<table>
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<th>READING/LANG. ARTS</th>
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| Activity #1: Read the following article. Then, identify the author’s perspective on homework. Do you agree or disagree with her? Write a response that reveals whether you agree or disagree with the author. Be sure to provide textual evidence that supports your opinion. | Activity #1: Equivalent Fractions: For each of the following problems, find the missing number to make the equation true. An example has been done for you: \[
\frac{1}{8} \times 3 = \frac{3}{24}
\] | Activity #1: Shoreline Erosion Read the information and look at the two photos below from the article *Oysters to the Rescue* in the March 2020 edition of *Super Science* magazine. By acting as a buffer, oyster reefs slow down and weaken waves. That helps keep beaches from wearing away. Here’s how it works. **Without Oyster Reefs** When strong waves hit the shore at full force, they stir up a lot of sand and drag it out to the sea. Over time, | Activity #1: Interpret Laws, Shall We? Directions: As members of the Judicial Branch, we are in charge of interpreting the law. What does this mean, you ask? When the Judicial Branch interprets the law, they ask themselves, “What would it look like for people to follow this law? How must citizens act and what should they do to successfully follow the law?” **Your job today is to work and interpret each of our 4 laws citizens must follow. Even though** | Activity #1: Create as many words as you can using the musical alphabet. Remember the musical alphabet only includes A,B,C,D,E,F,G. Example: Egg For extra fun make it an extra competition with someone else in your family! |
Homework. Some teachers love assigning it, some kids love completing it. Some teachers dread grading it, some kids complain about getting it done.

As a parent and a retired teacher, I strongly believe that students should not have homework. To begin with, homework often leads to family arguments. I can recall several times where my two sons would get off the bus in elementary school and I’d ask them to start their homework right away. After much procrastinating and complaining, they would begin. If they looked stuck, I would lean over their shoulder and try to help them. Instead of accepting my help, they would both chime in and say, “Mom! You don’t teach it the same way as Mrs. Miller does.”

With Oyster Reefs
When waves hit an oyster reef, they weaken. The water between the reef and the shore is calmer. That lessens the amount of sand leaving the beach.

Illustration by Kate Francis

Solve:
1. \( \frac{2}{7} = \frac{10}{\Box} \)
2. \( \frac{2}{5} = \frac{\Box}{35} \)
3. \( \frac{9}{11} = \frac{36}{\Box} \)
4. \( \frac{1}{3} = \frac{\Box}{27} \)
5. \( \frac{3}{8} = \frac{6}{\Box} \)
6. \( \frac{1}{4} = \frac{\Box}{16} \)
7. \( \frac{10}{12} = \frac{\Box}{120} \)
8. \( \frac{6}{7} = \frac{18}{\Box} \)
9. \( \frac{4}{5} = \frac{\Box}{60} \)
10. \( \frac{3}{8} = \frac{9}{\Box} \)

Illustration by Kate Francis

you are a 5th grader, you know many laws. On a separate sheet paper, write a law and then tell what the law means and how citizens must abide by it.

We have learned that the Judicial Branch interprets the law. In your own words describe what it means to interpret the law.

Write a paragraph which answers the following questions:
This would then lead to conflict amongst us until the homework was complete. Most importantly though, it seems like kids are having MORE homework, which leaves less time for them to spend doing other activities. Students spend all day in school, and when they come home, I believe they should be able to spend time with their family members, play outside, attend sporting events, or other extra curricular activities. With 1-2 hours of homework per night, students have less of a chance of finding a passion outside of school. Homework has been around for what feels like the beginning of time, however, it’s time to change the way homework is given in the school setting.

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<th><strong>Activity #2:</strong> Complete Equivalent Fractions</th>
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<tr>
<td>Parts of Speech:</td>
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</tr>
<tr>
<td>Noun</td>
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<tr>
<td>Pronoun</td>
<td>replaces a noun</td>
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1. What is erosion?
2. How are the two pictures different? What do oysters do to help slow down the rate of erosion?
3. What are some other ways we have learned about this year that can help protect shorelines from erosion?
4. If you were asked to design a barrier to protect a local beach in Somerset County, what would it look like? What materials would you use to build your barrier? Draw a sketch of what that barrier would look like. Explain how you know this barrier will protect the shoreline.

Activity #2:
Resource - A supply of materials that can be drawn on by humans to provide energy.

Activity #2:
Judicial Branch Writing Activity

Activity #2:
Strength Challenge Activity

Challenge yourself with various exercises targeted
**Adjective** - describes a noun  
**Verb** - expresses action or state of being  
**Adverb** - modifies a verb  

**Complete Directions:** Circle and label the Nouns, Pronouns, Adjectives, Verbs, or Adverbs in the following sentences.

1. Grandma talked happily to the frolicking sea lions.  
2. The seabirds squawked sharply as they divided.  
3. Andy greeted the girl and grandma warmly,  
4. He guided them expertly through the Galapagos Islands.  
5. Grandma wrote about the islands regularly in her diary.  
6. The girl recorded the trip in her diary.

**Nonrenewable resources** are resources we are not able to get again  
**Renewable resources** are resources we are able to use again.

Create a T-Chart on a piece of paper with renewable resources on one side and nonrenewable resources on the other side. Then, sort the examples below onto your chart.

**Examples:**  
- sun  
- trees  
- water  
- oil  
- natural gas  
- rocks and minerals  
- coal  
- wind

Lastly, create a written response explaining which type of resources is better for humans to use in order to protect the environment.

**Your Mission:** You have argued your case in local and state courts, but have not gotten the result you want. You continue your appeal process to the federal courts of the judicial branch. You feel strongly that taking away recess in the fifth grade is unconstitutional and your final hope is to write to the Supreme Court in hopes that they will pick your case to be heard.

**Directions:** Write a paragraph explaining how taking recess away from fifth grade students is unconstitutional. Be sure to include an introduction, body giving examples of why taking away recess is unconstitutional, and a conclusion.

**to improve your muscular strength.**  
- Push Ups- 16  
- Sit Ups- 20  
- Planks- 45 seconds  
- Leg Raises (6 inches)- 45 seconds  
- Wall Sits- 45 seconds
7 Andy and the girl looked eagerly at the creatures on the shore.

8 Grandma and the girl jumped quickly off the boat.

9 The girl saw sea creatures clearly through a face mask.

10. She looked carefully at the yellow fish.

Activity #3: What is Red Tide?

Read, *Red Tide*, and complete the questions

Activity #3: Equivalent Fractions

Using the example above, create three equivalent fractions for each of the 9 fractions below:

Ex:

\[
\frac{1}{2} = \frac{2}{4} ; \quad \frac{1}{2} = \frac{3}{6} ; \quad \frac{1}{2} = \frac{4}{8}
\]

Activity #3: *The American Oyster*

When humans interact with the environment, these changes may be harmful or beneficial to the environment.

Explain how humans have brought about change in the Chesapeake Bay. In your response, be sure to include:

• a specific human activity in the Chesapeake Bay region

Activity #3: *Supreme Court of the United States*

1) Who sets the number of justices in the Supreme Court and how many justices are currently in the Supreme Court?

2) Pick a word from the second paragraph that you do not know and find the definition of that word.

Activity #3: *Foreshortening*

*Foreshortening* is a drawing technique used to create the illusion where parts of something or someone appear to come out at the viewer, making those areas seem closest to the viewer, and some parts appearing to recede, making those areas seem the furthest away from the viewer.

Use this technique by drawing a person that appears to be falling backwards into something,
• how this activity is beneficial or harmful to the environment

3) List three jobs of the Supreme Court.

4) How many justices have to decide to hear a case in order for the Supreme Court to “grant cert”?

5) What is the last thing justices on the Supreme Court do before they make their decision on a case?

with their arms and legs outstretched.

Step 1: Trace your hands along the top of the paper and your feet along the bottom of the paper, leaving space in the middle.

Step 2: Draw the head, neck, arms, and legs of a person smaller, to create the illusion that the body is further away than the feet and hands. Pay special attention to the soles of your shoes, being sure to add details to make it look realistic.

Step 3: Draw a background depicting what the person is falling into, and color using colored pencils. Think about the expression on the face of their person, as well as the direction of the person’s hair, to heighten the illusion they were falling.
Helpful link:
https://www.youtube.com/watch?v=KYV0hy2b9z8
Activity #1

Challenge yourself with various exercises targeted to improve your muscular strength.

Push Ups- 16
Sit Ups- 20
Planks- 45 seconds
Leg Raises (6 inches)- 45 seconds
Wall Sits- 45 seconds

Be sure you record your exercise on your Activity Log.

Activity #2

Foreshortening is a drawing technique used to create the illusion where parts of something or someone appear to come out at the viewer, making those areas seem closest to the viewer, and some parts appearing to recede, making those areas seem the furthest away from the viewer.

Use this technique by drawing a person that appears to be falling backwards into something, with their arms and legs outstretched.

Step 1: Trace your hands along the top of the paper and your feet along the bottom of the paper, leaving space in the middle.

Step 2: Draw the head, neck, arms, and legs of a person smaller, to create the illusion that the body is further away than the feet and hands. Pay special attention to the soles of your shoes, being sure to add details to make it look realistic.

Step 3: Draw a background depicting what the person is falling into, and color using colored pencils. Think about the expression on the face of their person, as well as the direction of the person’s hair, to heighten the illusion they were falling. Helpful link: https://www.youtube.com/watch?v=KYV0hy2b9z8
If you are using Google Classroom, you can send a picture to your classroom teacher via Class Dojo. If you cannot do this, you could also write a paragraph explaining your drawing.

Activity #3

Create as many words as you can using the musical alphabet. Remember the musical alphabet only includes A,B,C,D,E,F,G. Example: Egg

For extra fun make it an extra competition with someone else in your family!
Activity #1:

For each of the following problems, find the missing number to make the equation true. An example has been done for you:

\[
\frac{1}{8} = \frac{\square}{24} \quad \frac{1}{8} \times 3 = \frac{3}{24}
\]

Solve:

1. \( \frac{2}{7} = \frac{\square}{10} \)
2. \( \frac{2}{5} = \frac{\square}{35} \)
3. \( \frac{9}{11} = \frac{36}{\square} \)
4. \( \frac{1}{3} = \frac{\square}{27} \)
5. \( \frac{3}{8} = \frac{6}{\square} \)
6. \( \frac{1}{4} = \frac{\square}{16} \)
7. \( \frac{10}{12} = \frac{\square}{120} \)
8. \( \frac{6}{7} = \frac{18}{\square} \)
9. \( \frac{4}{5} = \frac{\square}{60} \)
10. \( \frac{3}{8} = \frac{9}{\square} \)

Activity #2:

Complete Equivalent Fractions
Using the format above, create **three** equivalent fractions for each of the 9 fractions below.

Ex: \( \frac{4}{6} = 8/12 ; \frac{4}{6} = 12/18 ; \frac{4}{6} = 2/3 \)

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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>( \frac{1}{3} )</td>
<td>( \frac{3}{4} )</td>
<td>( \frac{9}{18} )</td>
<td>( \frac{1}{4} )</td>
<td>( \frac{3}{8} )</td>
<td>( \frac{3}{5} )</td>
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<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>( \frac{4}{5} )</td>
<td>( \frac{1}{12} )</td>
<td></td>
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</tr>
</tbody>
</table>
Activity #1

Read the following article. Then, identify the author’s perspective on homework. Do you agree or disagree with her?

Write a response that reveals whether you agree or disagree with the author. Be sure to provide textual evidence that supports your opinion.

Should Kids Have Homework?

Written by: Janet Lang

Homework. Some teachers love assigning it, some kids love completing it. Some teachers dread grading it, some kids complain about getting it done.

As a parent and a retired teacher, I strongly believe that students should not have homework. To begin with, homework often leads to family arguments. I can recall several times where my two sons would get off the bus in elementary school and I’d ask them to start their homework right away. After much procrastinating and complaining, they would begin. If they looked stuck, I would lean over their shoulder and try to help them. Instead of accepting my help, they would both chime in and say, “Mom! You don’t teach it the same way as Mrs. Miller does.” <insert rolling eye emoji> This would then lead to conflict amongst us until the homework was complete.

Most importantly though, it seems like kids are having MORE homework, which leaves less time for them to spend doing other activities. Students spend all day in school, and when they come home, I believe they should be able to spend time with their family members, play outside, attend sporting events, or other extracurricular activities. With 1-2 hours of homework per night, students have less of a chance of finding a passion outside of school.

Homework has been around for what feels like the beginning of time, however, it’s time to change the way homework is given in the school setting.
### Activity #2

**Parts of Speech:**
- **Noun** - person, place, or thing
- **Pronoun** - replaces a noun (I, me, he, she, it, they, etc)
- **Adjective** - describes a noun
- **Verb** - expresses action or state of being
- **Adverb** - modifies a verb (usually ends -ly)

**Directions:** Identify the Nouns, Pronouns, Adjectives, Verbs, or Adverbs in the following sentences.

1. Grandma talked happily to the frolicking sea lions.
   - Noun/s: Grandma, sea lions
   - Pronoun/s: ______
   - Adjective/s: happily
   - Verb/s: talked
   - Adverbs: happily

2. The seabirds squawked sharply as they divided.
   - Noun/s: seabirds
   - Pronoun/s: they
   - Adjective/s: sharply
   - Verb/s: squawked, divided
   - Adverbs: sharply

3. Andy greeted the girl and grandma warmly.
   - Noun/s: Andy, girl, grandma
   - Pronoun/s: ______
   - Adjective/s: warmly
   - Verb/s: greeted
   - Adverbs: warmly

4. He guided them expertly through the Galapagos Islands.
   - Noun/s: them
   - Pronoun/s: He
   - Adjective/s: expertly
   - Verb/s: guided
   - Adverbs: expertly

5. Grandma wrote about the islands regularly in her diary.
   - Noun/s: Grandma, islands, her
   - Pronoun/s: ______
   - Adjective/s: regularly
   - Verb/s: wrote
   - Adverbs: regularly

6. The girl recorded the trip in her diary.
   - Noun/s: girl, her
   - Pronoun/s: ______
   - Adjective/s: ______
   - Verb/s: recorded
   - Adverbs: ______

7. Andy and the girl looked eagerly at the creatures on the shore.
   - Noun/s: Andy, girl, creatures, shore
   - Pronoun/s: ______
   - Adjective/s: eagerly
   - Verb/s: looked
   - Adverbs: eagerly

8. Grandma and the girl jumped quickly off the boat.
   - Noun/s: Grandma, the girl
   - Pronoun/s: ______
   - Adjective/s: quickly
   - Verb/s: jumped
   - Adverbs: quickly

9. The girl saw sea creatures clearly through a face mask.
   - Noun/s: the girl, sea creatures
   - Pronoun/s: ______
   - Adjective/s: clearly
   - Verb/s: saw
   - Adverbs: clearly

10. She looked carefully at the yellow fish.
    - Noun/s: she, the yellow fish
    - Pronoun/s: ______
    - Adjective/s: carefully
    - Verb/s: looked
    - Adverbs: carefully

### Activity #3
What is Red Tide?

Read, Red Tide, and complete the questions.
Activity #1
Read the information and look at the two photos below from the article Oysters to the Rescue in the March 2020 edition of Super Science magazine.

By acting as a buffer, oyster reefs slow down and weaken waves. That helps keep beaches from wearing away. Here’s how it works.

Without Oyster Reefs
When strong waves hit the shore at full force, they stir up a lot of sand and drag it out to the sea. Over time, that process wears away the beach.

With Oyster Reefs
When waves hit an oyster reef, they weaken. The water between the reef and the shore is calmer. That lessens the amount of sand leaving the beach.

Write a paragraph which answers the following questions:

1. What is erosion?
2. How are the two pictures different? What do oysters do to help slow down the rate of erosion?
3. What are some other ways we have learned about this year that can help protect shorelines from erosion? Think back to the field trip you took earlier in the year to Deal Island.

**Activity #2**

*Resource - A supply of materials that can be drawn on by humans to provide energy.*

Nonrenewable resources are resources we are not able to get again. Renewable resources are resources we are able to use again.

1. Create a T-Chart/Table on a piece of paper with renewable resources on one side and nonrenewable resources on the other side. Then, sort the examples below onto your chart.
   - sun
   - trees
   - water
   - oil
   - natural gas
   - rocks and minerals
   - coal
   - wind

2. Create a written response explaining which type of resource (renewable or nonrenewable) is better for humans to use in order to protect the environment. Use your examples to explain.

**Activity #3**

Read *The American Oyster*.

When humans interact with the environment, these changes may be harmful or beneficial to the environment.

Explain how humans have brought about a change in the Chesapeake Bay. In your response, be sure to include:

- a specific human activity in the Chesapeake Bay region
- how this activity is beneficial or harmful to the environment
SOCIAL STUDIES

Activity #1
As members of the Judicial Branch, we are in charge of interpreting the law. What does this mean, you ask? When the Judicial Branch interprets the law, they ask themselves, “What would it look like for people to follow this law? How must citizens act and what should they do to successfully follow the law?”

Interpret the law below. On a separate sheet of paper or in your Google Classroom answer sheet, write 3-4 sentences to explain what this law means to you. You can explain its importance and give examples in your response.

It is against the law to steal from others or take things from a store without paying.

Activity #2
Read, Supreme Court of the United States, and answer the following questions. Answer on a separate sheet of paper or in your Google Classroom answer sheet.

1) Who sets the number of justices in the Supreme Court and how many justices are currently in the Supreme Court?

2) Pick a word from the second paragraph that you do not know and find the definition of that word.

3) List three jobs of the Supreme Court.

4) How many justices have to decide to hear a case in order for the Supreme Court to “grant cert”?

5) What is the last thing justices on the Supreme Court do before they make their decision on a case?
Activity #3

The judicial branch interprets the laws and makes sure they don’t go against our rights. Due to the coronavirus pandemic and the dangers it can cause, Maryland is under a stay-at-home order. Do you think this goes against our rights? On a separate sheet of paper or in your Google Classroom answer sheet, explain your reasoning.
Mr. Smith asked his class to write fractions on their whiteboards that were equivalent to $\frac{1}{2}$. Tell whether or not each student’s fraction is equivalent to Mr. Smith's fraction and *EXPLAIN* how you know.

<table>
<thead>
<tr>
<th>Student</th>
<th>Fraction</th>
<th>Circle/Highlight One:</th>
<th>Explain how you know:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connor:</td>
<td>$\frac{4}{8}$</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>Reagan:</td>
<td>$\frac{4}{10}$</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>Carter:</td>
<td>$\frac{6}{12}$</td>
<td>YES NO</td>
<td></td>
</tr>
</tbody>
</table>
Red Tide

Red tide is a phenomenon that is harming coastal waters throughout the world. It is caused by algal blooms. It is called red tide because algae becomes so concentrated that it discolors the water, turning it to a reddish-brown hue. Many factors contribute to the occurrence of red tide. Sunlight, warm ocean temperatures, water salinity, and ocean currents play a role.

A red tide is harmful in many ways. The algal bloom depletes the water of oxygen and it produces a harmful toxin. The toxin can prevent fish from respirating properly. If the toxin goes airborne, it can also be dangerous for humans with respiratory problems. The long term effects of breathing in these toxins are unknown, so lifeguards sometimes choose to wear masks if they are working in an area with red tide.

The coastline’s food chain is also affected by red tide. Grazers, such as krill and small fish, are unaffected by the toxins, so they eat the algae. However, the larger fish that eat the grazers are poisoned by the high level of toxins. Shellfish are known to carry the toxin. The deaths of many large fish and mammals have been attributed to the consumption of shellfish during a red tide.

A red tide can have adverse consequences for people as well. When a red tide occurs, tourists stop visiting the beach. As a result, the businesses along the coastline suffer. It is not safe for humans to eat shellfish, so the watermen who harvest shellfish suffer too.

Currently, not much can be done to stop a red tide. Scientists are working on solutions, but it still might be several years before we can see a resolution to this harmful event.

1. MAIN IDEA-Which statement best describes the main idea of the passage?
a. If you see a lifeguard wearing a mask, it might mean that a red tide has affected the coastline.
b. A red tide happens when the water turns reddish-brown.
c. When a red tide occurs along a coastline, it results in negative consequences for both marine life and people.

2. CAUSE AND EFFECT-How does a red tide affect business owners along the coastline?
   a. Tourists spend time in their stores rather than on the beaches, so business improves.
   b. Tourists stop visiting their coastline, so business declines.
   c. Many new businesses open.
   d. Business improves because many surfers come to the area for the unique surfing experience.

3. Underline the TEXT EVIDENCE that supports your answer to this question: Which of the following does NOT contribute to a red tide occurrence?
   a. Overfishing is protected areas
   b. Sunlight
   c. Warm ocean temperatures
   d. Ocean currents

4. TEXT STRUCTURE-Identify the text structure used in this passage.
   a. Description
   b. Cause and effect
   c. Sequence
   d. Problem and solution
   e. Compare and contrast

5. VOCABULARY-What is the meaning of the prefix in “discolor”?
   a. The opposite of
   b. Without
   c. To remove
   d. before

6. CONTEXT CLUES-What does “adverse” mean in this passage?
   a. A type of verse
   b. Mysterious or unknown
   c. Negative or harmful
   d. Positive or helpful
When humans interact with the environment, these changes may be harmful or beneficial to the environment. Explain how humans have brought about change in the Chesapeake Bay. In your response, be sure to include:

- a specific human activity in the Chesapeake Bay region
- how this activity is beneficial or harmful to the environment
The Supreme Court of the United States

The Supreme Court of the United States is the highest court in the land and the only part of the federal judiciary specifically required by the Constitution.

The Constitution does not stipulate the number of Supreme Court Justices; the number is set instead by Congress. There have been as few as six, but since 1869 there have been nine Justices, including one Chief Justice. All Justices are nominated by the President, confirmed by the Senate, and hold their offices under life tenure. Since Justices do not have to run or campaign for re-election, they are thought to be insulated from political pressure when deciding cases. Justices may remain in office until they resign, pass away, or are impeached and convicted by Congress.

The Court’s caseload is almost entirely appellate in nature, and the Court’s decisions cannot be appealed to any authority, as it is the final judicial arbiter in the United States on matters of federal law. However, the Court may consider appeals from the highest state courts or from federal appellate courts. The Court also has original jurisdiction in cases involving ambassadors and other diplomats, and in cases between states.

Although the Supreme Court may hear an appeal on any question of law provided it has jurisdiction, it usually does not hold trials. Instead, the Court’s task is to interpret the meaning of a law, to decide whether a law is relevant to a particular set of facts, or to rule on how a law should be applied. Lower courts are obligated to follow the precedent set by the Supreme Court when rendering decisions.

In almost all instances, the Supreme Court does not hear appeals as a matter of right; instead, parties must petition the Court for a writ of certiorari. It is the Court’s custom and practice to “grant cert” if four of the nine Justices decide that they should hear the case. Of the approximately 7,500 requests for certiorari filed each year, the Court usually grants cert to fewer than 150. These are typically cases that the Court considers sufficiently important to require their review; a common example is the occasion when two or more of the federal courts of appeals have ruled differently on the same question of federal law.

If the Court grants certiorari, Justices accept legal briefs from the parties to the case, as well as from amicus curiae, or “friends of the court.” These can include industry trade groups, academics, or even the U.S. government itself. Before issuing a ruling, the Supreme Court usually hears oral arguments, where the various parties to the suit present their arguments and the Justices ask them questions. If the case involves the federal government, the Solicitor General of the United States presents arguments on behalf of the United States. The Justices then hold private conferences, make their decision, and (often after a period of several months) issue the Court’s opinion, along with any dissenting arguments that may have been written.