Summer is here! In order to keep minds and skills sharp, West Oak Lane students are required to complete the following activities over the summer months. Attached to this letter is a calendar with each activity listed by week. The activities alternate between Literacy and Math focuses. These skills are important to practice so that success can increase in the next school year. You will return the calendar included with all completed work by September 6th, 2019.

In addition to the activities outlined on the calendar, we have provided important focus skills to practice for both literacy and math this summer. Please review the focus skills using some of the suggestions provided each week. Again, this will significantly increase the chance of success in sixth grade!

**LITERACY**

In 6th grade students learn to identify the genre or form of a new text so they can use their understanding of the characteristics of a genre to anticipate what they will encounter and to scaffold their understanding as they read. In 6th grade text, the vocabulary demands are increasing, with 11–15 words and/or phrases on a typical chapter book page not familiar from everyday speech.

Help your child prepare for 6th grade by asking your child to catch, or learn, a new word every day when he/she reads and encourage your child to compare/contrast texts in different forms or genres.

**MATH**

Below is the required fluency for your grade level and the previous. Fluencies should be able to be solved quickly and correctly!

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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>5</td>
<td>Multi-digit multiplication</td>
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<td>6</td>
<td>Multi-digit division &amp; Multi-digit decimal operations</td>
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</table>

Here are some ways to practice:
- make flash cards
- practice on KhanAcademy.org
- Practice on mobymax.com

**Practice practice practice!**
Create a free account on www.khanacademy.org for more fun practice in math this summer!!!
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Read *The Pros & Cons of Social Networking*. Chunk the text and write 1-2 sentences summarizing what each section is about in the right margins. Answer the guiding questions. Use a T-Chart to record the pro's and con's.
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Read **Cyberbullying**. Chunk the text and write 1-2 sentences summarizing what each section is about in the right margins. Answer the guiding questions. Use a T-Chart to record the pro's and con's.

Read **Social Media Offers No Escape for Bullying Victims**. Chunk the text and write 1-2 sentences summarizing what each section is about in the right margins. Answer the guiding questions. Use a T-Chart to record the pro's and con's.

**Notes**
## August 2019

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Read **Teenagers & Social Networking**. Chunk the text and write 1-2 sentences summarizing what each section is about in the right margins. Answer the guiding questions. Use a T-Chart to record the pro's and con's.

**Complete “Lesson 10 - Rates”** Use the 'Unlock the Problem' to help

**Complete “Lesson 11 - Distance, Rate, and Time”** Use the 'Unlock the Problem' to help.

**Complete “Lesson 12 - Understand Integers”** Use the 'Unlock the Problem' to help.

**Complete the rest of the 4-Square and draft your essay.**

**Proofread and edit your letter. Staple the final draft, rough draft, 4-squares, and brainstorm web together.**

---

**NOTES**

Congratulations 6th graders! We cannot wait to see you next week!!! Be sure to put all your summer work together and hand it in to your teacher by September 6th!
**Compare Fractions and Decimals**

**Essential Question** How can you compare decimals, fractions, and mixed numbers on a number line?

---

### Unlock the Problem

The Tech Club compared the weights of three cell phones. Esteban’s phone weighed 4.7 ounces. Jill’s phone weighed \(\frac{43}{5}\) ounces. Mona’s phone weighed 4.35 ounces. Who has the phone with the lightest weight?

You can use a number line to compare fractions and decimals.

**Remember:** Greater values on a number line lie farther to the right.

#### Compare the values on a number line.

**STEP 1** Locate some benchmarks.
- Benchmark decimals: 4, 4.25, 4.5, 4.75, 5...
- Benchmark mixed numbers: 4, \(4\frac{1}{4}\), \(4\frac{1}{2}\), \(4\frac{2}{5}\), 5...

---

**STEP 2** Mark the weight of each cell phone on the number line.
- Find the location of 4.7, \(4\frac{3}{5}\), and 4.35.

Since \(4.35 < 4\frac{3}{5} < 4.7\), Mona’s phone is lightest.

---

### Try This!

Compare \(\frac{3}{5}\), \(\frac{5}{8}\), and 0.2. Which number has the greatest value?

- Mark each value on a number line.

---

The greatest number is _____. Explain how you decided.

---

**Math Talk**

Explain how you can tell that \(\frac{3}{5}\) and 0.2 are equal.
For 1–2, identify the points on the number line. Then write the greater number.

1. point A as a decimal
   
   ____________________________

2. point B as a fraction
   
   ________________ is greater.

Locate each number on a number line. Then complete the sentence.

3. 0.55, \( \frac{2}{5} \), 0.46
   
   The number with the greatest value is ________.

On Your Own

Locate each number on a number line. Then complete the sentence.

4. 0.4, \( \frac{2}{4} \), 0.15
   
   The number with the greatest value is ________.

5. \( \frac{2}{3} \), 2.45, \( \frac{2}{5} \)
   
   The number with the least value is ________.

6. 3.95, \( 3\frac{5}{6} \), \( 3\frac{4}{5} \)
   
   The number with the greatest value is ________.

Problem Solving

7. Hannah made 0.7 of her free throws in a basketball game. Abra made \( \frac{6}{10} \) of her free throws. Dena made \( \frac{3}{4} \) of her free throws. Who was the best shooter? Explain.

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________
Order Fractions and Decimals

Essential Question: How can you order decimals, fractions, and mixed numbers on a number line?

Unlock the Problem

In tennis, Jocelyn’s serve takes 0.97 of a second to reach her opponent. Dave’s serve takes \( \frac{4}{5} \) of a second. Monica’s serve takes 0.85 of a second. Order the three serves from shortest to longest time.

Order the fractions and decimals on the number line.

STEP 1 Locate the benchmarks on the number line.
- Benchmark decimals: 0, 0.25, 0.5, 0.75, 1.
- Benchmark fractions: 0, \( \frac{1}{4}, \frac{1}{2}, \frac{3}{4}, 1 \).

STEP 2 Locate 0.97, \( \frac{4}{5} \), and 0.85 on the number line.

STEP 3 Order the fractions and decimals.

Remember: The point farthest to the left is the least value.

So, the times in order from shortest to longest are: \( \frac{4}{5} \), 0.85, 0.97.

Try This! Order 6.03, \( 5\frac{9}{16} \), \( 5\frac{1}{4} \), and 6.2 from greatest to least.

- Locate each fraction and decimal on the number line. Use benchmarks to help you locate each.

From the greatest to least: _________  _________  _________  _________

Math Talk

How does the number line help you order numbers from greatest to least?
Share and Show

Locate each number on the number line.
Then write the numbers in order from least to greatest.

1. $\frac{3}{5}, 0.54, 0.35$

For 2–3, locate each set of numbers on a number line.
Then write the numbers in order from greatest to least.

2. $1.16, 1\frac{1}{4}, 1.37, 1\frac{1}{10}$
3. $\frac{5}{6}, 0.5, \frac{2}{5}, 0.78$

On Your Own

For 4–5, locate each number on a number line.
Then write the numbers in order from least to greatest.

4. $0.6, 0.2, 0.3, 0.39$
5. $7\frac{1}{4}, 7.4, 7\frac{3}{4}, 7.77$

For 6–7, locate each number on a number line.
Then write the numbers in order from greatest to least.

6. $\frac{3}{10}, 0.222, \frac{3}{5}, 0.53$
7. $2.96, 3\frac{1}{5}, 3.48, 3\frac{1}{4}$

Problem Solving

8. Judges in a skateboarding competition gave scores of 8.2, 8.1, 8.3, 8.44, and 8.1. Which two scores were closest to one another? Explain.
Mr. Shu gives this puzzle to his math students.

“Write 24 as a product of factors that are prime. Remember that a prime number must be greater than 1 and can have only 1 and itself as factors.”

You can use a diagram called a factor tree to find the factors of a number.

**Use a factor tree to find the prime number factors that have a product of 24.**

**STEP 1**
Write the number to be factored at the top of the factor tree.

**STEP 2**
Write it as a product of any two factors.
Think: $4 \times 6 = 24$

- $\_ \_ \times \_ \_$

**STEP 3**
Write each factor as the product of two factors.
Think: $2 \times 2 = 4$ and $2 \times 3 = 6$

- $\_ \_ \_ \_ \times \_ \_ \_ \_ \_$

**STEP 4**
Continue until each factor is a prime number.
Think: $2 \times 1 = 2$ and $3 \times 1 = 3$

Write the factors that are prime numbers from least to greatest.

So, $24 = \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_$

**Try This!** Make a different factor tree for 24.

- Is the product of factors the same as in the Example? Explain.

- Explain how you can use factored numbers to find common factors.
1. Use a factor tree to find the prime number factors that have a product of 210.

- Write 210 as a product of any two factors.
  \[ \underline{\quad} \times 21 \]
- Write each factor as the product of factors.
  \[ 10 = \underline{\quad} \times \underline{\quad} \quad 21 = \underline{\quad} \times \underline{\quad} \]

Now each factor has only \( \quad \) and itself as factors.

So, \( 210 = \underline{\quad} \times \underline{\quad} \times \underline{\quad} \times \underline{\quad} \).

Use a factor tree to find the prime number factors.

2. \[ \underline{\quad} \]
3. \[ \underline{\quad} \]
4. \[ \underline{\quad} \]

On Your Own

Use a factor tree to find the prime number factors.

5. \[ \underline{\quad} \]
6. \[ \underline{\quad} \]
7. \[ \underline{\quad} \]

Problem Solving

Mr. Shu gave these problems to his math students. Solve.

8. Write 500 as a product of prime number factors.
   Each factor must be greater than 1 and can have only 1 and itself as factors.

9. Find a number that has four identical even factors. Each factor must be greater than 1 and can have only 1 and itself as factors.
Name ________________________________

**Model Percent**

**Essential Question** How can you express real world quantities as percents and use them to solve problems?

---

**Unlock the Problem**

Percent means “per hundred” or “out of 100.” So, when you find percent you are finding a part of 100. Sixty percent, for example, means 60 out of 100. You can write percents using the percent symbol, %. So, 60 percent is written as 60%.

---

**Example 1** Name the percent that is shaded.

- 5 columns: $5 \times 10 = 50$.
- 3 squares: $3 \times 1 = 3$
- Total: $50 + 3 = 53$ out of 100, or 53 percent is shaded.

**Example 2** Name the percent that is not shaded.

- 4 columns: $4 \times 10 = 40$.
- 7 squares: $7 \times 1 = 7$
- Total: $40 + 7 = 47$ out of 100, or 47 percent is not shaded.

---

**Try This!** Use the number line. Tell what these percents mean:

- 0 percent, 50 percent, 100 percent.

---

A. 0 percent means _______ out of 100, or none of the total.
B. 50 percent means _______ out of 100, or half of the total.
C. 100 percent means _______ out of 100, or all of the total.

---

**Math Talk**

Which benchmark is 33% closest to? Explain how you know.
Share and Show

Use the diagram to write the percent.

1. How many whole columns and single squares are shaded?

2. What percent is shaded?

3. What percent is unshaded?

Shade the grid to show the percent.

4. 20 percent

5. 86 percent

On Your Own

Use the diagram to write the percent.

6. light shading

7. dark shading

8. not shaded

9. not shaded

10. dark shading

11. light shading

Write the closest benchmark for the percent.

12. 48%

13. 94%

14. 4%

Problem Solving

15. In an election between Warren and Jorge, Warren declared victory because he received 58 percent of the vote. Is he correct? Explain.
Name ________________________________

**Relate Decimals and Percents**

Essential Question How can you express decimals as percents and percents as decimals?

**Unlock the Problem**

Decimals and percents are two ways of expressing the same number. You can write a percent as a decimal. You can also write a decimal as a percent.

- In percent, the "whole" is 100. What is the "whole" in decimal form?

---

**Example 1** Model 0.42. Write 0.42 as a percent.

**STEP 1** Write the decimal as a ratio.

\[ 0.42 = \text{42 hundredths} = 42 \text{ out of 100}. \]

**STEP 2** Make a model that shows 42 out of 100.

**STEP 3** Use the model to write a percent.

42 shaded squares = \[ \frac{42}{100} \text{ percent}, \text{ or } 42\% \]

---

**Example 2** Model 19 percent. Write 19\% as a decimal.

**STEP 1** Write the percent as a fraction.

\[ 19\% = \frac{19}{100} \]

**STEP 2** Make a model that shows 19 out of 100.

**STEP 3** Use the model to write a decimal.

19 shaded squares out of 100 squares = ____________

---

Math Talk - Mathematical Practices

Suppose a store is having a 50\% off sale. What does this mean?
Share and Show

Use the model. Complete each statement.

1a. 0.68 = ____ out of 100

1b. How many squares are shaded?

1c. What percent is shaded?

Write the percents as decimals.

2. 47 percent

3. 11 percent

On Your Own

Write the decimals as percents.

4. 0.20

5. 0.39

6. 0.44

7. 0.93

8. 0.07

9. 0.7

10. 0.06

11. 0.6

Write the percents as decimals.

12. 12 percent

13. 31%

14. 99 percent

15. 13 percent

16. 4 percent

17. 14 percent

18. 90 percent

19. 9%

Problem Solving

20. In basketball, Linda made 0.56 of her shots. What percent of her shots did Linda miss?
Every percent and decimal number can also be written as a fraction. All fractions can be written as decimals and percents. For example, \(\frac{2}{5}\) of the songs in Bonnie’s music collection are country songs. What percent of her song collection is country?

**Write the percent that is equivalent to \(\frac{2}{5}\).**

**STEP 1** Set up the equivalent fraction with a denominator of 100.

\[
\frac{2 \times ?}{5 \times 20} = \frac{100}{?}
\]

**STEP 2** Ask: By what factor can you multiply the denominator to get 100?

\[
\frac{2 \times 20}{5 \times 20} = \frac{\cancel{40}}{\cancel{100}} \leftrightarrow \text{multiply the denominator by 20}
\]

**STEP 3** Multiply the numerator by the same factor, 20.

\[
\frac{2 \times 20}{5 \times 20} = \frac{40}{100}
\]

**STEP 4** Write the fraction as a percent.

\[
\frac{40}{100} = \frac{\text{40 percent}}{100}
\]

So, \(\frac{2}{5}\) equals 40 percent.

**More Examples**

A. Write \(\frac{8}{25}\) as a decimal.

**STEP 1** Write an equivalent fraction with a denominator of 100.

\[
\frac{8 \times 4}{25 \times 4} = \frac{32}{100} \leftrightarrow \text{multiply denominator and numerator by 4}
\]

**STEP 2** Write the fraction as a decimal.

\[
\frac{32}{100} = 0.32
\]

B. Write 90 percent as a fraction in simplest form.

**STEP 1** Write 90% as a fraction.

\[
90\% = \frac{90}{100}
\]

**STEP 2** Simplify.

\[
\frac{90 \div 10}{100 \div 10} = \frac{9}{10}
\]

**Math Talk**

Mathematical Practices

How are 9% and 90% alike when written as decimals? How are they different?
Share and Show

Complete the steps to write \( \frac{7}{20} \) as a percent.

1. By what factor should you multiply the denominator and numerator? \( \frac{7 \times ?}{20 \times ?} = \frac{?}{100} \)

2. For \( \frac{2}{20} \), what is an equivalent fraction with a denominator of 100?

3. What percent is equivalent to \( \frac{7}{20} \)?

Write a decimal, a percent, or a simplified fraction.

4. \( \frac{1}{4} \) as a decimal

5. \( \frac{3}{10} \) as a percent

6. 80% as a fraction

On Your Own

Write a decimal, a percent, or a simplified fraction.

7. \( \frac{1}{5} \) as a percent

8. \( \frac{9}{10} \) as a decimal

9. \( \frac{11}{20} \) as a percent

10. 75% as a fraction

11. \( \frac{3}{4} \) as a percent

12. \( \frac{9}{25} \) as a decimal

13. \( \frac{28}{50} \) as a percent

14. \( \frac{1}{20} \) as a percent

15. 4% as fraction

16. \( \frac{4}{5} \) as a percent

17. \( \frac{24}{25} \) as a decimal

18. \( \frac{41}{50} \) as a percent

Problem Solving

19. Whitney has finished \( \frac{5}{20} \) of her book. What percent of the book does Whitney still need to read?

20. Roger has completed \( \frac{4}{25} \) of his math homework. What percent of his math homework does he still need to do?

GR12
**Lesson 7**

**Divide Fractions by a Whole Number**

**Essential Question** How do you divide a fraction by a whole number?

---

**Unlock the Problem**

Four friends share \( \frac{3}{4} \) of a quart of ice cream equally. What fraction of a quart of ice cream does each friend get?

**STEP 1**

Divide. \( \frac{3}{4} \div 4 \)

Let the rectangle represent 1 quart of ice cream. Divide it into thirds by drawing vertical lines. Shade 2 of the thirds.

**STEP 2**

Divide the rectangle into fourths by drawing horizontal lines. Shade \( \frac{1}{4} \) of the \( \frac{3}{4} \) already shaded.

**STEP 3**

The rectangle is now divided into ____ equal parts.

Each part is ____ of the rectangle. Of the 12 equal parts, ____ parts are shaded twice. So, ____ of the rectangle is shaded twice.

So, each friend gets ______ of a quart of ice cream.

---

**Try This!** Divide. \( \frac{3}{4} \div 2 \)

**STEP 1**

Divide the rectangle into fourths. Shade 3 of the fourths.

**STEP 2**

Divide the rectangle into halves. Shade \( \frac{1}{2} \) of the \( \frac{3}{4} \) already shaded.

**STEP 3**

Of the 8 equal parts, ____ parts are shaded twice. So, ____ of the rectangle is shaded twice.
Complete the model to find the quotient. Write the quotient in simplest form.

1. $\frac{5}{6} \div 2 = \underline{\quad}$
   Divide the rectangle into sixths.
   Shade 5 of the sixths.

2. $\frac{3}{4} \div 3 = \underline{\quad}$
   Divide the rectangle into halves. Shade $\frac{1}{2}$ of $\frac{5}{6}$

3. $\frac{2}{3} \div 2 = \underline{\quad}$

4. $\frac{3}{5} \div 2 = \underline{\quad}$

On Your Own

Complete the model to find the quotient. Write the quotient in simplest form.

5. $\frac{2}{5} \div 2 = \underline{\quad}$

6. $\frac{5}{8} \div 3 = \underline{\quad}$

Draw a model to find the quotient. Write the quotient in simplest form.

7. $\frac{4}{9} \div 2 = \underline{\quad}$

8. $\frac{4}{5} \div 3 = \underline{\quad}$

Problem Solving

9. Heather, Jocelyn, and Dane are each swimming one leg of a $\frac{9}{16}$ mile race. They will divide the distance equally. How far will each team member swim?

   ________________________________

GR16
Name ____________________________

**Ratios**

**Essential Question**  How can you express real world quantities as ratios?

---

Unlock the Problem

Max sells bouquets of roses. There are 3 yellow roses and 2 red roses. What is the ratio of yellow to red roses?

A ratio is a comparison of two numbers.

**Activity**  Materials  two-color counters

Model the data.

**STEP 1** Use 3 counters with the yellow side up to represent yellow roses and 2 counters with the red side up to represent red roses.

**STEP 2** Write the ratio of yellow to red roses.

- Ratios can be written in different ways.
  - 3 to 2  or 3:2  or \( \frac{3}{2} \) (as a fraction)

So, the ratio of yellow roses to red roses is ___ to ___, ___:___, or \( \frac{3}{2} \).

---

In the example above, you compared a part to a part. You can also use a ratio to compare a part to a whole or a whole to a part.

**Try This!**  Show a ratio of red counters to total counters.

**STEP 1** Count to find the number of red counters. ___

**STEP 2** Count to find the total number of counters. ___

**STEP 3** Write the ratio. ______________

---

**Math Talk**  Mathematical Practices

How would the ratio change if you found the ratio of total counters to red counters?
Share and Show

Find the ratio of red counters to yellow counters.

1a. How many red counters are there?

1b. How many yellow counters are there?

1c. What is the ratio of red to yellow counters?

Write the ratio.

2. squares to circles

3. total squares to dark squares

On Your Own

For 4–6, use the drawing to write the ratio.

4. dark to light

5. light to dark

6. light to total

For 7–9, use the drawing to write the ratio.

7. triangles to circles

8. dark to light

9. total shapes to circles

For 10–12, write the ratio.

10. weekdays to weekend days

11. weekend days to days in a week

12. days in a week to days in January

Problem Solving

13. The ratio of length to width in Gus’s driveway is 13 yards to 4 yards. What is this ratio in feet? (Hint: 3 ft = 1 yd)
Unlock the Problem

To make brass, you can mix 2 parts zinc to 3 parts copper, a ratio of 2 to 3. If you have 12 bars of copper and use them all, how many bars of zinc do you need to make brass?

Since ratios can be written as fractions, 2 to 3 can be written as $\frac{2}{3}$. Use what you know about equivalent fractions to find equivalent ratios.

Use a diagram to find an equivalent ratio.

**STEP 1** Draw bars to represent a 2 to 3 ratio of zinc to copper.

**STEP 2** Add groups until you have 12 bars of copper.

**STEP 3** Count the zinc bars. Write an equivalent ratio.

There are 8 zinc bars. So, 2 to 3 is equivalent to the ratio 8 to 12.

Try This! Use equivalent ratios to find out if 6:8 is equivalent to 18:24.

**STEP 1** Write the ratios as fractions.

\[
6:8 = \frac{6}{8} \quad 18:24 = \frac{18}{24}
\]

**STEP 2** Write the fractions in simplest form. Then compare.

\[
\frac{6}{8} = \frac{6 \div 2}{8 \div 2} = \frac{3}{4} \quad \frac{18}{24} = \frac{18 \div 6}{24 \div 6} = \frac{3}{4}
\]

Both ratios equal $\frac{3}{4}$, so they are equivalent.

Math Talk

How does knowing how to simplify fractions help you decide whether two ratios are equivalent?
Share and Show

Are the ratios 3:5 and 12:20 equivalent?

1a. Write both ratios as fractions.

1b. Are both ratios in simplest form?

1c. Write both ratios in simplest form.

1d. Are the ratios equivalent?

Write equivalent or not equivalent.

2. 1 to 3 and 2 to 6

3. 3 to 7 and 12 to 21

On Your Own

Write the equivalent ratio.

4. 5 to 2 = _____ to 4

5. 3 to 6 = 7 to _____

6. 7:2 = _____:6

7. 14 to 21 = _____ to 15

8. 6:10 = _____:30

9. 8 to 9 = 40 to _____

Write equivalent or not equivalent.

10. 3:5 and 21:35

11. 4 to 3 and 36 to 24

12. 27:72 and 9:24

Problem Solving

13. Three of every 5 pizzas that Miggy's Pizza sells are cheese pizzas. Miggy's sold 80 pizzas today. How many of them would you expect were cheese?
NAME ____________________________

Rates

Essential Question: How can you find rates and unit rates?

Unlock the Problem

Connect: You know how to write ratios to compare two quantities. A rate is a ratio that compares two quantities that have different units of measure. A unit rate is a rate that has 1 unit as its second term.

Rafael is shopping at a used book and music store. A sign advertises 4 CDs for $12. What is the unit rate for the cost of 1 CD?

Write the rate in fraction form. Then find the unit rate.

STEP 1

Write the rate in fraction form to compare dollars to CDs.

\[
\frac{\text{dollars}}{\text{CDs}} = \frac{12}{4}
\]

STEP 2

Divide to find an equivalent rate so that 1 is the second term.

\[
\frac{12}{4} = \frac{12}{4} \div \frac{4}{1} = 1
\]

So, the unit rate for CDs is _________ for 1 CD.

Math Talk

Would it make sense to compare CDs to dollars to find a unit rate? Explain.

- What are the units of the quantities that are being compared?
- What operations can you use to write equivalent ratios?

What if the regular price of CDs is 5 for $20? What is the unit rate for CDs at the regular price? Explain how you found your answer.
1. Find the unit rate of speed for 120 miles in 2 hours.

\[
\text{miles} \quad 120 \quad \text{hours} \quad \frac{120}{2} \div 2 \quad = \quad \underline{60}\text{ miles per hour.}
\]

The unit rate of speed is \underline{60} miles per \underline{hour}.

Find the unit rate.

2. $5.00 for 2 T-shirts
3. 200 words in 4 min
4. 150 mi on 10 gal of gas

On Your Own

Write the rate in fraction form.

5. 90 words in 2 min
6. $1.20 for 6 goldfish
7. $0.05 per page

Find the unit rate.

8. $208 for 4 tires
9. 300 mi per 15 gal
10. 240 people per 2 sq mi

Problem Solving

11. An ice skating rink charges $1.50 to rent ice skates for 30 minutes. What is the unit rate per hour for renting ice skates?

GR22
Distance, Rate, and Time

**Essential Question** How can you solve problems involving distance, rate, and time?

Unlock the Problem

You can use the formula $d = r \times t$ to solve problems involving distance, rate, and time. In the formula, $d$ represents distance, $r$ represents rate, and $t$ represents time. The rate is usually a unit rate comparing distance to time, such as miles per hour.

**Example 1**

The winner of an automobile race drove 500 miles at an average speed of 150 miles per hour. How long did it take the winner to finish the race?

**STEP 1**
Write the formula. 

$$d = r \times t$$

**STEP 2**
Replace $d$ with 500 and $r$ with 150. 

$$d = r \times t$$

$$500 = 150 \times t$$

So, it takes the winner ________ hours or ________ hours ________ minutes to complete the race.

**Example 2**

A race car driver traveled at an average speed of 120 miles per hour to finish a race in 2 hours. What was the length of the race?

**STEP 1**
Write the formula. 

$$d = r \times t$$

**STEP 2**
Replace $r$ with 120 and $t$ with 2. 

$$d = r \times t$$

$$d = 120 \times 2$$

So, the race was ________ miles long.

**STEP 3**
Use what you know about inverse operations to find $t$. 

$$500 = 150 \times t$$

$$t = 3\frac{1}{3}$$

**Math Talk**

Why were different operations used in Step 3 of Examples 1 and 2?
1. A cyclist travels 45 miles in 3 hours. What is the cyclist’s speed?
   Write the formula: \( d = \square \times \square \)
   Replace \( d \) with _____.
   Replace \( t \) with _____.
   The rate is _____ miles per hour.

Use the formula \( d = r \times t \) to solve. Include the units in your answer.

2. A train travels at an average speed of 80 miles per hour for 5 hours. How far does the train travel?

3. A horse travels at an average speed of 12 miles per hour. How long does it take the horse to travel 60 miles?

On Your Own

Use the formula \( d = r \times t \) to solve. Include the unit in your answer.

4. A hiker travels at a speed of 3 miles per hour for 3 hours. How far does the hiker travel in that time?

5. A snail travels at a speed of 2 centimeters per minute. How long does the snail take to travel 30 centimeters?

6. A boat travels 6 miles in 24 minutes. What is the average speed of the boat?

7. \( d = 320 \text{ cm} \)
   \( r = \square \)
   \( t = 8 \text{ sec} \)

8. \( d = \square \)
   \( r = 50 \text{ km per hr} \)
   \( t = 6 \text{ hr} \)

9. \( d = 150 \text{ ft} \)
   \( r = 20 \text{ ft per min} \)
   \( t = \square \)

Problem Solving

10. In an experiment, Ava found that it took a ball 5 seconds to roll down an 80-foot ramp. What is the average speed of the ball?

11. Jason’s family is driving 1,375 miles to Grand Canyon National Park. They plan to drive at an average speed of 55 miles per hour. How long will they be driving to reach the park?
Understand Integers

**Essential Question** How can you use positive and negative numbers to represent real world quantities?

**Unlock the Problem**

**Connect** You have used a number line to show 0 and whole numbers. You can extend the number line to the left of 0 to show the opposites of the whole numbers. For example, the opposite of $+3$ is $-3$. Any whole number or the opposite of a whole number is called an **Integer**.

\[
\begin{array}{c}
-4 & -3 & -2 & -1 & 0 & +1 & +2 & +3 & +4 \\
\hline
\end{array}
\]

Negative integers are written with a negative sign, $^-$. Positive integers are written with or without a positive sign, $^+$. How can you tell whether a number is an integer or not?

**Example 1**

The temperature in Fairbanks, Alaska, was 37 degrees below zero. Write an integer to represent the situation.

**STEP 1** Decide whether the integer is positive or negative.

The word ____________ tells me that the integer is ____________.

**STEP 2** Write the integer: ____________

So, the temperature in Fairbanks was ____________ degrees.

**Example 2**

The Koala Bears gained 11 yards on a football play. Write an integer to represent the situation. Then, tell what 0 represents in that situation.

**STEP 1** Decide what positive integers and negative integers represent.

Positive integers represent yards ____________.

Negative integers represent yards ____________.

**STEP 2** Decide what 0 represents.

So, 0 means yards were neither ____________ nor ____________.
Write an integer to represent the situation.

1. a loss of $25
   The word loss represents an integer that is _________.
   The integer that represents the situation is _________.

2. 73 degrees above zero _________

3. 200 feet below sea level __________

4. a profit of $76 __________

Write an integer to represent the situation. Then, tell what 0 represents.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Integer</th>
<th>What Does 0 Represent?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. The passenger jet flew at an altitude of 34,000 feet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Zack lost 45 points on his first turn.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Craig was 20 minutes early for his appointment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On Your Own

Write an integer to represent the situation.

8. the temperature went up 2 degrees ________

9. 11 feet below sea level __________

10. an increase of 37 students __________

11. 15 seconds before rocket liftoff __________

Write an integer to represent the situation. Then, tell what 0 represents.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Integer</th>
<th>What Does 0 Represent?</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Amelia earned $1,200 in one week.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. The coal was 2 miles below ground level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. The alarm clock rang 5 minutes early.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Problem Solving (Real World)

15. Gina withdrew $600 from her checking account to pay for her new guitar. What integer can you write to represent the withdrawal? What does 0 represent?
Montel hires Shea to buy some tools for him at the hardware store. Montel will pay Shea $5 more than the cost of the tools she buys.

A. How can you represent this payment as an expression?

B. How can you use the expression to calculate what Montel will pay Shea?

Write an expression for what Montel will pay.

STEP 1 Choose a variable and explain what it stands for.

Let c equal the cost of the tools.

STEP 2 Write a word expression.

$5 more than the cost.

STEP 3 Replace the word expression with an addition expression using c.

5 + c

So, an expression that tells how much Montel owes Shea is

5 + c.

Try This! If the tools cost a total of $18, how much will Montel pay Shea?

Evaluate the expression 5 + c for c = 18.

STEP 1 Write the expression.

STEP 2 Replace c with ____________.

5 + ______

STEP 3 Add to evaluate.

5 + 18 = ______

So, Montel will pay Shea ____________.
Write an expression.

1a. What operation does the phrase less than suggest?

1b. Write a word expression:

1c. Write an expression for Tallahassee's temperature. Let $m$ stand for the temperature in Miami.

1d. Evaluate the expression for Tallahassee's temperature for $m = 90$.

Evaluate each expression for the value given.

2. $b - 45$ for $b = 70$

3. $13 + a$ for $a = 40$

Write an expression.

4. Zeke has some tropical fish, $f$. Dean gave Zeke 5 new fish. How many fish does Zeke have now?

5. Myra had some candles, $c$. She used up 12 of them. How many candles does Myra have now?

Evaluate each expression for the value given.

6. $s - 18$ for $s = 80$

7. $49 + k$ for $k = 31$

8. $w 	imes 6$ for $w = 13$

9. $60 + n$ for $n = 20$

10. $t 	imes 12$ for $t = 8$

11. $r - 25$ for $r = 110$

12. Keith is 2 inches shorter than his sister. If $s$ represents his sister's height, what expression can you write that represents Keith's height?
**Unlock the Problem**

Every morning, Bobbi’s Hot Bagels makes a special claim. All bagels Bobbi’s sells will be warm and less than 9 minutes old. What inequality can you write to represent in whole minutes how old Bobbi’s bagels are?

An inequality is a number sentence that compares two unequal quantities and uses the symbols $<$, $>$, $\leq$, or $\geq$.

1. **Write an inequality using a variable.**
   - **STEP 1** Write the inequality in words. 
     - Time $\quad \rightarrow$ is less than $\quad 9$
   - **STEP 2** Replace $time$ with the variable $t$. 
     - $t \quad \rightarrow$ less than $\quad 9$
   - **STEP 3** Replace the words less than with a less than ($<$) symbol. 
     - $t < 9$

**Try This!** Graph the solutions on the number line. Of 3, 6, 9, and 12, which numbers are solutions for $t < 9$?

1. **STEP 1** In $t < 9$, replace $t$ with 3.
   - Repeat the process for $t = 6, 9, 12$. 
     - $t < 9$
     - $3 < 9 \leftarrow$ true

2. **STEP 2** Identify the values that make $t < 9$ true.
   - True values are solutions: $t = 3, 6$.
   - False values are not solutions: $t \neq 9, 12$.
     - $6 < 9 \leftarrow$ true
     - $9 < 9 \leftarrow$ false
     - $12 < 9 \leftarrow$ false

3. **STEP 3** Graph the solutions on a number line. 
   - Graph true values with filled circles.

---

**Math Talk**

How does the answer for the problem change if the inequality is "$t$ is less than or equal to 9"?
Of 2, 5, and 8, which numbers are solutions for the inequality \( x \geq 5 \)?
Graph the solutions on the number line.

1a. Replace \( x \) with 2. True or false?

1b. Replace \( x \) with 5. True or false?

1c. Replace \( x \) with 8. True or false?

Show two solutions for the inequality on a number line.

2. \( a < 6 \)

---

**On Your Own**

Of 7, 10, and 13, which numbers are solutions for the inequality?

3. \( m > 8 \)

4. \( b \leq 10 \)

5. \( c < 15 \)

Of 0, 4, 6, and 11, which numbers are solutions for the inequality?

6. \( d \geq 8 \)

7. \( r < 1 \)

8. \( s > 4 \)

Show two solutions for the inequality on a number line.

9. \( n \leq 6 \)

10. \( x > 2 \)

---

**Problem Solving**

11. For her birthday party, Dina wants to invite at least 8 guests but not more than 12 guests. How many guests might she have? Name all of the possibilities.
Are social networking sites appropriate for teen use? After reading a
variety of informational articles, write an editorial that addresses the
question and support your position with evidence from the texts.

Read each of the following articles:
- The Pros and Cons of Social Networking by Elise Moreau
- Cyber Bullying and Social Media by Bahati Russell
- Social Media Offers ‘No Escape’ for Bullying Victims by Alexi Cohan
- Teenagers and Social Networking – It Might Actually Be Good For Them by Clive
  Thompson
- Why Social Media is Not Smart for Middle School Kids by Victoria L. Dunckley M.D.

Answer the questions below for each article:
- What is the article about? Write a brief summary.
- Which parts of the text provide evidence that relates to the prompt?
- What historical or current examples did you notice that relate to the prompt?
- What is the text explicitly, or openly, saying? What gaps or unanswered
  questions aren’t addressed in the text?
- What opposing arguments have you encountered or thought of based on the
  text?
- How do you know your sources are credible, or can be trusted?

As you read, record your notes from each article in a T-chart like the one below. Notes
from all 5 articles can be recorded on the same T-chart. This will help you write your essay.

<table>
<thead>
<tr>
<th>Pros (Social networking sites are appropriate for teens to use)</th>
<th>Cons (Social networking sites aren’t appropriate for teens to use)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“evidence” (Author, Title of Article)</td>
<td>“evidence” (Author, Title of Article)</td>
</tr>
<tr>
<td>“evidence” (Author, Title of Article)</td>
<td>“evidence” (Author, Title of Article)</td>
</tr>
</tbody>
</table>

Use a graphic organizer, like a 4-Square, to organize your thoughts for your essay.

Draft your essay. Proofread & edit your essay. Be sure you have:
- Written in complete sentences and corrected any fragments and run-on
  sentences.
- Used pronouns in the appropriate proper case (i.e., subjective, objective, and
  possessive).
- Corrected vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- Corrected inappropriate shifts in verb tense.
- Correctly use frequently confused words (e.g., to, too, two, there, their, they’re).
- Ensured subject-verb and pronoun-antecedent agreement.

Write a final draft.

Staple your answers to each article, T-Chart, essay organizer, and rough draft to the final
draft. The final draft should be on top.
<table>
<thead>
<tr>
<th>Rubric</th>
<th>Not Yet 1</th>
<th>Approaches Expectations 2</th>
<th>Meets Expectations 3</th>
<th>Advanced 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Attempts to address prompt but lacks focus or is off task.</td>
<td>Addresses prompt appropriately and establishes a position, but focus is uneven.</td>
<td>Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.</td>
<td>Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.</td>
</tr>
<tr>
<td>Reading/Research</td>
<td>Attempts to reference reading materials to develop response but lacks connections or relevance to the purpose of the prompt.</td>
<td>Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.</td>
<td>Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.</td>
<td>Accurately and effectively presents important details from reading materials to develop argument or claim.</td>
</tr>
<tr>
<td>Controlling Idea</td>
<td>Attempts to establish a claim but lacks a clear purpose. Makes no mention of counter claims.</td>
<td>Establishes a claim. Makes note of counter claims.</td>
<td>Establishes a credible claim. Develops claim and counter claims fairly.</td>
<td>Establishes and maintains a substantive and credible claim or proposal. Develops claims and counter claims fairly and thoroughly.</td>
</tr>
<tr>
<td>Development</td>
<td>Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. Makes no connections or a connection that is irrelevant to argument or claim.</td>
<td>Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. Makes a connection with a weak or unclear relationship to argument or claim.</td>
<td>Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. Makes a relevant connection to clarify argument or claim.</td>
<td>Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.</td>
</tr>
<tr>
<td>Organization</td>
<td>Attempts to organize ideas but lacks control of structure.</td>
<td>Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.</td>
<td>Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.</td>
<td>Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.</td>
</tr>
<tr>
<td>Conventions</td>
<td>Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.</td>
<td>Demonstrates an uneven command of standard English conventions and cohesion. Accuracy and/or appropriateness of language and tone is uneven. Inconsistently cites sources.</td>
<td>Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.</td>
<td>Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt.</td>
</tr>
</tbody>
</table>
Article #1

The Pros and Cons of Social Networking
by Elise Moreau

Updated April 15, 2019

Social networking has changed the way we communicate, do business, get our daily news fix and so much more. But is it really all it's cracked up to be?

That depends on who you talk to and how you're using it. A site like Facebook could serve as an opportunistic launching pad for a new business owner, or it could be an inescapable source of negative peer pressure for a young teen. There are pros and cons to everything in life — and that includes our social networking habits. Here are some of the major pros and cons that most people are familiar with. As you go through them, ask yourself how you can take more advantage of the pros while minimizing the cons whenever you decide to check out your favorite social networks.

Pros of Social Networking

Ability to connect to other people all over the world. One of the most obvious pros of using social networks is the ability to instantly reach people from anywhere. Use Facebook to stay in touch with your old high school friends who've relocated all over the country, get on Google Hangouts with relatives who live halfway around the world, or meet brand new people on Twitter from cities or regions you've never even heard of before.

Easy and instant communication. Now that we're connected wherever we go, we don't have to rely on our landlines, answering machines or snail mail to contact somebody. We can simply open up our laptops or pick up our smartphones and immediately start communicating with anyone on platforms like Twitter or one of the many social messaging apps available.

Real-time news and information discovery. Gone are the days of waiting around for the six o'clock news to come on TV or for the delivery boy to bring the newspaper in the morning. If you want to know what's going on in the world, all you need to do is jump on social media. An added bonus is that you can customize your news and information discovery experiences by choosing to follow exactly what you want.

Great opportunities for business owners. Business owners and other types of professional organizations can connect with current customers, sell their products and expand their reach using social media. There are actually lots of entrepreneurs and businesses out there that thrive almost entirely on social networks and wouldn't even be able to operate without it.

General fun and enjoyment. You have to admit that social networking is just plain fun sometimes. A lot of people turn to it when they catch a break at work or just want to relax at home. Since people are naturally social creatures, it's often quite satisfying to see comments and likes show up on our own posts, and it's convenient to be able to see exactly what our friends are up to without having to ask them directly.
Cons of Social Networking

Information overwhelm. With so many people now on social media tweeting links and posting selfies and sharing YouTube videos, it sure can get pretty noisy. Becoming overwhelmed by too many Facebook friends to keep up with or too many Instagram photos to browse through isn't all that uncommon. Over time, we tend to rack up a lot of friends and followers, and that can lead to lots of bloated news feeds with too much content we're not all that interested in.

Privacy issues. With so much sharing going on, issues over privacy will always be a big concern. Whether it's a question of social sites owning your content after it's posted, becoming a target after sharing your geographical location online, or even getting in trouble at work after tweeting something inappropriate — sharing too much with the public can open up all sorts of problems that sometimes can't ever be undone.

Social peer pressure and cyber bullying. For people struggling to fit in with their peers — especially teens and young adults — the pressure to do certain things or act a certain way can be even worse on social media than it is at school or any other offline setting. In some extreme cases, the overwhelming pressure to fit in with everyone posting on social media or becoming the target of a cyberbullying attack can lead to serious stress, anxiety and even depression.

Online interaction substitution for offline interaction. Since people are now connected all the time and you can pull up a friend's social profile with a click of your mouse or a tap of your smartphone, it's a lot easier to use online interaction as a substitute for face-to-face interaction. Some people argue that social media actually promotes antisocial human behavior.

Distraction and procrastination. How often do you see someone look at their phone? People get distracted by all the social apps and news and messages they receive, leading to all sorts of problems like distracted driving or the lack of gaining someone's full attention during a conversation. Browsing social media can also feed procrastination habits and become something people turn to in order to avoid certain tasks or responsibilities.

Sedentary lifestyle habits and sleep disruption. Lastly, since social networking is all done on some sort of computer or mobile device, it can sometimes promote too much sitting down in one spot for too long. Likewise, staring into the artificial light from a computer or phone screen at night can negatively affect your ability to get a proper night's sleep.
Cyber bullying and Social Media
By Bahati Russell

on December 2, 2017

STOP cyberbullying

One of the biggest things that people of online communities tend to overlook is the fact that words do hurt. Although these things that are hurtful are not being said online, saying them online can amount to just as much hurt and maybe even more. I have been a witness and a victim to cyberbullying and have seen the effects that it can have on the victims and overall online communities that play a part with it. Cyberbullying is easily seen and more accessible on social media sites just because of the social freedoms that the sites allow us to have. I hope that in the future, social sites can find some way to automatically delete any type of cyber-threatening posts; I would love to do all within my power to try to stop the online bullying that occurs. In this post I will talk about why cyberbullying should be stopped, it’s effects on social sites, methods that could be taken in order to prevent it.

What is Cyberbullying?
I’m sure everyone is familiar with what cyberbullying is, but in case anyone is unfamiliar with it, I will define it. According to stopbullying.gov, cyberbullying is bullying that takes place over digital devices like cellphones, computers, and tablets. If you were thinking that cyberbullying is only on websites, than you may have to broaden your mind. Everyday, people around the world are faced with bullying in general, and it is one of the leading causes in suicides. Studies on http://www.bullyingstatistics.org/content/cyber-bullying-statistics.html state that over half of adolescents and teens are faced with cyberbullying, and that the same amount have engaged in cyberbullying. Of that huge percentage that were cyberbullied, there are about 4,400 cases of individuals that have committed suicide because of such. In my opinion one death is way too many, but the 4,400 cases truly disgusts and saddens me. It is still such a surprise to me that our government hasn’t made better laws or protections to victims who are faced with cyberbullying.

Many people can agree that cyberbullying should be stopped because it is just plain “mean”, but there are many different reasons in my opinion for why it should be stopped. For this post’s purposes, social media cyberbullying should be stopped because it is wrong and it is in the main eye of the public. When I was faced with cyberbullying, I was humiliated not just because of what was said but because of who may have seen it. In today’s society, we are very technologically advanced and we have devices that can save everything that is being said or seen forever; even if you delete it. With these type advancements on devices, majority of these cyberbullying incidents are being screenshots, saved, and sent out to many people. With websites such as Twitter, you don't even have to follow people to see the “drama”, or really anything in general; you
have the option to make your page private, however, there are few people on the Twitter community who follow this. Those who have committed suicide because of websites.

Social Media’s Impact on Cyberbullying

The uprise of social media has become one of the biggest technological advancements. An example of this tremendous rise is on [http://www.pewinternet.org/fact-sheet/social-media/](http://www.pewinternet.org/fact-sheet/social-media/). The source states that daily almost 76% of Facebook’s users use the website daily. The significance of this is that Facebook actually have 2.07 billion active users and counting on its website. This statistic as a whole pretty much gives an inference about social media’s impact. I think that it is quite amazing that communicating with others and having the urge to want to post things has brought a lot of us together; more than we may have ever imagine. However, when a lot of people come together and are all of different races, ethnicities, and even gender, there is bound to be problems. One of those biggest problems being how we communicate with each other.

When being online, I think that many people gain confidence that they may not have had before because social media allows us to hide things about ourselves. I will always commend the fact that social media has given a voice to everyone; even those whom may feel like they are unheard. Unfortunately, when it comes to allowing everyone to post what they may want, you may sometimes come across the pages or people who are negative; and that’s how cyberbullying occurs. Since I am active on social media sites, I cannot exclaim any further about the amount of negative things that I see on a negative basis. Of course, I am sure that the primary intentions of making social media sites was to connect with others and gain stronger connections with everyone around the world. But, sometimes I believe that it does more negative damage than positive things.

For example, for many of the young people on social media (those in elementary or middle school), I believe that it brings more negative damage than positive. To begin with, I think that social media exposes young children to too many things that they may not understand. I was always told that children are like sponges, so that you must watch what you say around them. Well, the analogy of young children and sponges applies to social media. I think that social media can negatively affect young children because it allows them to see a lot of their friends or classmates lives while they are still immature. For example, if a student has a bully in the classroom (which is common), it is not unlikely for them to bully online as well. Children, especially bullies, being exposed to this much freedom can negatively affect them. I think that social media enables many people to bully without any type of consequence.

What we can do to help Cyberbullying

There are many different opinions and statements about what people think should be done to stop cyberbullying; however, I don’t believe that there are many successful options that could be used. For example, [http://www.safteens.com/tips-to-stop-cyberbullying/](http://www.safteens.com/tips-to-stop-cyberbullying/), states that people should avoid it and maybe just block the person, but that does not always work. In fact, many people who engage in cyberbullying make it their mission to do whatever it takes to harm the other person. Personally, I believe that the most evident way to put a halt down on cyberbullying is if these websites take some accountability themselves. I believe that there should be many people hired for these social media sites that can filter out certain things. If these sites really cared about the people affected by these matter, they would try to put their best foot forward by stopping a lot of it. Once the bully’s begin to see that these websites are cracking down on the negativity, it would help the problem. Although I know that cyberbullying will probably never end all together, I think it is very impactful to try to limit as much of it as can be. In the future, I hope that
many of the owners and corporate executives see that this is a problem and want to help put forth an effort. I know that if there is anyway that I can help, I will do so.

Article #3

Social Media Offers ‘No Escape’ for Bullying Victims

By Alexi Cohan | Boston Herald

PUBLISHED: January 13, 2019 at 11:59 pm | UPDATED: January 14, 2019 at 5:52 am

The ever-changing world of social media has emerged as a prime bullying zone that offers “no escape,” child psychologists say.

Nearly 14 percent of students in the state reported being bullied online in 2017, according to the Centers for Disease Control and Prevention High School Youth Risk Behavior Survey, and child psychologists say it’s hard for parents and teachers to keep up.

William Sharp, an assistant psychology professor at Northeastern, pointed to Snapchat, an app on which he said many kids are being bullied. The app automatically deletes photos, videos and texts, leaving no evidence should a student choose to report cyberbullying.

“Cyberbullying is so difficult to intervene because it’s so silent and it’s 24/7,” said Sharp, adding that parents should set restrictions on-screen time for their children.

Sharp said his young patients have increasing access to texting and social media.

“There’s no escape,” said Sharp. He said encouraging kids to step away from technology is crucial in preventing cyberbullying.

Robyn Bratica, an assistant psychology professor at William James College in Boston, said schools are grappling to keep up with quickly developing technology. She said parents should be collaborating with schools to monitor online behavior at home.

“At school we can mention the dangers of these things but really anything that’s happening at home, the more we can work with parents … the more that can help with kids,” said Bratica.

Bratica said cyberbullying can leave the same lasting mental health effects on a child that in-school bullying leaves.

“After students have been bullied there’s different consequences — they might be likely to have lower self-esteem, they’re at a greater risk of depression or dropping out of school,” said Bratica.
Article #4

Teenagers and social networking – it might actually be good for them

By Clive Thompson

I ask a teenage girl, how often do you text? "250 times a day, or something," she tells me. Shocking! The digital lives of teenagers have become the target of weekly attacks. In a recent essay for the Guardian, the novelist Jonathan Franzen bemoaned online socialising, arguing that it was creating a uniquely shallow and trivial culture, making kids unable to socialise face to face. Then the American comedian Louis CK proclaimed on TV that he wouldn't give his daughters cellphones for fear they wouldn't develop empathy.

There's also the scientist and writer Susan Greenfield's famously apocalyptic warnings: "We could be raising a hedonistic generation who live only in the thrill of the computer-generated moment and are in distinct danger of detaching themselves from what the rest of us would consider the real world."

As a parent of two boys at primary school, I'm not immune to worry about these issues. And you don't need to be a parent to fret about the effect of all this technology on young people. Newspapers are constantly filled with frightening accounts of pornography addiction and aggression supposedly caused by violent videogames – particularly now, as Grand Theft Auto V hits the shelves. But even when these titillating accounts touch on real concerns, they do not really reflect the great mass of everyday teenage social behaviour: the online chat, the texting, the surfing, and the emergence of a new teenage sphere that is conducted digitally.
That trend is real. Is it, as Franzen and the others fear, turning kids into emoticon-addled zombies, unable to connect, unable to think, form a coherent thought or even make eye contact? Could this be true?

I don't think so. Let's go back to that girl who texts 250 times a day. The truth is, she was an extreme case I cherry-picked to startle you – because when I interviewed her, she was in a group of friends with a much wider range of experiences. Two others said they text only 10 times a day. One was a Facebook refusenik ("I'm all Instagram, pictures of what I'm doing in the city, with my friends. We're visual people"). A few were devotees of Snapchat, the app that lets you send a picture or text that, like a cold-war communiqué, is destroyed after one viewing. One had a phone filled with charmingly goofy emoticons, another disapproved: "I'm a skilled writer," she told me. "People sometimes misunderstand tone, so you have to be precise." As it turns out, the diversity of use in this group of friends is confirmed by research. Fewer than 20% of kids send more than 200 texts a day; 31% send barely 20 or fewer.

New technologies always provoke generational panic, which usually has more to do with adult fears than with the lives of teenagers. In the 1930s, parents fretted that radio was gaining "an invincible hold of their children". In the 80s, the great danger was the Sony Walkman – producing the teenager who "throbs with orgasmic rhythms", as philosopher Allan Bloom claimed. When you look at today's digital activity, the facts are much more positive than you might expect.
Indeed, social scientists who study young people have found that their digital use can be inventive and even beneficial. This is true not just in terms of their social lives, but their education too. So if you use a ton of social media, do you become unable, or unwilling, to engage in face-to-face contact? The evidence suggests not. Research by Amanda Lenhart of the Pew Research Centre, a US thinktank, found that the most avid texters are also the kids most likely to spend time with friends in person. One form of socialising doesn't replace the other. It augments it.

"Kids still spend time face to face," Lenhart says. Indeed, as they get older and are given more freedom, they often ease up on social networking. Early on, the web is their "third space", but by the late teens, it's replaced in reaction to greater autonomy.

They have to be on Facebook, to know what's going on among friends and family, but they are ambivalent about it, says Rebecca Eynon, a research fellow at the Oxford Internet Institute, who has interviewed about 200 British teenagers over three years. As they gain experience with living online, they begin to adjust their behaviour, wrestling with new communication skills, as they do in the real world.

Parents are wrong to worry that kids don't care about privacy. In fact, they spend hours tweaking Facebook settings or using quick-delete sharing tools, such as Snapchat, to minimise their traces. Or they post a photograph on Instagram, have a pleasant conversation with friends and then delete it so that no traces remain.

This is not to say that kids always use good judgment. Like everyone else, they make mistakes – sometimes serious ones. But working out how to behave online is a new social skill. While there's plenty of drama and messiness online, it is not, for most teens, a cycle of non-stop abuse: a Pew study found only 15% of teens said someone had been mean or cruel to them online in the last 12 months. As wrenching as the worst-case scenarios of bullying are, and as urgently as those need to be addressed, they are not, thankfully, a daily occurrence for most kids. Even sexting may be rarer than expected: Pew found only 4% of teenagers had sent a "sext" and only 15% had received one – less of an epidemic than you would imagine.

But surely all this short-form writing is eroding literacy? Certainly, teachers worry. Pew Centre surveys have found that teachers say that kids use overly casual language and text speak in writing, and don't have as much patience for long, immersive reading and complex arguments. Yet studies of first-year college papers suggest these anxieties may be partly based on misguided nostalgia. When Stanford University scholar Andrea Lunsford gathered data on the rates of errors in "freshman composition" papers going back to 1917, she found that they were virtually identical to today.

But even as error rates stayed stable, student essays have blossomed in size and complexity. They are now six times longer and, unlike older "what I did this summer" essays, they offer arguments buttressed by evidence. Why? Computers have vastly increased the ability of students to gather information, sample different points of view and write more fluidly. When the linguist Naomi Baron studied students' instant messaging even there she found surprisingly rare usage of short forms such as "u" for "you", and as students got older, they began to write in more grammatical sentences. That is because it confers status: they want to seem more adult, and they know how adults are expected to write. "If you want to look serious," as the teenage Sydney told me, "you don't use 'u'". Clearly, teaching teens formal writing is still crucial, but texting probably isn't destroying their ability to learn it.
It is probably true that fewer kids are heavy readers compared with two generations ago, when cheap paperbacks spiked rates of reading. But even back then, as the literacy expert Wendy Griswold says, a minority of people – perhaps 20% – were lifelong heavy readers, and it was cable TV, not the internet, that struck a blow at that culture in the 80s. Griswold still finds that 15% or more of kids are deeply bookish. "The ambitious kids. I see no reason that says that it’s going to change."

In fact, the online world offers kids remarkable opportunities to become literate and creative because young people can now publish ideas not just to their friends, but to the world. And it turns out that when they write for strangers, their sense of "authentic audience" makes them work harder, push themselves further, and create powerful new communicative forms.

Consider Sam McPherson. At 13, he became obsessed with the television show Lost and began to contribute to a fan-run wiki. "I jumped in and just started editing," Sam says. He developed skills in cooperating with far-flung strangers and keeping a cool head while mediating arguments.

This type of interaction online with strangers can make kids more community-minded. Joseph Kahne, a professor of education at Mills College in California, studied 400 teenagers over three years. Kahne found that teens who participated in fan or hobby sites were more likely than other kids to do real-world volunteering. Interestingly, this wasn't true of being on Facebook.

Indeed, you could argue that parents should encourage their kids to spend less time on Facebook and more on sites devoted to their obsessions. Take Tavi Gevinson, a 17-year-old student who founded and edits Rookie, a site that features articles by and for young women. She says online socialising is "the opposite of isolation – it's all about connection. I've made some of my closest friends online, through blogging communities."

Teachers who understand this insight have begun to transform their classrooms. One day I visited the class of Lou Lahana, a computer teacher at a school in a low-income area. I met one student who was frequently in trouble, with a bad truancy record and rock-bottom grades – a classic drop-out risk. But in Lahana's class, he had discovered a talent using 3D SketchUp software. The student began to produce gorgeous renderings of famous buildings, which Lahana posted online for the world to see.

"I could be an architect," he told me, as I watched him sketch a version of New York's Guggenheim Museum on screen. "This is the first thing I've seen where I thought, OK, I get this, I love this – I could do this."

Few would deny that too much time online can be harmful. As Louis CK points out, some of the dangers are emotional: hurting someone from a distance is not the same as hurting them face to face. If we're lucky, the legal environment will change to make teenagers' online lives less likely to haunt them later on. Just last week, California passed a law allowing minors to demand that internet firms erase their digital past and the EU has contemplated similar legislation.

Distraction is also a serious issue. When kids flip from chat to music to homework, they are indeed likely to have trouble doing each task well. And studies show that pupils don't check the veracity of information online – "smart searching" is a skill schools need to teach urgently. It's also true, Lenhart points out, that too much social networking and game playing can cut into schoolwork and sleep. This is precisely why parents still need to set firm boundaries around it, as with any other distraction.
But many teenagers recognise this. "Maybe it's a natural part of maturing," one girl says about her reduced use of social networking. "I try not to check Facebook until I've done my homework."

"You do not," laughs her friend. "I've seen you!"

"Well, it's discipline! I'm trying!"

So what's the best way to cope? The same boring old advice that applies to everything in parenting. "Moderation," Lenhart says. Rebecca Eynon argues that it's key to model good behaviour. Parents who stare non-stop at their phones and don't read books are likely to breed kids who will do the same. As ever, we ought to scrutinise our own behaviour. As for young people, they are perfectly capable of considering the richness, and the contradictions, of their own experience. Tavi Gevinson knows there is a dark side to online life: "That's very sad to me and I wish it weren't true." Yet she sees powerful advantages. "For a lot of people my age, it's not like we meet online and only talk online. The goal is to meet in person and to forge that connection."
Why Social Media is Not Smart for Middle School Kids

By Victoria L. Dunckley M.D.

Tweens' brains are simply too immature to use social media appropriately.

Posted Mar 26, 2017

I really love middle school kids. I have two of them! If you have been through middle-school parenting, you may have noticed what I see: Strange things seem to happen to a tween's brain the first day they walk into middle school.

One might sum up their main goals in life this way:

- To be funny at all costs. (Hence, the silly bathroom jokes, talking at inappropriate times in class, and the “anything it takes to be popular” attitude.)
- To focus on SELF — their clothes, their nose, their body, and their hair.
- To try new things. They are playing “dress up” with their identity, trying on things to see what fits. They are impulsive and scattered, they are up and they are down, and it even seems that they have regressed in their development on their quest for independence.

As the parent, you are changing, too, as you enter the stage of parenting when you quickly depart from the naïve platform of “My child would never...” to the realization that, “I'm sure my child did that. I'm sorry, and please excuse his behavior, he is going through a phase.”

Your list of daily parenting instruction may include statements like:

- "If you can’t say anything nice, don’t say anything at all!"
- "How many times do I have to tell you not the use that word?"
- "Stop flipping that bottle!"
- "Stop burping the ABC's!"
- "You’re acting like a 2-year-old."
- "What were you thinking?"

Then it happens: Maybe because we are exhausted from their constant begging for a phone, or because we think that all their friends have one, or because we want to upgrade ours to the latest model...we cave. We act on impulse. Our brain seems to regress like theirs, and we give them our old smartphone.

And with that one little decision comes the world of social media access—something we haven't thought about and something none of us is prepared for. Because the midbrain is reorganizing itself and risk-taking is high and impulse control is low, I can’t imagine a worse time in a child's life to have access to social media than middle school. Here are just a few reasons why:

1. Social media was not designed for them. A tween's underdeveloped frontal cortex can’t manage the distraction nor the temptations that come with social media use. While you start teaching responsible use of tech now, know that you will not be able to teach the maturity that social media requires. Like trying to make clothes fit
that are way too big, they will use social media inappropriately until they are older and it fits them better.

2. Social media is an entertainment technology. It does not make your child smarter or more prepared for real life or a future job; nor is it necessary for healthy social development. It is pure entertainment attached to a marketing platform extracting bits and pieces of personal information and preferences from your child every time they use it, not to mention hours of their time and attention.

3. A tween’s “more is better” mentality is a dangerous match for social media. Do they really have 1,456 friends? Do they really need to be on it nine hours a day? Social media allows (and encourages) them to overdo their friend connections like they tend to overdo other things in their lives.

4. Social media is an addictive form of screen entertainment. And, like video game addiction, early use can set up future addiction patterns and habits.

5. Social media replaces learning the hard social "work" of dealing face-to-face with peers, a skill that they will need to practice to be successful in real life.

6. Social media can cause teens to lose connection with family and instead view “friends” as their foundation. Since the cognitive brain is still being formed, the need for your teen to be attached to your family is just as important now as when they were younger. Make sure that attachment is strong. While they need attachments to their friends, they need healthy family attachment more.

7. Social media use represents lost potential for teens. While one can argue that there are certain benefits of social media for teens, the costs are very high during the teen years when their brain development is operating at peak performance for learning new things. It is easy for teens to waste too much of their time and too much of their brain in a digital world. We know from many studies that it is nearly impossible for them to balance it all.

How Can Kids Slow Down?

First, we need to slow down and rethink what we are allowing our kids to do. We need to understand the world of social media and how teens use it differently from adults. Here are a few tips that work well for many parents.

1. Delay access. The longer parents delay access, the more time a child will have to mature so that he or she can use technology more wisely as a young adult. Delaying access also places a greater importance on developing personal authentic relationships first.

2. Follow their accounts. Social media privacy is a lie: Nothing is private in the digital world, and so it should not be private to parents. Make sure privacy settings are in place but know that those settings can give you a false sense of security. Encourage your teen to have private conversations in person or via a verbal phone call instead if they don’t want you to read it on social media.

3. Create family accounts. Create family accounts instead of individual teen accounts. This allows kids to keep up with friends in a safer social media environment.
4. Allow social media only on large screens. Allow your teens to only use their social media accounts on home computers or laptops in plain view, this way they will use it less. When it is used on a small private phone screen they can put in their pocket there are more potential problems with reckless use. The more secret the access, the more potential for bad choices.

5. Keep a sharp eye on the clock; they will not. Do you know how much time your child spends on social media a day? Be aware of this, and reduce the amount of time your child is on social media across all platforms. The average teen spends nine hours a day connected to social media. Instead, set one time each day for three days a week for your child to check their social media. Do they benefit from more time than that?

6. Plan face-to-face time with their friends. Remember that they don’t need 842 friends; four-to-six close friends are enough for healthy social development. Help them learn how to plan real, in-person, social get-togethers such as a leave-phones-at-the-door party, a home movie night, bowling, board games, cooking pizza, or hosting a bonfire. They crave these social gatherings so encourage them to invite friends over and help them (as needed) to organize the event.

7. Spend more real non-tech time together. Teens who are strongly attached to their parents and family show more overall happiness and success in life. They still need us now more than ever. It is easy to detach from them: Teens can be annoying! But attaching to family allows them to detach from the social media drama. Your child needs to feel like they can come home and leave the drama of their social world behind for a few hours. They want you to help them say no to social media and yes to more time with the family. They are craving those moments to disconnect, so make plans and encourage this at home.

Don’t give that smartphone all the power in your home; help tweens choose healthier forms of entertainment. They have the rest of their life to be entertained by social media, but only a limited time with you.
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Hang Up and Drive

You see it every day, especially in freeway traffic. A car is weaving back and forth, speeding up then slowing down, or suddenly stopping. No, it's not a drunk driver. It's a cell-phone driver. Cell phones are used everywhere, but on the road they are a dangerous distraction to drivers and should be prohibited.

_The New England Journal of Medicine_ reported that "motorists using a cell phone were four times more likely to have an accident than those not using a phone." The major problem is that the driver is not focused on the road, but on his or her conversation. Cell-phone drivers are very unpredictable: they weave, tailgate, drive too fast or too slow, make improper turns, run red lights, and even stop at green ones. It's not only annoying; it's hazardous. Cell-phone-related accidents include rear-ending vehicles; running off a road and crashing into trees, fences, and buildings; flipping over; and having head-on collisions. Many of these accidents result in fatalities. In October at the California Traffic Safety Summit, experts testified that "cell phones used by drivers lead to at least 1,000 deaths per year in California." These are the same problems that occur with drunk driving, which is strictly outlawed and harshly enforced. For the same reasons, California needs laws that restrict the use of cell phones in cars.

Until we take action to pass new laws, drivers at least need to be more responsible when using cell phones. The American Automobile Association recommends that drivers pull off the road before using a cell phone, have a passenger use it for them, or use voice mail to answer calls. Another suggestion is to keep the phone off while moving or simply not use it in the car. Before using a cell phone, drivers should think to themselves, "Is this call really that important?"

Cell phones can be a vital link in emergencies, but drivers need to use them wisely. As professional NASCAR racer John Andretti says, "Driving safely is your first responsibility." The best road to safety is to just hang up and drive.