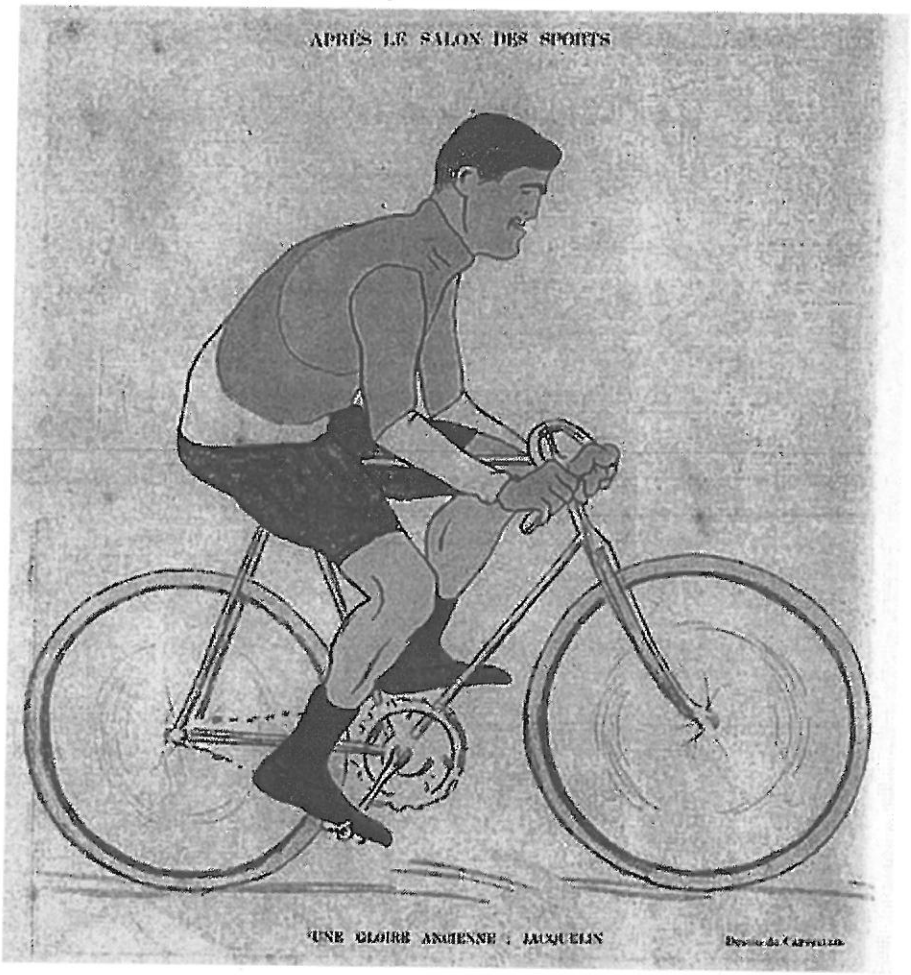
Example:

Cities are the center of trade: We have cities where we do our business like shop and bank.

Length: 1/2 page

Heat, Energy, and Bicycling in New York City

by ReadWorks



New York City is one of the densest cities in the world, with millions of people squeezed into a mere 303 square miles. Although it has the world's largest subway system, traffic can still be quite bad, particularly at rush hour. The city decided that it would be a good idea to encourage more people to use bicycles. If more people rode bicycles, the roads would be less clogged with cars. Also, when you ride a bicycle, you are exercising, which makes you healthy. But how can you encourage people to ride more bikes?

The city came up with an innovative solution. In 2013, city workers began installing long racks of bicycles in different neighborhoods. These bicycles were, for a small fee, available for anyone to use. A person could ride the bicycle from one bike rack to another bike rack and park it there. This system was ideal for people who did not own bikes or who wanted to take a bicycle on a short ride without having to return it to the place they took it from. This also made it possible to move quickly between areas that did not connect easily by the subway. The city hoped that people would start using these bicycles instead of taxis or other kinds of cars.

While the city installed the bikes in part because of concerns about traffic, it was also interested in another question: how we use and spend energy. Any time an object is in motion, it is both producing energy and, in many cases, expending energy. For example, a car does not just move because we want it to move. It is powered by a special kind of engine, called an internal combustion engine that burns fuel. When this fuel is burned, it causes a cylinder to spin in circles. This cylinder is connected to the wheels of the car. As the cylinder spins, so do the wheels. So, one type of energy - fuel - is transformed into another type of energy - forward motion. Energy contained in the motion of an object is called "motion energy."

Just as cars can be considered a kind of energy conversion device, converting fuel to forward motion, so can bicycles. When you step on the pedals of a bicycle, it causes the wheels of the bicycle to spin, pushing the bicycle forward. The energy of your foot pressing down is converted into energy that propels the bicycle. Nearly all transportation - airplanes, trains, pogo sticks - can be thought of as devices that take one form of energy and make it into another form of energy.

When there is a change in one of the forms of energy used to power modes of transportation, then the energy generated by these devices changes as well. Let's say you're pedaling very fast on a bicycle. You are exerting a lot of energy as you do this. You can tell because your heart rate may increase, you may breathe harder, and you may begin to sweat - a sign that your body is trying to cool itself. This is producing a lot of motion energy in the bicycle because you are causing it to move very fast. But if you stop pedaling, then the bicycle will begin to slow down, and the motion energy in the bicycle will decrease. You will also be expending less energy. Your heart rate and your breathing will slow down, too. The decline in your own motion energy - the movement of your feet - is causing the motion energy of another object - the bicycle - to fall at about the same rate.

In the early days of the program, the bike racks were only moderately popular. People were still getting used to the idea of borrowing a bike for a short time at one location, riding it, and then leaving it in another location. Perhaps another reason that people were initially reluctant to use the bike racks is that they were introduced during a very hot week, at the beginning of summer. As discussed above, when you ride a bicycle, you often sweat. This is particularly true when the temperature is high, because your body produces sweat as a way of trying to keep your body cool. If your body gets too hot, you can get sick, so it's in your body's interest to maintain a constant temperature.

How much the temperature of a body increases when it gets warm depends on a number of different factors. While it makes sense that one person in 100-degree heat will get hotter than a person in 75-degree heat, even if two people are exposed to the same temperature, their bodies may react differently. In fact, one person may get much hotter than the other. This is because the amount of heat - which is a form of energy - needed to change the temperature of another object depends on the properties of that object. For example, a person who is wearing a sweatshirt in summer is likely to get much hotter than a person who is wearing a t-shirt. This is because the sweatshirt insulates the person, trapping heat inside. The t-shirt, which is more open, lets the heat escape. So, even if the amount of heat energy directed at the person is the same, the temperatures of different people will react differently.

That raises another question: why does sweat makes people colder? This has to do with a special property of heat. Heat is a kind of energy, and energy moves spontaneously from hotter regions or objects to colder ones. So, consider what happens when your body releases sweat. When it is released, sweat is colder than your body's temperature. When it is on the surface of your skin, it draws the heat from your skin into the water, because heat migrates from warm areas to cold ones.

This causes the sweat to warm up. Then the sweat rises into the air and takes some of your body heat with it, cooling the body down.

Your body is constantly monitoring its own temperature. Many of the buildings in New York have air conditioning in the summer. When you walk from the hot street outside to the cool lobby of a tall office building, you can feel the change immediately. After a while, your body temperature will go down. This is because, just as the heat from your body moves to the sweat on your skin, it will also move to the cool air produced by the air conditioning. When your body gets cool enough, it will no longer need to produce sweat to cool you down.

As people continue to ride bicycles, you can expect their collective body temperatures to rise, as their bodies produce energy to power the bicycles and they spend more time outdoors in the hot sun. If the city chooses to install more bikes, then it may also want to install more air conditioning - or pass out more sticks of deodorant.

Name: _____ **Date:** _____

1. What do cars, bicycles, and many other types of transportation do when they are in motion?

A. They take one form of energy and convert it into another form of energy.

B. They clog the streets of New York City and create lots of traffic.

C. They cause people to sweat because of the energy it takes to use such transportation.

D. They make people spend more time outside and increase their body temperatures.

2. What does the author describe in this passage?

A. The author describes different types of t-shirts.

B. The author describes reasons for moving to New York City.

C. The author describes two types of energy.

D. The author describes the dangers of riding in taxis.

3. A person on a bicycle is breathing hard, sweating, and pedaling fast.

Based on this evidence, the person is probably

A. moving very slowly

B. exerting a lot of energy

C. exerting a little energy

D. exerting no energy

4. When you step from a hot street into an air-conditioned room, you feel cooler. Why does this change occur?

A. heat is moving from a cold area (the room) to a hotter area (the street)

B. heat leaves your body as it moves from a warm area (your body) to a colder area (the air in the room)

C. the motion energy used to walk into the room lowers your body temperature

D. the motion energy used to walk into the room raises your body temperature

5. What is this passage mainly about?

A. forward motion and backward motion

B. cars and air conditioning

C. 100-degree heat, t-shirts, and sweatshirts

D. motion energy and heat energy

6. Read the following sentences: ". . . a person who is wearing a sweatshirt in summer is likely to get much hotter than a person who is wearing a t-shirt. This is because the sweatshirt **insulates** the person, trapping heat inside."

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

A. protects the person by keeping the person cool

B. protects the person by preventing the loss of heat

C. traps the person

D. makes the person uncomfortable

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

A person's body temperature rises _____ he or she rides a bicycle.

A. although

B. before

C. then

D. when

8. According to the passage, how does the human body get rid of heat energy to keep itself cool when the temperature is high?

9. According to the passage, where does the energy that propels a bicycle forward come from?

10. Why can a bicycle be considered a device that can convert energy?

Day 10 Assignments

Math

Day 10: Complete the worksheets on Expressions.

Language Arts

Day 10: Complete the worksheets on Prefixes, Suffixes and Root Words. This ia a review of a previously taught skill.

Social Studies

Day 10: Technology is anything invented to make life easier. Throughout history, technology has made many advances. Choose five (5) new technology advances that have been created throughout history and write a ***one-page essay*** explaining how they made life easier for people. Please do not get caught up with modern technology. Think about the groups we have studied in class and their advances in technology.

Science

Day 10: Complete the worksheets entitled *NTI Day 10*.

Math: NTI Day Ten

Question 1 .

Expand the following expression.

$$\frac{5}{4}\left(4x + \frac{3}{4}\right)$$

- A. $5x + \frac{15}{4}$
- B. $4x + \frac{5}{16}$
- C. $5x + \frac{15}{16}$
- D. $\frac{5}{4}x + \frac{15}{16}$

Question 2 .

Expand the following expression.

$$\frac{2}{5}(4x - 7)$$

- A. $\frac{8}{5}x - 14$
- B. $\frac{8}{5}x - \frac{14}{5}$
- C. $8x - \frac{14}{5}$
- D. $\frac{14}{5}x - \frac{8}{5}$

Question 3 .

Factor the expression completely.

$$-12.75 + 4.25x$$

- A. -4.25(3 - *x*)
- B. -0.25(-12.5 - 4*x*)
- C. -4.25(8.5 + *x*)
- D. -0.25(51 + 17*x*)

Question 4 .

Match the following equation to the correct situation.

$$A + A(5\%) = A(1.05)$$

- **A.** The amount Ryan paid for two shirts, one was full price for A, the other was discounted 5%.
- **B.** The amount Jess owes Julie from borrowing A with 5% interest.
- **C.** The amount donated by a company which gives 5% of A dollars collected at a charity banquet.
- **D.** The amount Tonya owes after putting 5% down on an A home.

Question 5 .

Expand the following expression.

$$5.3(26 - 3.59x)$$

- **A.** $31.3 - 8.89x$
- **B.** $137.8 - 19.027x$
- **C.** $137.8x - 19.027$
- **D.** $19.027 + 137.8x$

Question 6 .

Factor the expression completely.

$$\frac{1}{4}x + \frac{19}{4}$$

- **A.** $\frac{3}{4}(x + 4)$
- **B.** $\frac{1}{4}(x + 19)$
- **C.** $\frac{1}{2}\left(\frac{1}{2}x + \frac{19}{2}\right)$
- **D.** $\frac{1}{4}\left(x + \frac{9}{2}\right)$

Question 7 .

Match the following equation to the correct situation.

$$2\%(p) + p = 1.02p$$

- **A.** The amount that Sandy paid for a shirt with 2% tax on p.
- **B.** The amount given to a charity after saving 2% of p.
- **C.** The amount that Cindy paid for books was 2% of p.
- **D.** The amount that Juanita owed after paying a 2% deposit on p.

Question 8 .

Match the following equation to the correct situation.

$$5t + t = 6t$$

- **A.** The "talk" minutes that Tiffany has after adding 5 minutes to her phone.
- **B.** The number of toys that Josh and Tony have when Tony has 5 times the number of toys as Josh.
- **C.** The number of text messages Susie and Kristin have when Susie has 5 more than Kristin.
- **D.** The temperature when Paige changes the thermostat by 5 degrees.

Question 9 .

Factor the expression completely.

$$-12x - 24$$

- **A.** $-6(2x - 6)$
- **B.** $-12(x - 2)$
- **C.** $-6(2x + 6)$
- **D.** $-12(x + 2)$

Question 10 .

Match the following equation to the correct situation.

$$s - s(17\%) = s(83\%)$$

- **A.** The amount Doug gave to the local heart association was 17% of *s*.
- **B.** The price for a shirt that originally cost *s* after a 17% discount.
- **C.** The amount that Anis owes on his car was 17% of *s*.
- **D.** The amount that Katie paid for a pair of jeans with 17% tax on *s*.

Language Arts: NTI Day Ten

Question 1 .

The United States celebrated its centennial anniversary when it turned 100 in 1876. What anniversary did it celebrate in 1976?

- **A.** precentennial
- **B.** unicentennial
- **C.** bicentennial
- **D.** tricentennial

Question 2 .

Identify the meaning of the prefix underlined within the following word: **re**name

- **A.** again
- **B.** under
- **C.** over
- **D.** forward

Question 3 .

Using your knowledge of prefixes, suffixes, and word roots, answer the question.

> The bear was **dormant**, but Karen knew he might awake at any time.

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

- **A.** flexible
- **B.** angry
- **C.** inactive
- **D.** distant

Question 4 .

Using your knowledge of prefixes, suffixes, and word roots, answer the question.

> We sat in a **semicircle** and watched the instructor at the front of the room.

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

- **A.** half circle
- **B.** two circles
- **C.** full circle
- **D.** small circle

Question 5 .

Using your knowledge of prefixes, suffixes, and word roots, answer the question.

The **epicenter** of Cary's social life was the theater.

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

- **A.** focal point
- **B.** large area
- **C.** heated room
- **D.** star gazing

Question 6 .

Identify the meaning of the prefix underlined within the following word: **<u>fore</u>close**

- **A.** since
- **B.** over
- **C.** before
- **D.** after

Question 7 .

Identify the meaning of the root word underlined within the following word: **<u>description</u>**

- **A.** write
- **B.** move
- **C.** close
- **D.** mix

Question 8 .

Using your knowledge of prefixes, suffixes, and word roots, answer the question.

Her stomach felt better after she took an **antacid** tablet.

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

- **A.** against acid
- **B.** half acid
- **C.** around acid
- **D.** upon acid

Question 9 .

Using your knowledge of prefixes, suffixes, and word roots, answer the question.

> Chemicals from factories along the shore cause pollution for **marine** wildlife.

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

- **A.** having to do with the sea
- **B.** animals hurt by certain chemicals
- **C.** having to do with factories
- **D.** a color between blue and green

Question 10 .

Identify the meaning of the root word underlined within the following word: **active**

- **A.** to roll
- **B.** do, move
- **C.** close, end
- **D.** write

Day 10

Use any available resources to complete the daily writing assignment. Internet, class notes, or books etc.

Technology is anything invented to make life easier. Throughout history technology has made many advances.

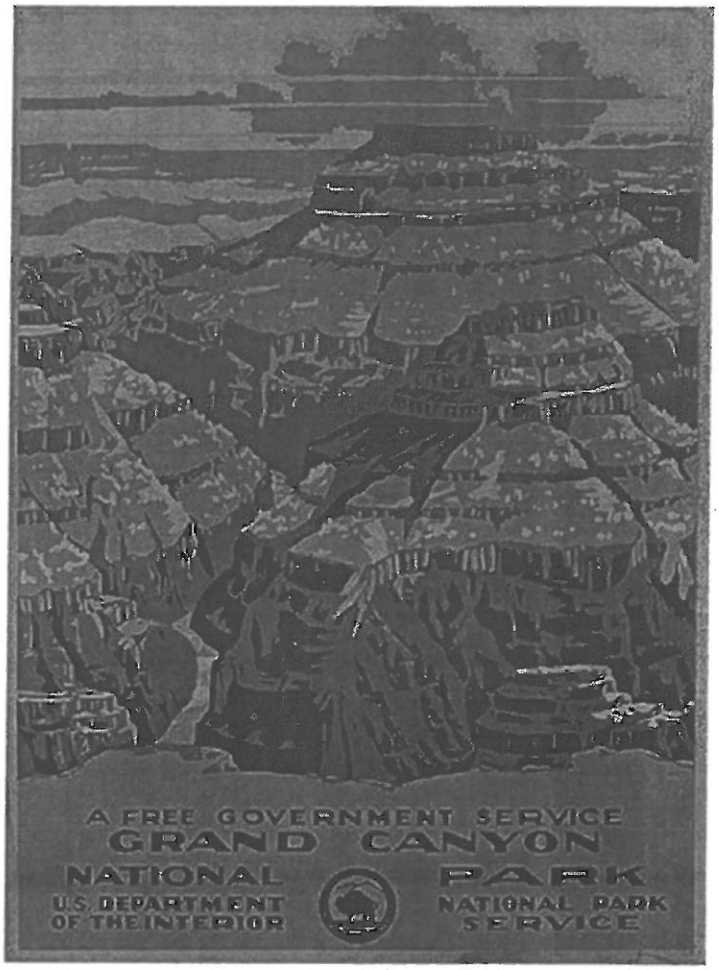
Choose 5 new technology items that have been created throughout history and explain how they made life easier for people. Please do not get caught up with modern technology. Think about the groups we have studied in class and their advances in technology.

Length: 1 page

7th Grade Science NTI 1

Water: A Give and Take

by ReadWorks



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

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

The horseshoe-shaped cave was full of gigantic crystals. Those give the cave its current name: The Cave of Crystals. They shot from floor to ceiling in thick, gleaming shafts, passing each other at crazy angles. It was like being inside a magician's box after he has stabbed it with a dozen swords. A recent photograph shows four men in orange suits picking their way across the giant formations. One man stands on a large crystal growing horizontally several feet off of the ground. He bends down to grab the hand of a man standing below, who has his arms stretched high over his head and still does

not reach the crystal. The crystal formations make the cavern's floor look as if it were covered in ice, and the ceiling's mix of rock and crystal makes it look like diamonds tossed into a chocolate cake.

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

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

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

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

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

One of the most famous examples of this process is the Grand Canyon. Located in Arizona, in the United States, it's widely acknowledged to be one of the natural wonders of the world. This is not surprising. Running for over 227 miles, it is 18 miles wide and a mile deep at its various points. The canyon is a startling and breathtaking reminder of the age of the earth and the inevitability of natural processes. The canyon shows a record of history by exposing layers upon layers of rock, dirt and

organic matter. The top is the newest layer. If you were to tie a rope to the top and gradually lower yourself to the bottom, upon reaching the bottom you would have seen over two billion years of the earth's history play out in front of you, in neat segments like a layer cake.

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

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

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

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

Name: _____ Date: _____

1. What is the Cave of Crystals?

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

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

C. an underground space full of large crystals in Mexico

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

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

A. water

B. heat

C. crystal

D. sand

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

What evidence from the passage supports this statement?

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

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

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

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

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

A. Both were caused by erosion.

B. Both were formed by water.

C. Both were formed in fewer than 100 years.

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

5. What is this passage mostly about?

A. the effects of water on the land around it

B. what people can do to slow down erosion

C. the history and importance of the Colorado River

D. the Industrias Peñoles mining company

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

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

A. used for food

B. heated up

C. made or created

D. harmed or injured

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

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

A. but

B. third

C. as an illustration

D. in summary

8. What is erosion?

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

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