

School Closing Assignments

To All Students and Parents,

The work enclosed is to compensate for the time schools are not in session due to the order handed down from Governor McMaster. The packet utilizes the various math, social studies, science and history assignments that pertain to real world situations.

Read each section carefully. Do a little each day to avoid waiting until the last minute. We are taking a grade on the work assigned and it will count towards your grade. Even if you have to make an educated guess, finish the assignments so credit can be given.

Even though school is to be out until April 1st, this is only a date and it is subject to change at any time. There is a lot of uncertainty with what is going on pertaining to the Coronavirus and when and if we will return to the high school.

If you have any questions or concerns, please email us at the following addresses.

- For English, email Ms. Bagabaldo at lbagabaldo@dorchester2.k12.sc.us
- For Science and Vocational Education, email Niél Archival at narchival@dorchester2.k12.sc.us
- For Math and Social Studies, email Coach Panter at bpanter@dorchester2.k12.sc.us

We hope that you remain safe during this time.

Respectfully,

Ms. Birk, Ms. Jo, Ms. Bagabaldo, Mr. Palmer, Mr. Archival and Coach Panter

ENGLISH

Name _____

Walt Disney's Greatest Storyman

Sometimes we think more about how animation is created than the people behind the scenes. Bill Peet has written and illustrated over thirty books for children, and he is one of the major storytellers behind well-known animated movies.

Bill Peet began to develop his creative abilities at a young age. Peet grew up in Indianapolis, near the edge of the city, with access to the countryside. He also had the opportunity to visit his grandfather's farm, which bordered wilderness. Those experiences, combined with trips to the zoo, provided the foundation for future drawings of animals. When Peet entered school, his constant drawing sometimes became a problem, although one teacher encouraged his drawing. He dared to dream of a career in which he could put his drawing habit to use. He won a scholarship to an art school after high school and studied there for three years.

After art school, Peet needed to figure out a way to earn a living. He heard that Walt Disney was looking for

artists, so he moved to California. There, Peet sketched and planned screen stories. He eventually became a storyman. Animated movies are made up of many individual drawings. Peet did the complete storyboards for two movies, *The Sword in the Stone* and *101 Dalmatians*. He also worked on *Peter Pan*, *Dumbo*, and *The Jungle Book*.

Peet's children's stories began as bedtime stories for his sons. He illustrated his stories with many animals and some people, too. Peet claims the reason for this is he loves to draw animals.

Bill Peet used different media for his drawings. He drew in pastels, pencils, and ballpoint pen. He dabbled in oil painting for a brief time. Many of his book illustrations are done in colored pencils and ink.

Two of Peet's animated works won awards. He's more well-known, though, as "Walt Disney's Greatest Storyman."

Text Questions

- Based on the passage, which of the following movies did Bill Peet not work on?
 - A Bug's Life*
 - Dumbo*
 - 101 Dalmatians*
 - The Jungle Book*
- What does the word *access* mean as it is used in the second paragraph?
 - able to approach
 - a way of using something
 - the ability to get to a place
 - to retrieve data from a computer
- What inspired Bill Peet's drawings of animals?
 - the countryside near his home
 - his grandfather's farm and wilderness
 - visits to the zoo
 - all of the above
- What characteristic might have contributed to Disney's acceptance of Peet as a main storyman?
 - his high-school drawings
 - his ability to write and illustrate stories
 - his growing up in the city
 - his oil paintings
- How can your passions and abilities relate to possible careers in the real world? Give examples to support your answer.

Name _____

Braces

Dental braces are also called orthodontic braces. They are used by dentists to realign and straighten teeth. In doing so, they can also improve dental health.

Braces have been used for thousands of years. Mummies have been found with braces. Ancient Greeks and Romans were found to have used braces. Over two hundred years ago, teeth were first extracted to help with overcrowding. Once teeth weren't as crowded, braces could straighten teeth. A century later, wires and mild pressure were used to move teeth. During the twentieth century, the application and use of braces continued to be perfected.

About forty years ago, dentists developed braces that can be worn on the inside of the teeth and, therefore, are not visible. These were called lingual braces. One example was iBraces™, made with the aid of digital computer imaging. They were popular for over a decade. Then, tooth-colored ceramic braces were invented. Ceramic braces can be any color the patient chooses.

Years ago, dentists learned that plastic dental appliances could aid in making minor movement changes in teeth. Not too long ago, two people who had braces developed a system using clear plastic molds. They applied 3D computer-aided technology, and the "Invisalign" method was developed. The dental community was skeptical. Neither of the two inventors were dentists, nor had they studied in the field of medicine. Regardless, over the last ten years or so, these clear plastic brace appliances have become very popular.

Where will orthodontics go from here? Imaging continues to improve. Creative, new methods allow various metals to be used, such as nickel titanium alloys. Braces will soon be worn for shorter periods of time. They will continue to be less visible and will obtain better results.

Text Questions

1. What is the primary purpose of braces?
 - a. to make teeth white
 - b. to extract extra teeth and prevent overcrowding
 - c. to improve dental health
 - d. to straighten teeth
2. What does the word *realign* mean as it is used in the text?
 - a. to remove
 - b. to make straight again
 - c. to bring components of a machine into proper coordination with each other
 - d. to come to agreement again
3. Which of the following is not specifically a development in medical technology?
 - a. Tooth extraction helped with overcrowding.
 - b. Wires and mild pressure were used to move teeth.
 - c. Dentists developed braces that can be worn on the inside of the teeth and, therefore, are not visible.
 - d. 3D computer-aided technology was used to develop a system using clear plastic molds.
4. What is the purpose of the first paragraph?
 - a. It describes the history of early braces.
 - b. It gives details about the development of orthodontic technology.
 - c. It introduces the topic with a general statement of purpose.
 - d. It summarizes the topic and considers future development.
5. In what ways might braces improve dental health? Give examples to support your answer.

Name _____

The Philippines

The nation of the Philippines is an archipelago. That means the nation is a group of islands. More than 7,000 islands make up the nation, but only about 2,000 are occupied. The capitol of the nation is Manila, on the island of Luzon. Manila has over 1.6 million people in the city—the most people per square mile than any other major city in the world. Almost 100 million people live in the Philippines.

During the 16th century, the Spanish landed and made Manila the capital of the Spanish West Indies. Since then, the Filipino people have fought for independence from various nations including Spain, Japan, and the United States. Today, the Filipinos have their own democracy under President Benigno Aquino III.

The Philippines is on the Pacific Ring of Fire and has many natural disasters. Every year, the nation has an average of between six and nine typhoons that hit land. The last major typhoon was Typhoon Yolanda, which was the strongest typhoon ever recorded on land. Many were killed or injured, and hundreds of thousands more people were displaced after high winds and floodwaters destroyed their homes. An average of twenty earthquakes also occur daily, although most are not felt.

Because of their varied past, the Philippines is a mix of East, West, Spanish, and Asian cultures. The two official languages of the Philippines are Filipino and English. Their colorful culture makes the Philippines a popular tourist destination.

Text Questions

- According to the text, what type of land form is an *archipelago*?
 - a mountain range
 - a chain of islands
 - a series of canyons
 - a large glacier
- Which natural disaster does the Philippines not experience?
 - typhoons
 - earthquakes
 - floods
 - tornadoes
- According to the text, what is one reason the Philippines is a popular tourist destination?
 - There are millions of people in the Philippines.
 - Many countries have influenced the culture of the Philippines.
 - Some of the islands are uninhabited.
 - It is exciting to witness a typhoon.
- What is the best way to define a *typhoon*?
 - a violent tropical cyclone
 - a snow storm
 - a large wall of water
 - a meteorite
- How might the current democracy have an effect on the people and culture of the Philippines?

Name _____

Friend or Foe

Sunlight poured in the windows on that crisp autumn day in 1950, creating a glare that made the writing assignment on the chalkboard difficult to read. The door opened, and a short, dark-haired boy entered.

"Mrs. Lorenzo?" he asked.

Smiling, Mrs. Lorenzo announced his arrival. "Class, Raymond is joining us from Chicago." She directed him to a desk across the aisle from Marlene.

Whispering spread throughout the room as students watched Raymond limp to his desk. His school uniform, consisting of a button-up, long-sleeve shirt and tan shorts, did nothing to conceal the metal braces strapped to his legs with strips of leather.

"Polio," Patricia, Marlene's best friend, whispered. Marlene shivered. She was terrified of that disease. Every summer, newspapers reported the latest victims of the deadly virus. No one knew how it spread. Even if the virus didn't kill you, it could still leave you paralyzed. Doctors and scientists struggled to find a cure or way to prevent polio but with no success.

Patricia went pale as if she had seen a ghost. Some students averted their gaze, while others pointed and

whispered with neighbors. Raymond kept his head down as he made his way to his seat.

Sighs of relief sounded around the room when the lunch bell rang. Scanning the lunchroom, Patricia noticed Raymond, sitting by himself. "No one wants to be around him," she observed as she stood. "Well, I'm going to invite him to eat with us."

"No, Patricia, you can't do that."

Raymond didn't notice her until she had reached his table and stood next to him. "What do you want? Another opportunity to tease?"

"No, just wondered if you wanted some friends." Patricia smiled.

"Why?" he challenged her.

Patricia lowered her head and whispered, "You look lonely . . . and, my brother died of polio two years ago, so I know what it's like."

"I guess that would be all right." For the first time that day, Raymond smiled.

Text Questions

- What caused Raymond to limp?
 - He had sprained his ankle.
 - He wanted to get attention.
 - He had previously had polio.
 - He had been in an accident.
- Based on what you read, which is not a medical effect of polio?
 - People could die.
 - It could paralyze people.
 - Some people had to have braces to walk.
 - It made it difficult for people to do schoolwork.
- What does the word *paralyzed* mean as it is used in the text?
 - make it so people could not help themselves
 - make it so people didn't have any power over others
 - make it so people couldn't move normally
 - make a person die
- In which way did Patricia react to Raymond?
 - She offered to be a friend.
 - She pointed at him.
 - She teased him at lunch.
 - She refused to eat with him.
- What disease or condition might cause similar reactions in people today?

Name _____

The Walking Dead?

Rick slowed down for his friends to catch up. He didn't want to be by himself. It was starting to get dark, and he'd told his parents he'd be home before it did. The only way to make it in time was to take the shortcut, which was right through the middle of the cemetery.

Matthew and Phil caught up to Rick just as he opened the gate. "What are you doing?" Matthew asked.

"Taking the shortcut back. I can't be late."

"Just call your parents," Phil suggested.

"I can't. I forgot my phone, and I know you two don't have one yet, so it's either take the shortcut or we all get in trouble for being late."

None of the boys wanted that. They were all supposed to get to spend the night at Rick's house. They'd gone up to the park to play basketball for a while but had lost track of time. They knew, just like Rick did, that they'd promised they'd be back before dark. The two boys

reluctantly followed Rick into the cemetery. The creaking of the gate as it closed behind them made the boys walk faster.

Halfway through the cemetery, they heard a noise. It sounded as if someone was following them. They looked over their shoulders but saw nothing. No one wanted to admit he was scared, but it was obvious in the way each of them began to move more quickly.

The sound of footsteps grew louder, and the boys didn't even bother to pretend they weren't afraid. They took off running.

"There's the gate up ahead," Phil screamed as the three boys aimed for the exit, flinging open the gate and then slamming it behind them as they stood safely on the sidewalk and just across the street from Rick's house.

None of the boys saw the gray raccoon that watched them as they ran the rest of the way to Rick's front door.

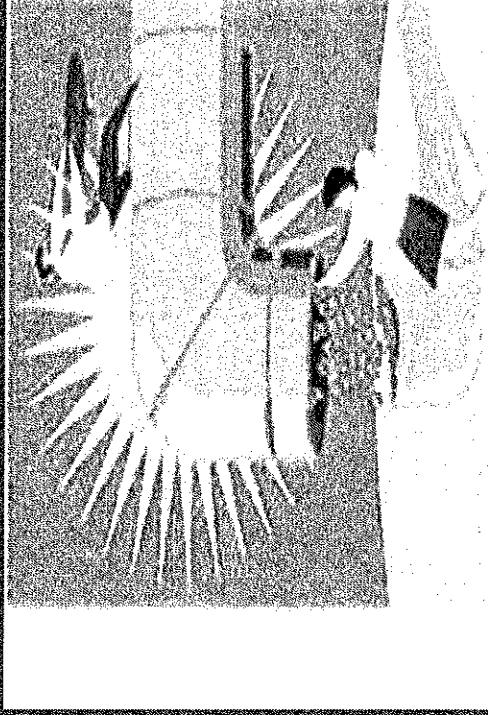
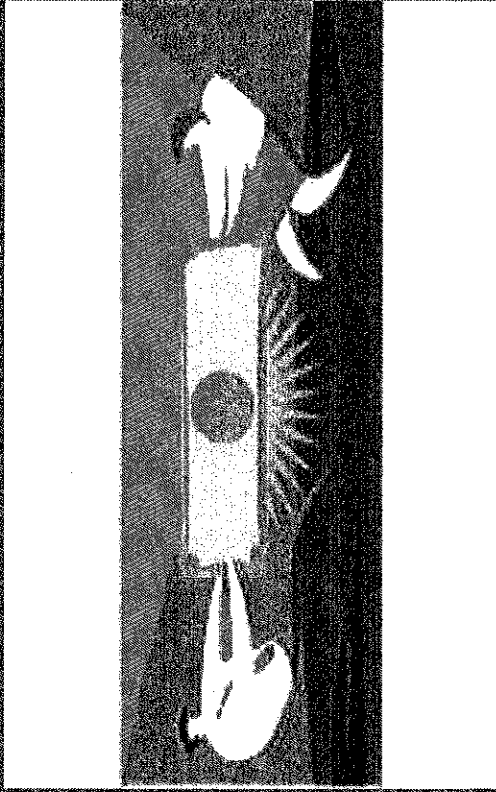
Text Questions

- Why do Rick and his friends decide to take the shortcut through the cemetery?
 - They like doing daring things.
 - They need a quicker route home.
 - They want to see if they spot a ghost.
 - They are lost.
- List three things in sequential order that happen in the story.
 - _____
 - _____
 - _____
- Which adjective best describes how the boys feel about taking the shortcut through the cemetery?

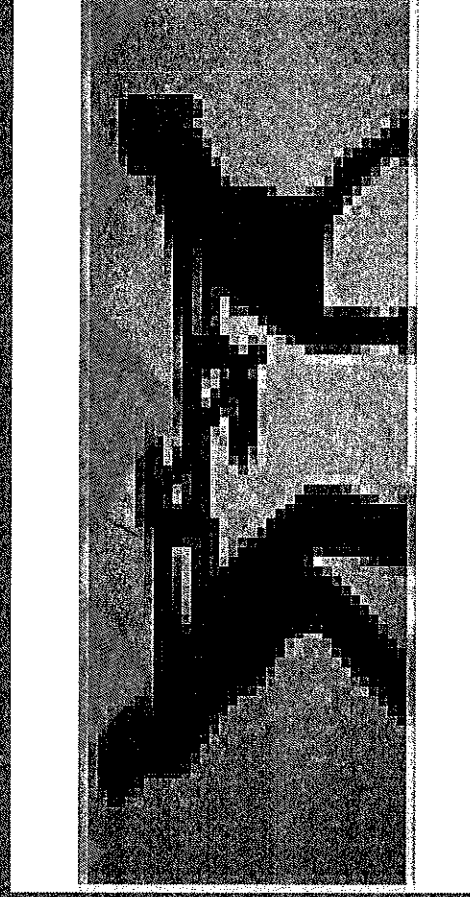
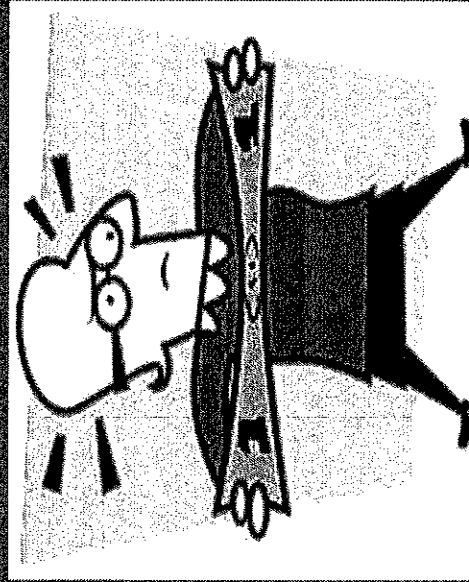
a. excited	c. sympathetic
b. apprehensive	d. apathetic
- What is most likely the cause of the mysterious noises in the cemetery?

a. a spirit	c. an animal
b. the caretaker	d. another boy
- What will most likely happen the next time Rick promises his parents he will be home at a certain time?
 - He will use the cemetery for a shortcut.
 - He will remember to be on time.
 - He will not go anywhere again.
 - He will be late next time.

MATH



Budgeting Your Money



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Introduction

Many families work throughout their lives to earn money and provide the necessities and extras that will make them happy. Unfortunately too many families find it difficult to make their paycheck stretch and find themselves living from paycheck to paycheck. A good suggestion to control spending and provide more extras is to construct a household or family budget. As you will see on the next page, some of the necessary items a family believes they need to live and survive comfortably are listed in the worksheet. Use this worksheet as a guideline to meet your goals for a comfortable life style but feel free to delete or add additional categories to meet your needs.

As you work through this activity, you must keep in mind the fact that earning money and depositing this money in some type of an account is critical to a family's future well being and happiness.

Household Budget Worksheet

Let us begin our discussion of creating a budget by looking at some of the basic entries of the budget worksheet. The column labeled "budget" represents the amount of money you plan to set aside for savings and expenses. The "actual" is the amount of money you actually spend for the month or whatever period of time you budget. You would like to have more income than expense

<u>INCOME</u>	<u>Budget</u>	<u>Actual</u>	<u>TRANSPORTATION</u>	<u>Budget</u>	<u>Actual</u>
Salaries			Car Payment		
Savings			Car Insurance		
Other			Car Repairs		
			Gasoline/fuel		
<u>EXPENSES</u>		<u>Actual</u>	Public transportation		
Rent or Mortgage			Parking, tolls		
Utilities			Other		
Home Insurance					
Home Repairs			<u>PERSONAL & Health</u>	<u>Budget</u>	<u>Actual</u>
Other			Clothing		
			Care Products		
<u>DEBT PAYMENTS</u>		<u>Actual</u>	Haircuts/Beauty Salon		
Credit cards			Doctors/Dentists		
Loans			Prescriptions		
Groceries			<u>ENTERTAINMENT</u>	<u>Budget</u>	<u>Actual</u>
Restaurants			Show Tickets		
Other			Books Magazines		
			DVDs, CDs, Video Games		

The category labeled "income" represents ALL money generated from jobs that are worked. As we investigated in Packet One entitled "Earning a paycheck", an individual must find a job and then work a number of hours to collect a paycheck from their employer. Remember that the worker will bring home "net pay" income (total money earned for hours worked minus ALL deductions such as federal tax, social security, state tax, and many other deductions. Also listed in this category is "savings". This represents All accounts including savings, checking, and others that will provide an income for you.

You will have to look at your expenses (money you have to pay out such as groceries, rent or mortgage, gasoline, car payment, insurance, etc). Let us look at a sample budget. For a budget to work, a person's income must be equal to or greater than their expenses.

Income	Amount	Fixed expenses	Amount
allowance	\$15	after school snack	\$11
earnings from babysitting	\$15	cell phone texting	\$10
birthday gift	\$20	savings deposit	\$5
other	0	Fixed expenses total	\$26
TOTAL	\$50		

Other unexpected expenses	Amount
movies	\$11
arcade	\$5
others	\$10
TOTAL	\$26

As you can see in sample 1, the total income was \$55. Total expenses were \$52. Income minus expenses leaves this person with \$3 additional for this period.

Income	Amount	Fixed expenses	Amount
allowance	\$15	after school snack	\$11
earnings from babysitting	\$15	cell phone texting	\$10
birthday gift	\$25	savings deposit	\$5
other	\$0	Fixed expenses total	\$26
TOTAL	\$55	Other unexpected expenses	Amount
		movies	\$11
		arcade	\$5
		others	\$10
		TOTAL	\$26

Now it is your turn to determine if this budget will work. Does income exceed expenses? Show work.

Problem 1: Income

	Amount	Fixed expenses	Amount	Other unexpected expenses	Amount
allowance	\$10	after school snack	\$15	movies	\$8
earnings from babysitting	\$25	cell phone texting	\$20	arcade	\$0
birthday gift	\$50	savings deposit	\$5	others	\$7
other		Fixed expenses total		TOTAL	

TOTAL

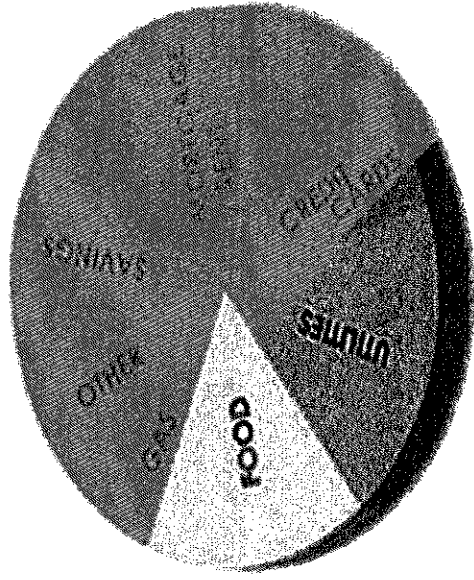
TOTAL

Problem 2: Using the following information, fill in the budget worksheet. Rent \$350, cell phone bill \$75, Visa credit card payment \$100, Bank of America credit cards \$100, car payment \$300, electricity \$75, gas bill \$35, gasoline \$100, internet \$60, car insurance \$75, gym membership \$25, groceries \$150, dining out at a restaurant \$100 other miscellaneous expenses \$50. Savings account deposit \$500, salary for month \$1800.

<u>INCOME</u>	<u>Budget</u>	<u>Actual</u>	<u>TRANSPORTATION</u>	<u>Budget</u>	<u>Actual</u>
Salaries			Car Payment		
Savings			Car Insurance		
Other			Car Repairs		
			Gasoline/fuel		
<u>EXPENSES</u>			Public transportation		
Rent or Mortgage			Parking, tolls		
Utilities			Other		
Home Insurance					
Home Repairs			<u>PERSONAL & Health</u>	<u>Budget</u>	<u>Actual</u>
Other			Clothing		
			Care Products		
<u>DEBT PAYMENTS</u>			Haircuts/Beauty Salon		
Credit cards			Doctors/Dentists		
Loans			Prescriptions		
Groceries					
Restaurants			<u>ENTERTAINMENT</u>	<u>Budget</u>	<u>Actual</u>
Other			Show Tickets		
			Books Magazines		
			DVDs, CDs, Video Games		

Problem 3: Looking at the worksheet for problem 2, will this budget work for this person? Show all your work or give a complete explanation for your answer. Remember for the budget to work income should be equal to or greater than expenses.

Another way to look at a budget is to create a pie chart. A sample “pie chart” is given below:



As you can see in the diagram above, the same basic categories for an individuals budget are presented. In this display of information, each section of the chart represents a percent of the entire budget. To accurately construct a true “pie chart”, knowledge of number of degrees in a circle, drawing angle measurements, converting to a percent, and converting percents to degrees is important. Let us break a problem down step – by – step.

Using our original sample problem, let us convert this budget into a pie chart.

Step 1: Let us look at total income as our first slice of the "pie". We can see that the total is \$55.

Step 2: Let us categorize (put into categories) the various expenses. Combine some if you need. We then have as fixed expenses (\$26) and other unexpected expenses (\$26).

Step 3: Now let us convert the individual totals into percents of the entire budget as the categories we have created. To do this we find the complete total by adding the income and expenses together.

Step 4: We divide each category's total by the total amount from step 3. This will determine the

percentage of the circle for each category. The total amount is $\$55 + \$26 + \$26 = 107$

Income = $55/107 = 51.4\%$, Fixed expenses = $26/107 = 24.3\%$,

Other unexpected expenses = $26/107 = 24.3\%$. If you add all the percents together you get 100%.

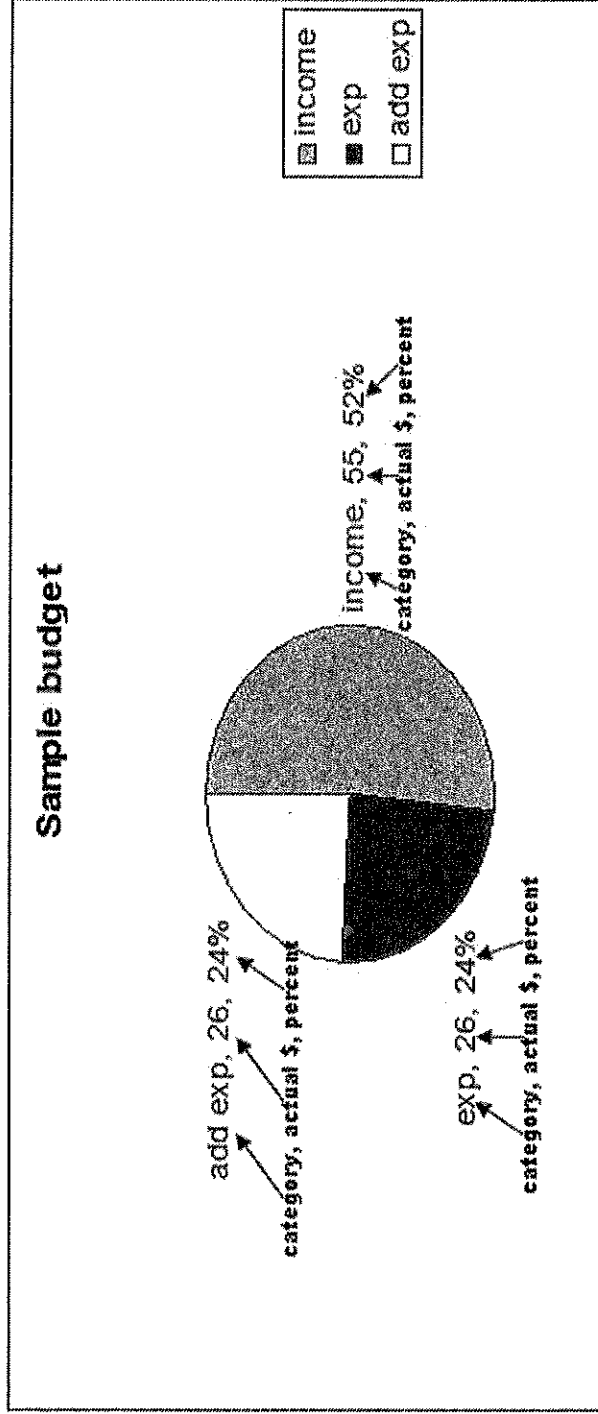
Step 5: Now convert each percent into degrees to be drawn using a protractor. Remember a circle has 360 degrees. Income $51.4\% \times 360 \text{ degrees} = 185 \text{ degrees}$. Fixed exp = $24.3\% \times 360 = 87.5 \text{ degrees}$.

Since other unexpected expenses is the same percent, we get 87.5 degrees. Adding all the degrees we get 360 degrees (rounding has been done).

Income	Amount	Fixed expenses	Amount
allowance	\$15	after school snack	\$11
earnings from babysitting	\$15	cell phone texting	\$10
birthday gift	\$25	savings deposit	\$5
other		Fixed expenses total	\$26
TOTAL	\$55		

Other unexpected expenses	Amount
movies	\$11
arcade	\$5
others	\$10
TOTAL	\$26

Using a spreadsheet program, I have generate a "pie chart" from the data provided in this problem.



Problem 4: Construct a pie chart showing all your work given the following totals for Joan James budget.

Income is \$2300.

Expenses are \$560.

Debt payments are \$560.

Transportation expense is \$475.

SCIENCE

Moving Objects

1. Did you know that everything in the world can be organized into two categories or groups? These two groups are matter and energy. If something is not matter, it's energy. Let's investigate energy!

2. Energy is all around us. We can see it as light, feel it as heat, hear it as sound, and produce it as we do work. Energy can be divided into two groups: **kinetic** and **potential**. **Kinetic energy** is the energy of motion. All moving objects have kinetic energy. When an object is in motion, it changes its position by moving in a direction: **up, down, forward, or backward**.

3. **Potential energy** is stored energy. Even when an object is sitting still, it has energy stored inside that can be turned into kinetic energy (motion). An excellent example is a baseball pitcher. Right before a pitcher throws the baseball, he stands very still (stored energy). As he winds up and releases the ball, the stored energy is changed into kinetic energy, the energy of motion! But what *caused* the ball to move?

4. For an object to move, there must be a **force**. A force is a **push** or **pull** that causes an object to move, change direction, change speed, or stop. Without a force, an object that is moving will continue to move and an object at rest will remain at rest. Some forces are greater than other forces, and the greater the force the greater the motion. We can measure how great or small a motion is by measuring the speed of an object. **Speed** tells us how fast something is moving. The speed of an object can **increase, decrease, or remain the same**.

5. Not all forces cause motion, however. Some forces, like gravity and friction, resist or work against movement. **Friction** happens when matter rubs against matter. It slows the speed of a moving object and creates heat. A simple example of friction is when you rub your hands together. As you rub your hands against each other, friction occurs and heat is created.

SOL 4.2 Force, Motion and Energy

Paragraph 4

1. What is needed in order for an object to move?
2. What is force?
3. What is speed?

Paragraph 5

1. What is friction?
2. What does friction create?

Paragraph 4

4. What is needed in order for an object to move?
5. What is force?
6. What is speed?

Paragraph 5

3. What is friction?
4. What does friction create?

Plate Tectonic Movements

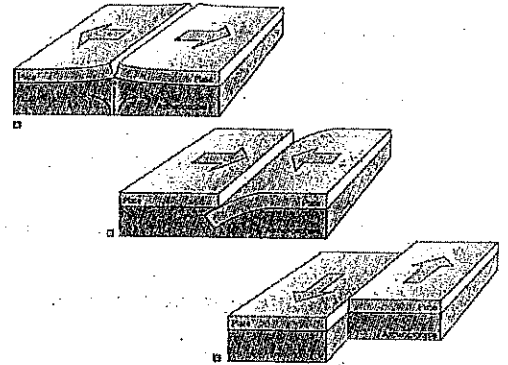
Name: _____ Period: _____ Date: _____

EQ: How is Earth's crust changed by plate movements?

Plate Tectonics: Welcome to the greatest show on Earth. Propelled by intense heat simmering beneath the crust or the mantle, *Earth's surface is dramatically reshaping itself in an endless, slow-motion movement* called plate tectonics. Tectonic plates or huge slabs of solid rocks *separate, collide, and slide past each other* causing earthquakes, feeding volcanic eruptions, and raising mountains. Scientists now have a fairly good understanding of how the plates move and how such movements relate to earthquake activity. Most movement occurs along narrow zones between plates, **plate boundaries**, where the results of plate-tectonic forces are most evident.

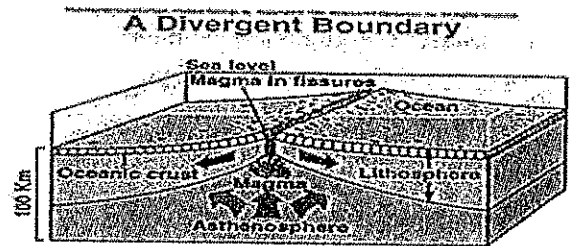
Types of plate boundaries:

1. **Divergent boundaries** -- where new crust is generated as the plates pull away or separates from each other.
Examples: mid ocean ridge, rift valleys
2. **Convergent boundaries** -- where crust come together. One crust is destroyed as it dives under another, known as subduction.
Examples: subduction, Marianas trench, mountains, volcanoes
3. **Transform boundaries** -- where crust is neither produced nor destroyed as the plates slide horizontally past each other. Example: San Andreas fault



Plates Move Apart: Divergent Boundary

Atlantic ocean, along a global system of mountain ridges, Earth's plates are growing and spreading apart. Each year these oceanic spreading ridges erupt more than three times as much molten rock as do all the volcanoes on land. Magma rises from Earth's mantle at spreading ridges and cools on and beneath the ocean floor, adding to the plates on either side. The growing plates inch away from the ridges—widening ocean basins and rafting apart entire continents.

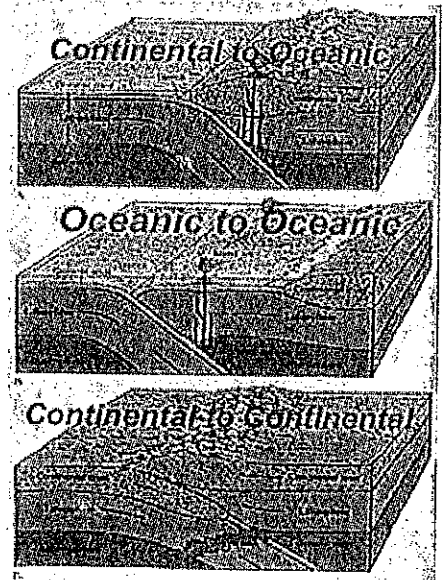


Plates Come Together: Convergent Boundary

Where plates come together, or converge, we see some dramatic manifestations of plate tectonics. At convergent margins, continents grow as plates are consumed.

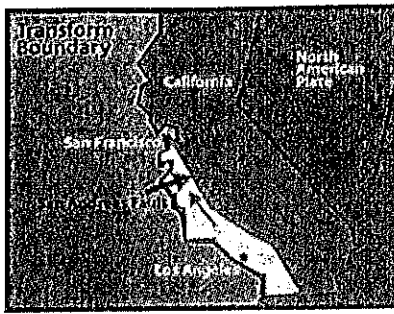
Three types of Convergent Boundaries

1. Convergent boundary between **continental and oceanic crust** results to subduction, volcanoes, and trenches.
2. Convergent boundary between **two oceanic crust** results to subduction, and the trenches formed are *deeper* like the Marianas Trench, which can sink Mt. Everest.
3. Convergent boundary between **two continental crust** results to building up the rocks forming mountains like the Appalachian and Himalayas mountain ranges.



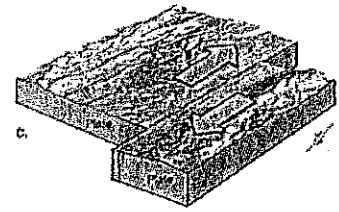
Plates Pass By: Transform Boundary

Why do earthquakes shake California? The state straddles two plates that are moving past each other like trains on opposite tracks. The plate boundary is marked by a zone of active faults—breaks in the rock and ground surface caused by plate movements. The most famous of these is the 1200-km (750-mi) long San Andreas Fault. The San Andreas fault is a transform fault, a kind common on the sea floor but rarely found on land.



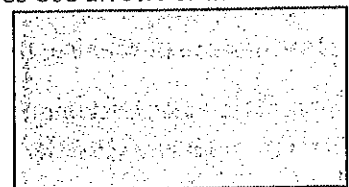
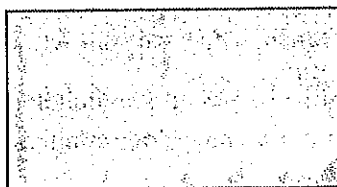
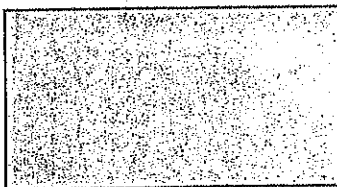
Transform Boundaries

- Place where 2 plates slide past each other



Clarifying Questions:

- What is plate tectonics? _____
- How is the earth's surface affected by the movement of the tectonic plates? _____
- Where do most movements happen in the Earth's crust? _____
- What are three types of plate boundaries? _____
- Matching type: Plate Boundaries**
____ Convergent boundary
____ Divergent boundary
____ Transform boundary
a. Mid-ocean ridges, rift valleys
b. Fault lines
c. Subduction, trench, mountains, volcanoes
- Matching type: Plate Boundaries**
____ Convergent boundary
____ Divergent boundary
____ Transform boundary
a. Tectonic plates move apart.
b. Tectonic plates come together.
c. Tectonic plates slide horizontally past each other.
- Matching type: Plate Boundaries**
____ Convergent boundary
____ Divergent boundary
____ Transform boundary
a. Himalayas and the Appalachian mountain ranges
b. San Andreas Fault
c. Atlantic mid ocean ridge, African rift valley
- Matching type: Convergent boundaries**
____ Continental to oceanic
____ Oceanic to oceanic
____ Continental to continental
a. Subduction, volcanoes, and trenches
b. Subduction, deeper trenches, volcanoes
c. Mountain ranges like the Appalachian and Himalayas
- Why do earthquakes shake California? _____
- What is the San Andreas Fault? _____
- Identify and illustrate the movements of the different types of plate boundaries Use arrows to indicate directions.



Exercise and Physical Fitness

Directions Choose the word from the Word Bank that best completes each sentence. Write your answer on the line.

Word Bank

aerobic	isometric	strengthens
calorie	isotonic	warm-up
endurance	maximum	
flexibility	resistance	

1. The ability to continue an activity for a long time is _____.
2. An exercise that increases the heart rate is a(n) _____ exercise.
3. When you exercise as long, hard, and fast as possible, you reach your _____ heart rate.
4. A(n) _____ exercise uses muscle tension to build muscle strength.
5. A(n) _____ is a measure of the amount of energy in food.
6. Regular exercise _____ your muscles.
7. When you _____ before exercising, you increase blood flow to the muscles.
8. Your muscles need to overcome some sort of _____ to become stronger.
9. The ability to twist, turn, bend, and stretch easily is called _____.
10. A(n) _____ exercise uses resistance to build muscle strength.

Hygiene for Good Health

Directions Match each item in Column A with the correct item in Column B. Write the correct letter on the line.

Column A

- _____ 1. An inflamed swelling of the skin
- _____ 2. Flaking from the scalp
- _____ 3. An illness caused by a germ in the body
- _____ 4. A bad reaction of the body to food or a substance in the air
- _____ 5. Things you do to promote cleanliness and good health
- _____ 6. Itching or cracked skin between the toes
- _____ 7. A unit of sound
- _____ 8. Blurred vision from the uneven shape of cornea or lens
- _____ 9. Action that protects the eyes from dirt and direct light
- _____ 10. An organism that grows in damp places
- _____ 11. Most common cause of hearing loss
- _____ 12. A substance in the outer ear that helps keep out dirt
- _____ 13. Protects the most delicate part of the ears
- _____ 14. A vision problem marked by crossed eyes
- _____ 15. Gets rid of harmful germs in eyes

Column B

- A** hygiene
- B** pimple
- C** dandruff
- D** allergy
- E** infection
- F** astigmatism
- G** athlete's foot
- H** decibel
- I** blinking
- J** fungus
- K** tears
- L** skull
- M** loud noises
- N** strabismus
- O** wax

SOCIAL STUDIES

SOCIAL STUDIES READING PASSAGE

NAME: _____

[illegible]

Read the following passage. After carefully reading, answer the multiple-choice questions about the passage. Highlight or underline your evidence to support each answer.

[illegible]

Before the American Revolution began, the colonists were **enraged** about the taxes they were being charged. They thought it was unfair that they were having to pay money to England without having any voice in their government. Many people recognize the Boston Tea Party as the only issue over tea that happened before the war. However, there was a problem with tea and taxes in South Carolina. The first tea party happened in Charleston Harbor.

In 1773, the ship The London sailed into Charleston Harbor. It was carrying 257 chests of tea. When the citizens of Charleston learned that the ship was carrying tea, they **refused** to let the sailors unload the tea. They did not want to be taxed for it. Finally the tea was taken off the ship and locked in the Charleston Armory.

Later, in November of 1774, another ship returned in Charleston with 7 chests of tea. The people of Charleston voted and decided that the tea should be thrown overboard! This was their way of showing the King that they were not going to pay the taxes on the tea. Just imagine, boxes of tea floating in Charleston Harbor!

1. Why were the colonists upset?

2. Using context clues, what does **enraged** mean? _____

3. Where did the first tea party happen?

4. Using the context clues, what does **refused** mean? _____

5. What did they do with the tea the first time it arrived in Charleston?

6. How many chests of tea TOTAL arrived in Charleston during this time? Show your work:
7. Why did they throw the tea overboard

SOCIAL STUDIES READING PASSAGE

NAME:

~~~~~

Read the following passage. After carefully reading, answer the multiple-choice questions about the passage. Highlight or underline your evidence to support each answer.

~~~~~

The colonists settled South Carolina. Colonists were people who were emigrating from Europe to live in the new land. They left their homes and lives behind to come begin a new and better lives for themselves.

Many settlers were coming over from England. The King of England wanted to make sure that there were people in charge of the colonies. Without leaders, how would the colonies run as a community? The King gave parts of South Carolina to the Lord's Proprietors (Pro-pry-eh-tours). These were a group of men that the King owed money to. The king repaid this **debt** by giving them land in the new world.

One of these Lord's Proprietors was Lord Ashley Cooper. This man was incredibly important to the Carolina Colony because he helped to write the constitution for the colony. It was called the Fundamentals Constitution of Carolina. A constitution is a document that lays out the rules and laws of a city, state, or country. Without a constitution, the community would not run smoothly. Lord Ashley Cooper was so important to the Carolina Colony that two Rivers are named after him in Charleston, The Ashley and Cooper Rivers!

1. Who were colonists? _____

2. Who was put in charge of the colonies? _____

3. In paragraph two, there are words within parenthesis (). Why is that in the paragraph and what does it tell you? _____

4. Using the context clues, what does **debt** mean? _____

5. Why was Lord Ashley Cooper important to the Carolina Colony? _____

6. How many rivers are named after Lord Ashley Cooper?
 - a. one
 - b. two
 - c. three
 - d. four
7. What are the names of the rivers?

Social Studies Reading Passage

NAME: _____

Read the following passage. After carefully reading, answer the multiple choice questions about the passage. Highlight or underline your evidence to support each answer.

The Antebellum Period saw the rise of plantation homes in South Carolina. Many of these plantations were designed in similar ways. They would feature a large "manor house" in the center of the property where the owner and the family would live. Surrounding the home would be the farmland and the slave quarters. The slave quarters would be the small cabins with no floors or glass windows.

In Pendleton, in Pickens County, there are two of these plantation homes still standing today. They have been **preserved** as part of history and you can visit and take a tour.

Ashtabula Plantation was built by Lewis Ladson Gibbes from 1825-1828. It was built as a full plantation, growing all of the crops needed for the family and slaves that lived on the property. During this time, many families would only live in the Upstate over the summer. However, the Gibbes family lived there year round. Even after the Civil War, slaves still lived there and worked on the land as sharecroppers.

Charles Cotesworth Pinckney, whose father was Thomas Pinckney, built Woodburn Plantation in 1830. His father fought in the Revolutionary War.

1. What cash crop was grown on plantations? _____
2. Why do you think the slave homes were not as nice as the manor house?

3. Using context clues, what does **preserved** mean? _____

4. Who built Ashtabula Plantation?

5. Why would slaves continue working on plantations as sharecroppers after the Civil War? _____

6. What did Charles Pinckney try to create for slaves in the upstate?

7. Which plantation home is older?
Ashtabula or Woodburn

Charles Pinckney spent his years on the plantation trying to create religious groups for slaves in the upstate. Both of these plantations are still standing today and are open for tours and a glimpse into the past.

SOCIAL STUDIES READING PASSAGE

NAME:

[illegible]

Read the following passage. After carefully reading, answer the multiple choice questions about the passage. Highlight or underline your evidence to support each answer.

[illegible]

South Carolina State University was at the center of many disputes during the Civil Rights Movement. SC State was founded in 1896 as the first College for African American men in the state of South Carolina. The school was created as an **agriculture** school, to help teach farmers. Since so many African Americans in the state still worked on farms as sharecroppers, the school's creation made sense.

During the Civil Rights Movement of the 1960s, African Americans were fighting for equal rights. Jim Crow Laws were still present all across the country, but especially in the South. These laws kept African Americans separated from White Americans in public places such as schools, restaurants, theaters, and bathrooms. One way that African Americans would protest this was with sit-ins. They would refuse to leave "white only" restaurants and sit, waiting to be served. Sometimes it would be days or weeks before they would move. These happened regularly on SC State's campus.

On February 8th, 1968 three students were killed during a fight with police on SC State's campus. It all began as a peaceful protest at a bowling alley. This became known as the Orangeburg Massacre.

1. When was SC State founded? _____
2. Using context clues, what does **agriculture** mean? _____

3. Why didn't African American farmers just go to other schools that were already in the state, such as Clemson?

4. What are Jim Crow Laws?

5. What was one place not segregated by Jim Crow laws?
 - a. Churches
 - b. Schools
 - c. Restaurants
 - d. Bathrooms
6. Why were students holding "sit-ins"

7. When was the Orangeburg Massacre?

8. How many years ago did the Orangeburg Massacre occur?
Show your work:

Read the following passage. After carefully reading, answer the multiple choice questions about the passage. Highlight or underline your evidence to support each answer.

Native Americans were the first people to live in South Carolina. They shaped the land and their culture is still present in South Carolina today.

One of the main tribes in the state were the Catawba (cat-awl-bah). This tribe lived in the Piedmont Region, in the northern part of the state. The Catawba were known as the "river people" because they settled along rivers. They would travel to other parts of the state in canoes. The canoes were built from animal hides stretched over a frame of **slender** branches. The lightweight branches helped the canoes to float.

Like other Native American tribes, the Catawba hunted and farmed in their villages. To hunt, the Catawba would set fires in the forest around their villages. This would then draw animals such as deer out of the forest. The Catawba also farmed and grew corn and beans.

Today, there is a Catawba Reservation in the area where the Catawba tribe once lived. This is the only Native American Reservation in the state. Members of the tribe can still live there today and participate in tribe activities. This helps to preserve the culture of the Catawba.

1. What region did the Catawba live in?

2. Why were the Catawba known as the River People? _____

3. In paragraph two, there are words within parenthesis (). Why is that in the paragraph and what does it tell you?

4. What animals did the Catawba hunt?

5. Using the context clues, what does slender mean? _____

6. True or False: The Catawba grew corn, squash, and beans.

7. Why do you think the reservation is an important place for the Catawba?

SOCIAL STUDIES READING PASSAGE

NAME:

~~~~~

Read the following passage. After carefully reading, answer the multiple-choice questions about the passage. Highlight or underline your evidence to support each answer.

~~~~~

South Carolina is divided into 6 major regions. These regions are areas of the state that share similar weather, natural elements, and customs. If you travel through these regions, you will experience very different parts of the state of South Carolina.

The upstate of South Carolina is home to two regions. Many people like to visit these regions because of their beauty. The region at the very top of the upstate is the Blue Ridge region. The Blue Ridge region is home to the Blue Ridge Mountains. These create the **border** of the western edge of South Carolina. These mountains are a great place to explore, with beautiful hiking trails, waterfalls, and wild life.

The other region in the upstate is the Piedmont Region. This region is known for rolling hills and fertile soil. This fertile soil makes for wonderful farmland. Many farms in this region grow many different crops year round. These crops play a big part in the economy of the upstate.

As you can see, there is lots to see and do in the Blue Ridge and Piedmont.

1. How many regions are there in South Carolina? _____
2. What is a region? _____

3. Which two regions are in the upstate? Choose two:
 - a. Blue Ridge
 - b. Outer Coastal Plain
 - c. Coastal Zone
 - d. Piedmont
4. What is one thing that is **not** in the Blue Ridge Region?
 - a. hiking trails
 - b. Blue Ridge Mountains
 - c. Oak trees
 - d. Waterfalls
5. Using the context clues, what does **border** mean? _____

6. Why do you think farmland is important to the economy of the upstate? _____

8. If you were a farmer, what would you have done during this time? _____

SOCIAL STUDIES READING PASSAGE

NAME:

[illegible]

Read the following passage. After carefully reading, answer the multiple-choice questions about the passage. Highlight or underline your evidence to support each answer.

[illegible]

South Carolina is divided into 6 major regions. These regions are areas of the state that share similar weather, natural elements, and customs. If you travel through these regions, you will experience very different parts of the state of South Carolina.

We live in Pickens County. This county is in two different regions. The Blue Ridge region is home to the Blue Ridge Mountains. These create the **border** of the western edge of Pickens County. These mountains are a great place to explore, with beautiful hiking trails, waterfalls, and wild life.

The rest of the county is in the Piedmont Region. This region is known for rolling hills and fertile soil. This fertile soil makes for wonderful farmland. Many farms in Pickens County grow many different crops year round. These crops play a big part in the economy of Pickens County.

As you can see, there is lots to see and do even in our own county.

1. What county do we live in?

2. How many regions are there in South Carolina? _____
3. What is a region? _____

4. Which two regions are our county in?
Choose two:
 - a. Blue Ridge
 - b. Outer Coastal Plain
 - c. Coastal Zone
 - d. Piedmont
5. What is one thing that is **not** in the Blue Ridge Region?
 - a. hiking trails
 - b. Blue Ridge Mountains
 - c. Oak trees
 - d. Waterfalls
6. Using the context clues, what does **border** mean? _____

7. Why do you think farmland is important to the economy of Pickens County? _____

SOCIAL STUDIES READING PASSAGE

NAME:

~~~~~

Read the following passage. After carefully reading, answer the multiple-choice questions about the passage. Highlight or underline your evidence to support each answer.

~~~~~

During World War 2, many major countries, including America, were in the middle of a fierce war. South Carolina saw many major changes during this time. Airfields were opened all across the state. Airfields are home to many military airplanes. They chose South Carolina as the place to build these major airfields since the state is on the coast. This meant that these airplanes could protect the state and country from submarine attacks. Also during this time, ships known as aircraft carriers were being built. These gigantic ships could carry airplanes across the sea, meaning that battles could now be fought on land, sea, and sky. One of these ships lives in Charleston Harbor today.

The USS Yorktown was built beginning in 1941, in Virginia. She set sail on January 21, 1943. For most of World War 2, The USS Yorktown fought in the Pacific Ocean, using Pearl Harbor in Hawaii as it's home base. The ship also spent time in California, Germany, France, the Netherlands, and many tropical islands in the Pacific. The ship was donated to the city of Charleston in 1975. Today, it sits in the harbor as a museum and a National Historic Landmark. You can take a tour and learn all about the impact it had during World War 2.

1. What is an Airfield? _____

2. Why were Airfields being built in South Carolina? _____

3. Where was the USS Yorktown built?
 - a. Charleston
 - b. Hawaii
 - c. Germany
 - d. Virginia
4. When did the USS Yorktown set sail?

5. What was the USS Yorktown's home base during World War 2?

6. Which place did the USS Yorktown not visit?
 - a. Hawaii
 - b. California
 - c. Sweden
 - d. France
7. When was the USS Yorktown officially retired in Charleston Harbor?

8. If you visited the USS Yorktown, what would you be most interested in learning while on board? _____

Social Studies Reading Passage

NAME: _____

[illegible]

Read the following passage. After carefully reading, answer the multiple-choice questions about the passage. Highlight or underline your evidence to support each answer.

~~~~~

Where is your favorite place to travel? Maybe it is somewhere you go often or a place you only get to see once or twice a year. Tourism is traveling for pleasure and entertainment, and it is one of the largest industries in South Carolina. While many people travel to South Carolina for the mountains and lakes, most come here for the beautiful beaches.

Myrtle Beach is one of the most popular tourist **destinations** in the state. Myrtle Beach is a man-made island. It is separated from the mainland by the intercostal waterway. This waterway is like a large river between Myrtle Beach and the rest of the state. The beach city got it's name from a bush that grows all over the island, the Southern Wax Myrtle.

Today, many people call Myrtle Beach home, around 27,000 to be exact. However, it seems so crowded because of the many visitors. People travel from all over the country in order to enjoy the beaches, hotels, shopping, waterparks, golf courses, and excitement that Myrtle Beach has to offer. Maybe on your next visit you can ride the sky wheel or head to Broadway at the Beach to see a fun show and eat a tasty meal!

1. What is Tourism? \_\_\_\_\_  
\_\_\_\_\_
2. Using context clues, what does **destination** mean? \_\_\_\_\_  
\_\_\_\_\_
3. What do you think man-made means? \_\_\_\_\_  
\_\_\_\_\_
4. What is the intercoastal waterway? \_\_\_\_\_  
\_\_\_\_\_
5. How did Myrtle Beach get it's name? \_\_\_\_\_  
\_\_\_\_\_
6. If 14,548 people visit Myrtle Beach, how many TOTAL people will be in the city?  
Show your work: \_\_\_\_\_  
\_\_\_\_\_
7. Why is Myrtle Beach such a popular place to visit? \_\_\_\_\_  
\_\_\_\_\_
8. If you visited Myrtle Beach, what would you be most interested in doing? \_\_\_\_\_  
\_\_\_\_\_

# VOCATIONAL EDUCATION

Dear Student,

Welcome to Unit 2, **Getting the Job for You**. Do you know how to get the job you want? In this unit you will learn the best way to get a job. But not in the way you might expect.

Instead of looking for "Help Wanted" signs, you will take action to get the job you want. First, you will choose the job you want. Next, you will choose where you want to work. Then, you will make contacts to get that job.

To get your job, you will build a network of contacts. You also will become an expert at interviewing. When you finish this unit, you will be your own job developer.

Keep up the good work!

## Why Work?

**Discussion:** Discuss these questions and be ready to discuss with the class.

1. Why does our work give us a reason to get up and take on the day?
2. Why does work give us a chance to learn new skills?
3. What are the three most important reasons people work?
4. Tell how a person's work can make the world a better place by providing something to other people. Use the following examples:
  - Teachers:
  - Construction Workers:
  - Custodians:
  - Doctors:

**Presentation:** Prepare a 10 minute computer presentation describing 20 companies or products that provide a benefit to people, the environment, or other living things on Earth. Make a title for your presentation that represents this theme.

Follow this format for your presentation:

1. Tell why you chose your title.
2. Describe the types of companies and products you chose.
3. Tell how these companies and products benefit people the environment, or other living things on Earth.
4. Explain how this assignment will affect your attitude about your future career.

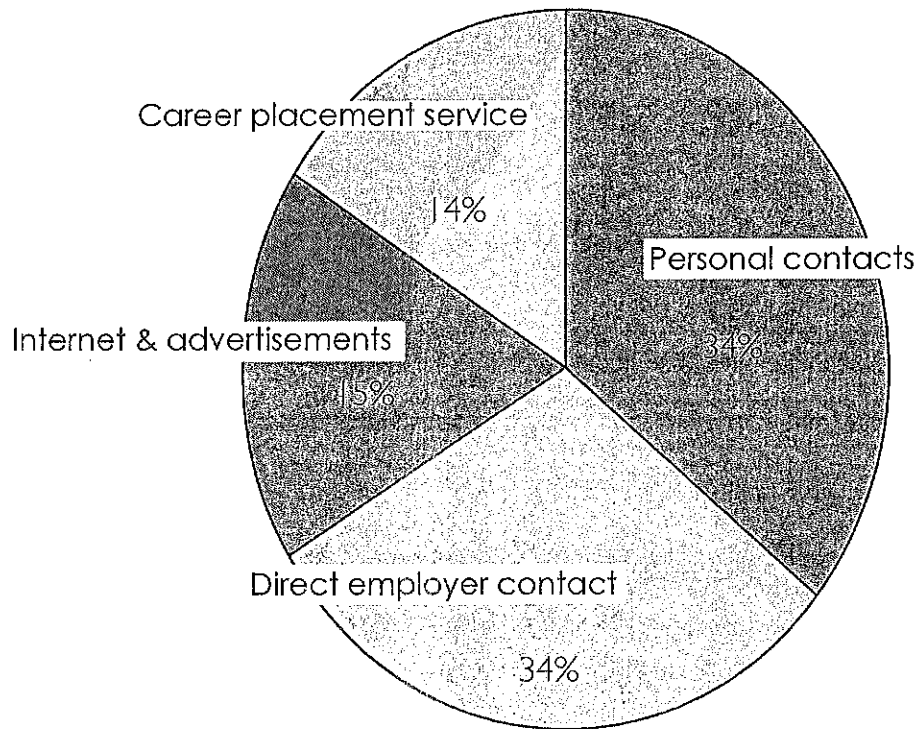


## Where Are the Jobs?

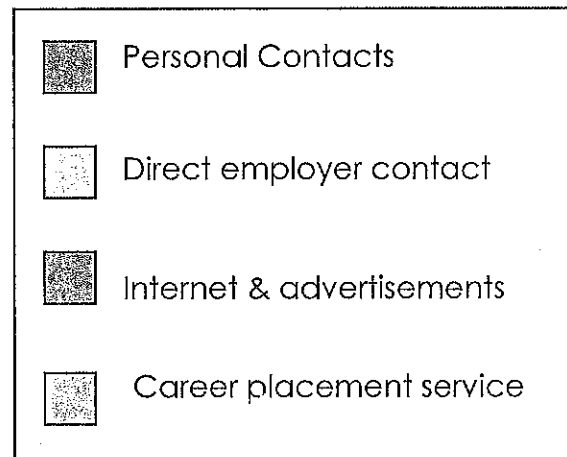
**Directions:** Find three other students who have cards with the same color as your card. Put your cards together to complete the set of cards from 1-4. Read the information on the four cards and answer the following questions:

1. From this information, how do most people find their jobs?
2. What percentage of people find jobs by contacting employers directly?
3. How many people out of 100, who are looking for jobs, find them using the want ads?
4. How effective are employment agencies in finding jobs for people?
5. How many people find jobs through people they know?
6. How much will you use help-wanted ads during your job search? Why?
7. Now that you know where the jobs are, what will be your first step in finding a job?
8. What is the best way to find a job? Why?

## How People Find Jobs



Note: 4% of the jobs were found using other methods such as union hiring.

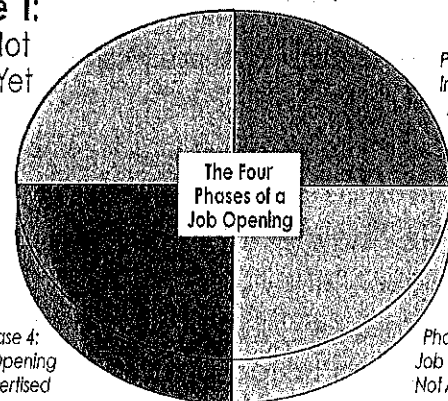


Source: Department of Labor

## Where Are the Jobs?

Do you know how jobs open up for hire? Employers may know about job openings for weeks or even months before they are open to the public. Sometimes jobs never open to the public. They are given to someone the employer knows. To get the job you want, learn about the four phases of a job opening.

**Phase 1:**  
Job Is Not  
Open Yet



**Phase 2:**  
Insiders Know  
About Opening

**Phase 4:**  
Job Opening  
Is Advertised

**Phase 3:**  
Job Is Open But  
Not Advertised

### 1 Phase One: There is no job open now

During this phase the employer has no job openings, BUT, employers are always looking for good employees. Introduce yourself to employers so they can get to know you. Most people ignore this stage, but this is the smartest place to start. Employers prefer to hire people they know. So, the first step is to meet the employer. Here is a list of ways to let the employer know about you:

- Ask for a short meeting to talk to the employer. Ask about the company and jobs that may open up. Tell the employer about your experience.
- Ask to job-shadow at this business to watch and find out about the job.
- Volunteer at this business (if it is nonprofit). Show that you like this business.
- Get a job through a school work program. Show that you are dependable.
- Get a summer job at this business. Show that you are a hard worker.
- Always watch for possible job openings. Let others know you are interested in working at this business.

1. Who knows about job openings in this phase?
2. What can you do to get a job at this phase?
3. What steps can you take to let the employer get to know you at this phase?

## Where Are the Jobs?

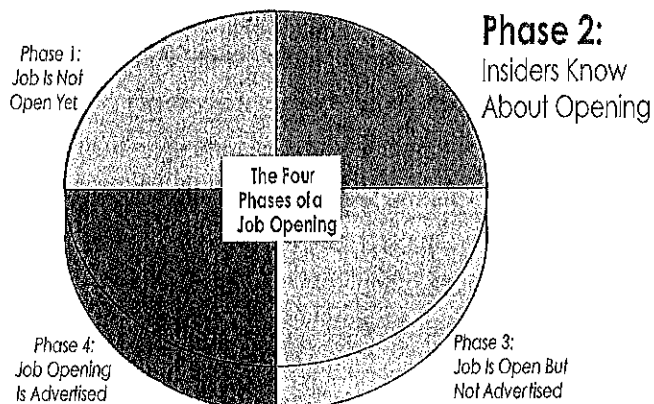
# 2

### Phase Two: Insiders know there will be a job opening

Someone in the business knows about a job before it is open. For example, workers usually know when a co-worker is leaving. And they know before the employer finds out. Remember, a number of all job openings are filled in Phase 1. These are filled by people the employer knows, before the job is open. More jobs

are filled in Phase 2. These are filled by people other co-workers know, before the job is open. So many job openings are filled before the job is officially open. When looking for a job, research to get more information about the business where you want to work. Also, help the business get to know you. Here are some suggestions:

- Ask for a short meeting to talk to the employer. Ask about the company and possible future job openings. Tell the employer about your experience.
- Job-shadow at this business. Find out about the business while you shadow.
- Volunteer at this business if it is a nonprofit organization. Show that you are a hard worker. Listen for job opportunities. Let employees know that you are interested in getting a summer job.
- Get a summer job through a school work program. Ask other employees about future job openings. Show you are dependable.



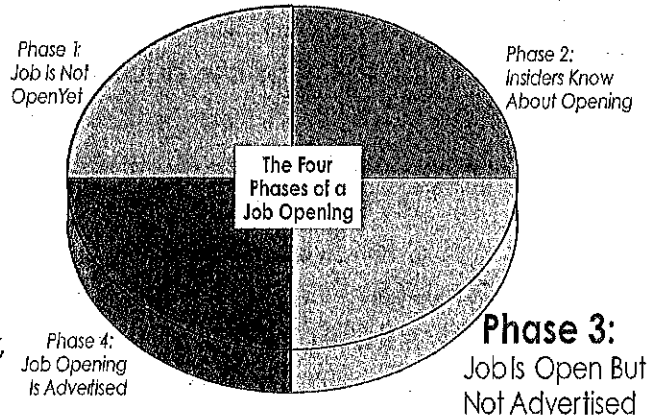
1. Who knows about job openings in Phase 2?
2. What can you do to get a job in Phase 2?
3. What steps can you take to help the employer get to know you during Phase 2?

## Where Are the Jobs?

### 3 Phase Three: A job is open but it has not been advertised

In this stage, the employer says there is a job opening. It may take days or weeks to officially open the position. Only the employer and some employees may know of the opening. At this point, others looking for jobs will find out about the opening. Remember, many job openings were filled in Phases 1 and 2. To get a job in Phase

3, it will be important to meet the employer. Let the employer know you are interested in a job. Don't forget, employers like to hire people they know or who are referred by their employees. Here are ways to help the employer know more about you:



- First, find out about the company. Call the main number and ask to talk with someone who can tell you about the company. Ask these questions:
  1. What is the product or service of the company?
  2. What is a recent success of the business?
  3. How many people are employed at the company?
- Second, call the employer and introduce yourself. Tell the employer why you would like to work for the company.
- Third, ask for an appointment to meet with the employer. At this meeting, talk about your reasons for wanting to work at this company. Let the employer know you are a hard worker.

1. Who knows about job openings in Phase 3?
2. What can you do to get a job at Phase 3?
3. What can you do to help the employer get to know you in Phase 3?

## Where Are the Jobs?

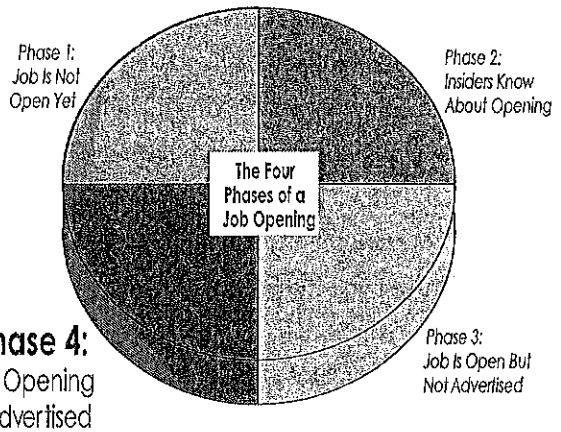
# 4

### Phase Four: The job opening is advertised

In Phase 4, jobs are advertised for the public. Once a job is advertised, you will compete with every other job seeker. In Phase 4, the employer looks for every reason to eliminate you from the large list of applicants.

This is the hardest way to get a job. Remember, most job openings are filled in the first three phases. The best method

for getting a job is to go back to Phase 1 or 2. In these phases, you will let the employer get to know you. In these phases, you can learn about the company. This is the best way to find out about possible job openings. If you wait for Phase 4 to find a job you will need to:



- ✓ Check the help-wanted ads every day.
- ✓ Complete an application and turn it in as soon as possible.
- ✓ Call the employer every day to check on the job opening.
- ✓ Wait for the employer to invite you to an interview.

1. Who knows about job openings in this stage?
2. What can you do to get a job at this stage?
3. What steps can you take to let the employer get to know you at this stage?