Two-Week Academic Curriculum

Module 4

2019-2020

Student Name: ______________________________________

Student’s Campus: __________________________________

Important Notes:

ALL STUDENTS must complete ALL work within this packet, or you will earn ZEROS in ALL rostered courses for Module 4 during this two-week period.

This packet of work will be due TWO DAYS after we return from “break.” This will provide you an opportunity to seek Academic Support prior to final submission. This will not leave you time to complete the entire packet once we return, so it should be completed over break. This is merely an opportunity to revise areas where you need support.

Please adhere to the structured Academic Support Hours (7:45-8:18 am M-F and 2:45-3:30 T/F).
## Math Curriculum Section

**Directions:** you may use any support necessary to complete your math work, but you MUST SHOW YOUR WORK for EVERY problem. Place a box around your **final answer**.

Name _______________________________  Date _________________________

### Algebra Two Step Equations Worksheet

**Version 1**

**Directions:** Solve each equation.

<table>
<thead>
<tr>
<th></th>
<th>Equation</th>
<th></th>
<th>Equation</th>
<th></th>
<th>Equation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(7 + 4x = 1)</td>
<td>2</td>
<td>(-9 \times 6x = 3)</td>
<td>3</td>
<td>(-7 \times -8x = -9)</td>
</tr>
<tr>
<td>4</td>
<td>(4 - 4x = -5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>(-5 \times 10x = -6)</td>
<td>6</td>
<td>(5 \times -6x = -2)</td>
<td>7</td>
<td>(0 - 7x = 7)</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(-7 - 5x = -5)</td>
</tr>
<tr>
<td>9</td>
<td>(-8x - 2 = 3)</td>
<td>10</td>
<td>(7 + 3x = -6)</td>
<td>11</td>
<td>(-8 \times -7x = 8)</td>
</tr>
<tr>
<td>12</td>
<td>(4 - 6x = -2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Math Curriculum Section

Directions: you may use any support necessary to complete your math work, but you MUST SHOW YOUR WORK for EVERY problem. Place a box around your final answer.

Name ___________________________ Date ___________________

Algebra Two Step Equations Worksheet
Version 2

Directions: Solve each equation.

[1] \( \frac{9}{3}x = -2 \)  [2] \( 5 \times 7x = 1 \)  [3] \( -5x \times 8 = -4 \)  [4] \( -2 \times 4x = 3 \)


Math Curriculum Section

Directions: you may use any support necessary to complete your math work, but you MUST SHOW YOUR WORK for EVERY problem. Place a box around your final answer.

Name _______________________________  Date __________________________

Distributive Property Worksheet

Directions: Solve each equation.

[1] \(7(3x / 1) = -1\)

[2] \(-9(-3 - 8x) = -3\)

[3] \(1(7x - 1) = 6\)

[4] \(-7(-7x + 9) = 5\)

[5] \(9(6x + 3) = 5\)

[6] \(-4(2x x -5) = 9\)

[7] \(-1(1x -5) = 9\)

[8] \(6(-7x + 8) = 3\)

[9] \(7(-1 - 8x) = 8\)

[10] \(6(-5x- 5) = -3\)

[11] \(-9(6x x -8) = -6\)

[12] \(10( -9 / 10x) = 8\)
Math Curriculum Section

Directions: you may use any support necessary to complete your math work, but you MUST SHOW YOUR WORK for EVERY problem. Place a box around your final answer.

Name ___________________________  Date _________________________

Solving for X and Y Worksheet Version 1

Directions: Solve for x and y.

[1]
-2x-2y=2
2x-2y=-10

[2]
1x-2y=4
-1x+10y=8

[3]
6x-6y=-3
-2x+6y=3

[4]
-10x+6y=-9
0x-6y=-1

[5]
2x+1y=-8
-2x-10y=-9

[6]
3x-9y=-3
10x+9y=3

[7]
-4x+6y=10
-1x+6y=10

[8]
1x+8y=9
1x-7y=9

[9]
5x+5y=3
6x+5y=-8

[10]
9x-7y=-7
9x-10y=6

[11]
-2x-7y=0
-2x+4y=4

[12]
-4x+10y=-1
-4x-0y=4
Math Curriculum Section

**Directions**: you may use any support necessary to complete your math work, but you MUST SHOW YOUR WORK for EVERY problem. Place a box around your final answer.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
<td><strong>Date</strong></td>
</tr>
<tr>
<td><strong>Solving Quadratics Simple Worksheet</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Directions</strong>: Solve each equation.</td>
<td></td>
</tr>
<tr>
<td>[1] ( x^2 - 8x + 7 = 0 )</td>
<td>[7] ( x^2 - 10x + 25 = 0 )</td>
</tr>
<tr>
<td>[2] ( x^2 + 1x - 2 = 0 )</td>
<td>[8] ( x^2 - 5x + 6 = 0 )</td>
</tr>
<tr>
<td>[3] ( x^2 - 6x + 5 = 0 )</td>
<td>[9] ( x^2 - 2x - 8 = 0 )</td>
</tr>
<tr>
<td>[4] ( x^2 - 6x + 8 = 0 )</td>
<td>[10] ( x^2 + 0x + -4 = 0 )</td>
</tr>
<tr>
<td>[5] ( x^2 - 2x - 8 = 0 )</td>
<td>[11] ( 6x^2 + 62x + 112 = 0 )</td>
</tr>
<tr>
<td>[6] ( x^2 - 11x + 10 = )</td>
<td>[12] ( 8x + 34x + 36 = 0 )</td>
</tr>
</tbody>
</table>
Math Curriculum Section

**Directions**: you may use any support necessary to complete your math work, but you MUST SHOW YOUR WORK for EVERY problem. Place a box around your [final answer].

Name ___________________________  Date ___________________________

**Solving Quadratics Difficult Worksheet**

**Directions**: Solve each equation.

1. \(4x^2 + 42x + 110 = 0\)
2. \(12x^2 + 26x + 10 = 0\)
3. \(6x^2 + 35x + 11 = 0\)
4. \(20x^2 + 48x + 16 = 0\)
5. \(12x^2 + 17x + 6 = 0\)
6. \(4x^2 + 24x + 32 = 0\)
7. \(10x^2 + 55x + 75 = 0\)
8. \(20x^2 + 31x + 12 = 0\)
9. \(9x^2 + 27x + 14 = 0\)
10. \(8x^2 + 80x + 150 = 0\)
11. \(20x^2 + 47x + 24 = 0\)
12. \(6x^2 + 60x + 126 = 0\)
Math Curriculum Section

**Directions:** you may use any support necessary to complete your math work, but you MUST SHOW YOUR WORK for EVERY problem. Place a box around your final answer.

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Xs on Both Sides Worksheet Version 1

**Directions:** Solve each equation.

1.) \(5x - 10 = 2x - 7\)  
2.) \(1 + x = -5x + 25\)

3.) \(8 - x = 5x + 20\)  
4.) \(-2 + 2x = 6x - 6\)

5.) \(3x + 2 = 4x + 4\)  
6.) \(-4x + 4 = 4x - 20\)

7.) \(-2x - 5 = -x + 3\)  
8.) \(5 + 6x = 3x + 20\)
Math Curriculum Section

Directions: you may use any support necessary to complete your math work, but you MUST SHOW YOUR WORK for EVERY problem.

Student Name: _____________________________________________________ Date: _______________

Word Problems

1) The sum of three consecutive numbers is 120. What is the smallest of the three numbers?

2) Jason bought 6 new baseball trading cards to add to his collection. The next day his dog ate half of his collection. There are now only 37 cards left. How many cards did Jason start with?

3) Oceanside Bike Rental Shop charges 16 dollars plus 6 dollars an hour for renting a bike. Alyssa paid 46 dollars to rent a bike. How many hours did she pay to have the bike checked out?

4) Keith spent half of his allowance going to the movies. He washed the family car and earned 6 dollars. What is his weekly allowance if he ended with 15 dollars?

5) Joan bought a soft drink for 4 dollars and 4 candy bars. She spent a total of 16 dollars. How much did each candy bar cost?

6) The sum of three consecutive even numbers is 114. What is the smallest of the three numbers?

7) Tim sold half of his comic books and then bought 6 more. He now has 11. How many did he begin with?

8) On Monday, 184 students went on a trip to the zoo. All 4 buses were filled and 8 students had to travel in cars. How many students were in each bus?

9) Fred had 161 dollars to spend on 9 books. After buying them he had 17 dollars. How much did each book cost?

10) The sum of three consecutive odd numbers is 153. What is the smallest of the three numbers?
**Math Curriculum Section**

**Directions:** you may use any support necessary to complete your math work, but you MUST SHOW YOUR WORK for EVERY problem.

Student Name: _____________________________________________________ Date: _______________

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**Distance, Rate, and Time Word Problems**

1) A plane set off to London at a speed of 216 mph. On the return flight of 10 hours, the plane cruised at 245 mph. How many hours long was the flight to London?

2) Fred traveled to Paris by car. Going there took 7 hours, and the return trip lasted 8 hours. Fred averaged a speed of 55 mph while returning. Find the average speed of the trip there.

3) Mary left Paris with a speed of 71 mph. Sandy also left at the same time in the opposite direction at a speed of 54 mph. Find how many hours Sandy must travel before they are 266 miles apart.

4) Tim left the city for vacation. Keith left 4 hours later going 75 mph faster to catch up. After 3 hours Keith caught up. What was Tim's average speed?

5) A train left for Portland, and 3 hours later, a car traveling 77 mph tried catching up to the train. After 7 hours, the car caught up. What was the train's average speed?

6) Tom left downtown Houston, and three hours later, Jason left going 52 mph faster to catch up. After another two hours, Jason caught up. Find Tom's average speed.

7) A truck and van left from Portland in opposite directions. The truck traveled for 4 hours at 71 mph. The vehicles were 566 miles apart. Find the van's average speed.

8) Joan left the city traveling at 76 mph, while, at the same time, Dan left the city going the opposite direction at a speed of 53 mph. Find the time Joan traveled before the two were 191 miles apart.

9) A cargo plane flew from the US across the Atlantic at 293 mph, and flew back to the US at 313 mph. Given that the first trip took two hours longer, how long was the return trip?

10) Sally left NYC traveling 50 mph. Sam, to catch up, left some time later driving at 59 mph. Sam caught up after 5 hours. How long was Sally driving before Sam caught up?
Science Curriculum Section

Directions:

1. Use the links provided below. Select 9 of the articles to read. Then, complete the following for each article that you read:
   A. At the top of each article there are three options. **You only have to complete Option 3.** On your own paper write a 1 (or more) page reflection of the article. Your reflection should include:
      ▪ a brief description about the topic (2pts)
      ▪ your interpretation of what was important and interesting along with connections to self, world, other text. (2pts)
      ▪ an outcome including what you learned and how you could use what you learned. (2pts)
   B. At the end of the article there are three questions. Respond to each of the three questions in 3-5 sentences on your own paper. Provide evidence to support your answer. (2pts each)
2. Choose the topic that you were most interested in reading about from the provided articles. Find one additional article about that topic on your own. Read the article and complete the following:
   A. Write a reflection of the article including a comparison of how both articles portrayed the topic.
      ▪ a brief description about the topic (2pts)
      ▪ your interpretation and comparison of how this article and the other article on this topic both portrayed the topic. (2pts)
      ▪ an outcome including what you learned and how you could use what you learned. (2pts)
   B. Answer the following question: Which article you think was most effective? Use evidence to support your response. (2pts)
3. Extra Credit: Read an additional article and respond following the steps above.

<table>
<thead>
<tr>
<th>Science Articles (the links to these articles and assignments are clickable on this document on the OBR website.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “The Flu Vaccine: Everything You Need to Know” TheWeek.com</td>
</tr>
<tr>
<td>2. “What Is the Coronavirus and How Worried Should We Be?” TheGuardian.com</td>
</tr>
<tr>
<td>3. Coronavirus Myths, Debunked: A Cattle Vaccine, Bioweapons and a $3,000 Test” by Grace Hauck for USA Today</td>
</tr>
<tr>
<td>5. “The Destruction of the Amazon, Explained” TheWeek.com</td>
</tr>
<tr>
<td>7. “The Quiet Disappearance of Birds in North America” by Ed Young for The Atlantic</td>
</tr>
<tr>
<td>8. “US Cities are losing 36 million trees a year. Here’s why it matters and what you can do to stop it.” by Amy Chillag for CNN.com</td>
</tr>
<tr>
<td>9. “You Might Just Be Addicted: Smartphone Use Physically Affects Your Brain, Study Says” by Coral Murphy for USA Today</td>
</tr>
<tr>
<td>10. “Immune Cell that Kills Most Cancers Discovered by Accident by British Scientists” by Sarah Knapton for The Telegraph</td>
</tr>
<tr>
<td>12. “Taking the Beef Out of Burgers” TheWeek.com</td>
</tr>
</tbody>
</table>
History Curriculum Section

Student Name: _____________________________ Date: ________________

Directions: You will use the “Get Counted” Reading to complete the following activities. Each activity will have its own set of individualized directions for you to follow.

1. Key Terms
   Definitions: define the following words in the space provided below.
   - Census, Census Bureau, Apportionment, Representative Ratio, Enumerator, and “hard to count”

2. Misinformation Fakeout

3. The Census & You

4. Hard to Count

5. Primary Source

Key Term Definitions

Census: ____________________________________________________________

Census Bureau: ____________________________________________________

Apportionment: ____________________________________________________

Representative Ratio: ______________________________________________

Enumerator: ________________________________________________________

“hard to count” ___________________________________________________
What Happens After Everyone Gets Counted?

Once everyone is counted, population data is shared with the President and U.S. Congress. States may lose or gain seats in the House of Representatives based on how their population has changed. The process of redistributing the House’s 435 seats among the states is called **apportionment**, and it only happens after a census count. The seats are redistributed, or **reapportioned**, according to a **representation ratio** which helps ensure that each representative represents roughly the same number of people per state. Today, each representative in the House represents a little more than 747,000 people!

Who’s Counted?

A lot has changed about how people are counted. For one, now everyone is included. The first census counted white males and females and categorized them by age and gender. All other free persons, meaning mostly free blacks, were counted, too, but reported in one single category. Enslaved blacks were grouped into another category—but only counted as 3/5th of a person. Native Americans weren’t counted at all, not until 1870. Today, the Census Bureau counts everyone equally. Your race doesn’t matter and neither does citizenship status. The census count is a resident count, not a citizen count. If you live in the United States (or its surrounding territories), you must be counted.

Is it Hard to Count Everyone?

Counting every single person in the U.S. is a colossal task. Special workers called **enumerators** are hired by the Census Bureau to help ensure an accurate count. But our country has hundreds of millions of diverse people, and some groups are harder to reach than others. Children ages 0-5, people who don’t speak or read English well, the homeless, and some racial minorities have historically been hard for the Census Bureau to count. It’s important to try to reach “**hard to count**” communities, because when people aren’t fully counted, their communities miss out on the hundreds of billions of dollars the federal government distributes based on census data.
What Will the Census Ask?

The census only takes about ten minutes to complete. Only one person in your household needs to fill out the form. The census will ask for the number of people who live or stay at your home, their ages, gender, relationship to one another, and race. The census will also ask if each person is of Latino, Hispanic, or Spanish descent and if your family owns or rents your home. Any personal information like your name or address is kept private. The Census Bureau can’t share that information with anyone, not even the FBI!

How Will the Census Affect Me?

Data from the census can be used to decide which communities will get money for new schools, better public buses and trains, and even hospitals. Businesses and city planners use the data to decide where to build factories, roads, offices, and stores, which help to create new jobs and improve neighborhoods. And considering that you’ll be old enough to vote before the next census comes along, the results will determine the number of representatives you’ll elect for your state and national governments and the amount of electoral votes your state will have in the 2024 and 2028 presidential elections. Make sure you’re counted!

A. Misinformation Fake Out. It’s important that people have correct information about the census. Don’t be fooled by these deceptive social media posts. Read each post and fix it in the space below by sharing a corrected version.

Candice Tracy Counter
Get ready for the census in 2021. Don’t forget to fill out your form! #becounted #census2021

Isaiah Herman Wright
The census counts citizens. If you’re not a citizen, no need to fill out the form. #citizenscount #census #nowyouknow

Thelma Pointe
Don’t count babies on your census form. The last census was off because people didn’t do this correctly. #censusbabies #momsknowbest #census
B. The Census & You. Complete the chart by thinking about how each group listed will use the census data and how that data will eventually impact you! Write your answers in the space provided.

<table>
<thead>
<tr>
<th>National Government</th>
<th>State and Local Government</th>
<th>City Planners</th>
<th>Businesses</th>
<th>You! (How will census data impact you?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The national government will use census data to...</td>
<td>State and local governments will use census data to...</td>
<td>City planners will use census data to...</td>
<td>Business will use census data to...</td>
<td>Here's how the census will impact me...</td>
</tr>
</tbody>
</table>
C. Hard to Count. Hard to count communities exist all over the United States and vary from location to location. What do you think would make a community hard to count? Read through some of the possible reasons, then for each group list the factors that could prevent an accurate count and think of possible solutions to overcome them.

- Access to information
- Location
- Access to resources in languages other than English
- Lack of permanent address
- Inability to complete the form
- Fear that information will not be kept private

<table>
<thead>
<tr>
<th>Group</th>
<th>What do you think contributes to this group being undercounted?</th>
<th>What could the Census Bureau do to improve their count of this group?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children ages 0-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Residents</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D. Primary Source. Read the excerpt and answer the questions. Some words have been defined for you. Others you’ll have to figure out on your own. (Don’t worry, we know you can do it!)

Article I, Section 2 of the U.S. Constitution

[Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding (not counting) Indians not taxed, three fifths of all other Persons:] The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent (next) Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed (be greater than) one for every thirty Thousand, but each State shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled (able) to chuse (choose) three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

1 The 14th Amendment, ratified in 1868, changed the rule that enslaved blacks be counted as 3/5th of a person.

1. How were representatives and direct taxes apportioned among the states?

________________________________________________________________________________________

2. When did the Constitution change to count enslaved blacks as whole persons?

________________________________________________________________________________________

3. In the reading you learned what an enumerator is. Now, use that knowledge and the context clues from the excerpt to write a definition for enumeration.

________________________________________________________________________________________

4. What was the representation ratio set by the U.S. Constitution?

________________________________________________________________________________________

5. How many representatives did each state have before the first census count?

________________________________________________________________________________________
History Curriculum Section

Student Name: ________________________________ Date: ________________

**Directions:** You will use the “Citizenship- Just the Facts” Reading to complete the following activities. Each activity will have its own set of individualized directions for you to follow.

1. **Key Terms Definitions:** define the following words in the space provided below:
   - Citizenship, naturalization, treason, patriotism, Selective Service System
2. **U.S. Citizenship Timeline & Comparative Analysis**
3. **All About U.S. Citizens Graphic Organizer**
4. **Informal Assessment**
5. **Citizenship Checkup**
6. **Citizenship & Voting (Making Connections Reflection)**
7. **Citizenship: Just the Facts**

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**Key Term Definitions**

**Citizenship:**

__________________________________________________________________________________________________

**Naturalization:**

__________________________________________________________________________________________________

**Treason:**

__________________________________________________________________________________________________

**Patriotism:**

__________________________________________________________________________________________________

**Selective Service System:**

__________________________________________________________________________________________________

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**Already a U.S. Citizen?**

Citizenship means being a member of a country and having full rights and responsibilities under that country’s law. Some people are born a United States citizen. People who are born in the United States are automatically citizens at birth. So are people born outside the U.S. to parents who are both citizens. The rules can get a bit complicated for people born outside the U.S. who have only one citizen parent, but generally they are also citizens at birth.

**Becoming a U.S. Citizen**

What if you weren’t born in the U.S. and neither of your parents are U.S. citizens? You can still become a citizen through a process called **naturalization**. To qualify, applicants must be at least 18 years old and have been permanent residents of the United States for 5 years. (There are a couple of shortcuts: People who marry U.S. citizens or serve in the U.S. military for at least one year can become citizens sooner.) Applicants must also have good character, speak English, and pass a civics test and an interview. As a final step, they must take an **Oath of Allegiance** swearing loyalty to the United States and our Constitution.
Allegiance: Citizens Owe It

People who go through the naturalization process aren’t the only ones who must be loyal to the United States. All U.S. citizens owe allegiance to our country. Treason is the act of betraying your country, and the U.S. Constitution makes this crime punishable by death! People who were born citizens may not think about allegiance as much as those preparing to take the Oath, but you can probably remember a time when you’ve said this word... Maybe even this morning! Americans often say the Pledge of Allegiance to show loyalty to the United States flag and the nation it stands for.

Love of Country

Beyond owing allegiance to the United States, most U.S. citizens feel a deep bond with their country. We call this feeling patriotism. Many citizens get emotional when they hear the national anthem, which is called The Star Spangled Banner. Every July 4th, Americans celebrate Independence Day—the day the Declaration of Independence was signed in 1776, when the American colonies declared their independence from Great Britain. Other national holidays, such as Presidents’ Day and Martin Luther King, Jr. Day, honor the lives and sacrifices of important Americans. Memorial Day and Veterans Day are two national holidays honoring those who lost their lives or served in the U.S. military, and they can be very emotional days for many U.S. citizens.

Rights in the United States

The United States is known for the rights and freedoms given to those who live here. The first ten amendments to the U.S. Constitution are called the Bill of Rights. They list important rights that are guaranteed to all people in the United States—not just citizens! These are rights like the freedom of expression and the freedom to worship, assemble peacefully, and petition the government, as well as the right to be free from unreasonable searches by government officials. But some rights are only for U.S. citizens. These include the right to vote in federal elections, the right to run for federal political office, and the right to serve on a jury.

Responsibilities, Too!

Along with all these freedoms come some responsibilities. Everyone in the U.S. is responsible for obeying laws. Citizens are also responsible for voting in elections and serving on juries when asked. (Yes, these are both rights and responsibilities!) Male citizens between ages 18 and 26 must also register with the Selective Service System. In a time of national emergency, this agency is authorized to call up these citizens to serve in the armed forces.
## U.S. Citizenship Timeline

**Directions:** use the internet to identify the key pieces of information missing from the timeline in regards to Citizenship and Voting, at each of the years provided. There are hints to help steer you in the right direction for each legislative landmark.

<table>
<thead>
<tr>
<th>Year</th>
<th>Change in Law for Citizenship &amp; Voting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1776</td>
<td>You must be a white male to own property and vote</td>
</tr>
<tr>
<td>1791</td>
<td>All white males may vote even if…</td>
</tr>
<tr>
<td>1795</td>
<td>“Free white persons” will become citizens after living in the U.S. for…</td>
</tr>
<tr>
<td>1848</td>
<td>80,000 Mexican residents of the Southwest are granted citizenship after the…</td>
</tr>
<tr>
<td>1857</td>
<td>In Dred Scott vs. Sanford, the U.S. Supreme Court rules…</td>
</tr>
<tr>
<td>1868</td>
<td>The 14th Amendment overrules the Dred Scott vs. Sanford decision, and…</td>
</tr>
<tr>
<td>1870</td>
<td>The 15th Amendment says…</td>
</tr>
<tr>
<td>1913</td>
<td>Several states enact Alien Land Laws, which…</td>
</tr>
<tr>
<td>1920</td>
<td>The 19th Amendment says….</td>
</tr>
<tr>
<td>1924</td>
<td>All Natives Americans are granted citizenship.</td>
</tr>
<tr>
<td>1940’s</td>
<td>All laws banning from becoming citizens are overturned (fill in the correct race)</td>
</tr>
<tr>
<td>1947</td>
<td>Who is given the right to vote?</td>
</tr>
<tr>
<td>1952</td>
<td>U.S. Congress passes a law that citizenship cannot be denied because of…</td>
</tr>
<tr>
<td>1965</td>
<td>The Voting Rights Act gets rid of…</td>
</tr>
<tr>
<td>1971</td>
<td>The voting age is lowered from… by which Amendment?</td>
</tr>
</tbody>
</table>

## Further Exploration: Quick Comparative Analysis

**Directions:** Choose two minority groups from above that have experienced injustice in regards to gaining U.S. citizenship and/or voting rights in the U.S.. Compare the struggle of both groups in the Venn Diagram below. Identify at least five facts in each section of the Venn Diagram. Use the internet to do a little research on where each group stands in modern American society (2020).

*Eligible Minority Groups*

- Mexicans
- African Americans
- Asians
- Native Americans
- Women
Quick Comparative Analysis: Summary of Findings

**Directions:** prepare a 8-10 sentence summary that explains the struggle of each group, identifying what makes each struggle unique and drawing connections between what they share in common. Conclude your summary by discussing what position each minority group holds in today’s society (2020). Write clearly and neatly. Be mindful of your grammar and punctuation.

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The Naturalization Oath of Allegiance to the United States of America

I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potestate, state, or sovereignty of whom or which I have heretofore been a subject or citizen;

that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic;

that I will bear true faith and allegiance to the same;
that I will bear arms on behalf of the United States when required by the law;

that I will perform noncombatant service in the Armed Forces of the United States when required by the law;

that I will perform work of national importance under civilian direction when required by the law;

and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God.
All About Citizenship Graphic Organizer

Directions: Using the Citizenship: Just the Facts reading and resources, please complete the graphic organizer below.

Informal Assessment: True/False

Direction: using what we have read, researched and learned, identify whether the statement is True (T) or False (F).

1. _____U.S. citizens are people who were born in the United States.
2. _____People who want to become naturalized must meet a set of requirements.
3. _____When Americans say the Oath of Allegiance, they are swearing loyalty to the flag.
4. _____The crime of betraying your country is called treason.
5. _____The U.S. flag has one stripe for each state and one star for each year the U.S. has been a country.
6. _____Patriotism is the love or deep bond citizens feel for their country.
7. _____Each year on July 4th, Americans celebrate Presidents’ Day.
8. _____The first ten constitutional amendments list which Americans can vote and which can’t.
9. _____Everyone living in the U.S. has the right to freedom of expression and freedom to assemble peacefully.
10. _____There are some rights and responsibilities that are only for U.S. citizens.
11. _____The Selective Service decides who gets to become a naturalized citizen.
12. _____When the United States began, only white male property owners were allowed to vote.
A. Citizenship Checkup. Decide whether each person is already a citizen, eligible for naturalization, or must wait to apply.

1. ☐ Citizen  ☐ Eligible  ☐ Wait
   I was born in the Philippines, but I've been living in the U.S. as a permanent resident for 6 years. I'm 28 years old.

2. ☐ Citizen  ☐ Eligible  ☐ Wait
   I'm 20 years old, and I was born in Korea. My parents are both U.S. citizens.

3. ☐ Citizen  ☐ Eligible  ☐ Wait
   I'm 34 years old. My mother and father are citizens of Russia. I have been a permanent resident in the U.S. for 3 years.

4. ☐ Citizen  ☐ Eligible  ☐ Wait
   I'm only 17 years old, but I just got to spend a year living in Paris! I was born in Helena, Montana.

B. Which One Doesn’t Belong? Cross out the part of each circle that does not belong. Explain why it’s a mismatch.

1. It's a mismatch because
   ______________________________
   ______________________________
   ______________________________
   ______________________________

2. It's a mismatch because
   ______________________________
   ______________________________
   ______________________________
   ______________________________

C. Citizenship & Voting. This is a lesson about citizenship, so what's up with all the information about voting rights? What does citizenship have to do with voting? That's the question YOU are going to figure out right here! Read the facts about voting, then explain the connection.

   Explain the relationship between citizenship and the right to vote:

   Facts About Voting
   • The people who vote get to choose who will be part of the government.
   • People elected to government make decisions about issues that affect everyone.
   • The people's power to vote is the way change happens in government.
Citizenship: Just the Facts

D. Matching. Match each sentence with the correct ending.

1. Male U.S. citizens age 18 - 26 must register with...
2. People who weren’t born U.S. citizens can still obtain citizenship through a process called...
3. Someone who has betrayed his or her country might be convicted of...
4. When you are a member of a country with full rights and responsibilities in that country, you have...
5. Another word for loyalty is...
6. You can find a list of rights guaranteed to all U.S. residents in the Bill of Rights, which is...
7. When Americans sing “The Star-Spangled Banner,” they are singing...
8. The final step of becoming a naturalized U.S. citizen is taking the...
9. When Americans say the Pledge of Allegiance, they are...
10. Every July 4, Americans celebrate...

A. a crime called treason.
B. allegiance.
C. the U.S. national anthem.
D. Independence Day.
E. the Selective Service.
F. showing loyalty to the flag.
G. Oath of Allegiance.
H. citizenship.
I. naturalization.
J. the first ten constitutional amendments.

E. Not So Long Ago. Math? In social studies?? Sure! Use your subtraction skills to find out how long each group has been allowed to vote in the U.S.

The year right now:

Year amendment passed:

Do the math to find out how many years ago it was:

F. Find That Flag! Solve this puzzle:

- Right now, there are 50 states.
- The last two states to be admitted were Alaska and Hawaii in 1959.
- Before that, no new states had been admitted since Arizona and New Mexico became states in 1912.

What did the flag look like in 1940?
English - Argument Writing

1. Learn the elements of an effective argument.
   a. Read the sections about Argument Writing.
   b. Read the two examples and respond to the questions on your own paper. (2 pts each)
2. Select a Topic
   a. Respond to the questions about selecting a topic. (2 pts each)
3. Reread each article for your topic and add the following to each article descriptions:
   a. quotes that you may use in your argument and explain why you selected each quote. (2 pts each)
4. Write a draft - Use the included resources. This draft will be handed in. (2 pts)
5. Proofread – Use the included resources. Editing marks should be visible on the draft. (2 pts)
6. Write a Final Draft to submit (neatly hand written or typed) (16 pts. using rubric)

Argument

When you think of the word argument, you might think of a disagreement between two people, but an argument is more than that. An argument is a logical way of presenting a belief, conclusion, or stance. A good argument is supported with reasoning and evidence.

Argument writing can be used for many purposes, such as to change a reader’s point of view or opinion or to bring about an action or a response from a reader.

Elements of an Argumentative Text

An argument is a logical way of presenting a viewpoint, belief, or stand on an issue. A well-written argument may convince the reader, change the reader’s mind, or motivate the reader to take a certain action.

An effective argument contains these elements:
• a precise claim
• consideration of counterclaims, or opposing positions, and a discussion of their strengths and weaknesses
• logical organization that makes clear connections among claim, counterclaim, reasons, and evidence
• valid reasoning and evidence
• a concluding statement or section that logically completes the argument
• formal and objective language and tone
• error-free grammar, including accurate use of transitions

Argument Writing Checklist

1. Is the claim clear?
   □ yes □ no If no, explain what confused you.
2. Is the counterclaim clear?
   □ yes □ no If no, point out what was unclear.
3. Does the evidence support the argument well?
   □ yes □ no If no, explain how it could be improved.

Argument Rubric

<table>
<thead>
<tr>
<th>Focus and Organization</th>
<th>Evidence and Elaboration</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The introduction engages the reader and establishes a claim in a compelling way.</td>
<td>The introduction engages the reader and establishes a claim in a compelling way.</td>
<td>The argument intentionally uses standard English conventions of usage and mechanics.</td>
</tr>
<tr>
<td>The argument includes clear and relevant evidence that is logically presented in support of the claim.</td>
<td>The argument includes clear and relevant evidence that is logically presented in support of the claim.</td>
<td>The argument intentionally uses standard English conventions of usage and mechanics.</td>
</tr>
<tr>
<td>The language is clear and objective.</td>
<td>The language is clear and objective.</td>
<td>The language is clear and objective.</td>
</tr>
<tr>
<td>The conclusion offers fresh insight into the claim.</td>
<td>The conclusion offers fresh insight into the claim.</td>
<td>The conclusion offers fresh insight into the claim.</td>
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</tbody>
</table>
On your own paper please respond to the following:
1. Please provide a more effective introduction/opening statement.
2. Please provide one possible counterclaim that would fit well in this argument.
3. Rewrite the conclusion to be more effective, including the missing information.
Use Varied Types of Evidence There are many different types of evidence you can use in an argument:
- **examples**: specific illustrations of a general idea
- **anecdotes**: brief stories that illustrate a point or insight
- **facts**: data or other information that can be proved true
- **expert opinion**: information or statements from experts

Organize your ideas in a logical sequence that leads your reader from one part of your argument to the next.

**Write an Engaging Introduction** Use your introduction to engage your reader. Consider including a compelling statement that will pique readers’ interest.

**State a Clear Claim** In your introduction, present your main idea, or claim, in clear, uncertain language. Your claim should be a debatable idea—one that can be argued. Your task will be to support your position with the help of strong reasons and evidence.

**Order Your Ideas Logically** Present supporting reasons for your claim in a logical sequence. Consider using one of these organizational structures:

<table>
<thead>
<tr>
<th>ORDER OF IMPORTANCE</th>
<th>NESTORIAN ORDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present your strongest supporting reasons first, and then your less important reasons.</td>
<td>This is also called “reverse order of importance.” It can sometimes be more effective to begin with your weakest reason and build up to your strongest reason.</td>
</tr>
</tbody>
</table>

**Anticipate Counterarguments** Identify points those who disagree with your position might raise. In this passage, the writer of the Launch Text addresses a counterargument: “Some might argue that weird people are just plain weird.” The writer then goes on to state why this counterargument is not convincing.

**Write a First Draft** Use the organizational ideas you generated to write your first draft. As you write, keep the following points in mind:
- Use a formal, objective tone, or attitude.
- Use precise words. Avoid slang, contractions, and other elements of casual language that are inappropriate for academic writing.
- As you draft, new ideas may occur to you. Allow yourself to explore those ideas, but make a note to go back and work them into your logical sequence. Your goal is to carry a consistent set of ideas through from the introduction to the body to the conclusion.

**Avoiding Plagiarism** Plagiarism is the unethical presentation of someone else’s ideas as your own. You must cite sources for direct quotations, paraphrased information, or facts that are specific to a single source. When you are drafting and revising, circle any words or ideas that are not your own. Follow the instructions on pages R32 and R33 to correctly cite those passages.

**Review for Plagiarism** Always take time to review your writing for unintentional plagiarism. Read what you have written and take note of any phrases or sentences that do not have your personal writing voice. Compare those passages with your resource materials. You might have copied them without remembering the exact source. Add a correct citation to give credit to the original author. If you cannot find the questionable phrase in your notes, revise it to ensure that your final report reflects your own thinking and not someone else’s work.

**Quoting and Paraphrasing** When including ideas from research into your writing, you will decide to quote directly or paraphrase.

**Direct Quotation** Use the author’s exact words when they are interesting or persuasive. You might decide to include direct quotations for these reasons:
- to share an especially clear and relevant statement
- to reference a historically significant passage
- to show that an expert agrees with your position
- to present an argument that you will counter in your writing.

Include complete quotations, without deleting or changing words. If you need to omit words for space or clarity, use ellipsis points to indicate the omission. Enclose direct quotations in quotation marks and indicate the author’s name.

**Paraphrase** A paraphrase restates an author’s ideas in your own words. Be careful to paraphrase accurately. Beware of making sweeping generalizations in a paraphrase that were not made by the original author. You may use some words from the original source, but a legitimate paraphrase does more than simply rearrange an author’s phrases, or replace a few words with synonyms.

<table>
<thead>
<tr>
<th>Original Text</th>
<th>Patchwork Plagiarism</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The Tempest</em> was written as a farewell to art and the artist’s life, just before the completion of his forty-ninth year, and everything in the play bespeaks the touch of autumn.” Brandis, Georg, <em>Analogies Between The Tempest and A Midsummer Night’s Dream.</em> The Tempest, by William Shakespeare, William Heinemann, 1904, p. 668.</td>
<td>A farewell to art, Shakespeare's play, <em>The Tempest</em>, was finished just before the completion of his forty-ninth year. The artist's life was to end within three years. The touch of autumn is apparent in nearly everything in the play.</td>
</tr>
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<tr>
<th>Original Text</th>
<th>Good Paraphrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Images of autumn occur throughout <em>The Tempest</em>, which Shakespeare wrote as a way of saying goodbye to both his craft and his own life.</td>
<td></td>
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Drafting
Selecting a Topic

1. On your own paper list at least 3 of these topics that you are most interested in exploring. Explain why you selected each topic. (2 pts each)
2. For each of the 3 topics that you selected, find and read at least two articles. Complete the following for each article:
   a. Write the title of the article and the author
   b. A brief description about the topic (2pts)
   c. Your interpretation of what was important and interesting along with the authors claim. (2pts)
   d. An outcome including what you learned and how you could use what you learned if you select this topic for your argument. (2pts)

Technology
1. Does Technology Make Us More Alone?
2. Is Social Media Making Us More Narcissistic?
3. Will Social Media Help or Hurt Your College and Career Goals?
4. Would You Consider Deleting Your Social Media Accounts?
5. Should What You Say on Social Media Be Grounds for Getting Fired?
6. Do You Spend Too Much Time on Smartphones Playing “Stupid Games”?
7. Are Digital Photographs Too Plentiful to Be Meaningful?
8. How Many Text Messages Are Too Many?
9. Do Machines Represent a Threat to Humans?
10. Are Self-Driving Vehicles the Wave of the Future?
11. What Role Will Robots Play in Our Future?

Being a Teenager
12. At What Age Do You Become an Adult?
13. When You Are Old Enough to Vote, Will You?
14. If Teenagers Are Such Bad Drivers, Should They Be Allowed to Drive?
15. What Can Older People Learn From Your Generation?
16. Are School Dress Codes a Good Idea?
17. Should Students Be Barred From Taking Cellphones to School?
18. How Should Schools Address Bullying?

School and Career
19. Is Online Learning as Good as Face-to-Face Learning?
20. How Would You Feel About a Computer Grading Your Essays?
21. How Well Do You Think Standardized Tests Measure Your Abilities?
22. How Seriously Should We Take Standardized Tests?
23. Should the School Day Start Later?
24. Should the Dropout Age Be Raised?
25. Should We Rethink How Long Students Spend in High School?
26. Should a College Education be Free?
27. How Necessary Is a College Education?
28. What Do You Want More From a Career: Happiness or Wealth?
29. Would You Rather Work From Home or in an Office?

Food and Health
30. Is School Lunch Really All That Bad?
31. Do You Think a Healthier School Lunch Program Is a Lost Cause?
32. How Concerned Are You About Where Your Food Comes From?
33. Is It Ethical to Eat Meat?
34. Is Breakfast Really the Most Important Meal of the Day?
35. Should Sugary Drinks Be Taxed?
36. Should the Government Limit the Size of Sugary Drinks?
37. Should Teenagers Think Twice Before Downing Energy Drinks?
38. How Important Is It to Be Attractive in Our Society?
39. Are Models Too Skinny?

Animals and Science
40. Should Farm Animals Have More Legal Protections?
41. Is It Ethical to Genetically Engineer Animals?
42. When Is Animal Testing Justified?
43. Should Certain Animals Have Some of the Same Legal Rights As People?
44. Do Gorillas Belong in Zoos?
45. Is It Unethical for a Zoo to Kill a Healthy Giraffe?
46. Should Circuses Be Animal Free?
47. How Concerned Are You About Climate Change?
48. How Should Nations and Individuals Address Climate Change?
49. If You Were President, What Would You Do About Climate Change?
50. Should Scientists Try to Help People Beat Old Age/Live Longer Lives?
51. What Scientific/Medical Problem Is Most Important To Investigate?
52. When Is It O.K. to Replace Human Limbs With Technology?
53. Do You Believe in Intelligent Alien Life?

54. INSERT YOUR OWN TOPIC OF INTEREST