

Glencoe Health

Teacher Edition

Mastering the FCAT

Grade 10



Glencoe

New York, New York Columbus, Ohio Chicago, Illinois Peoria, Illinois Woodland Hills, California



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Overview

The material in this booklet is designed to help your students prepare for the Florida Comprehensive Assessment Test (FCAT), Grade 10.

It contains:

- a Class Recording Chart,
- a Diagnostic test,
- practice for each Benchmark, and
- a Practice test.

How to Use This Book

How can this workbook help my students on the FCAT?

Four Steps to Success!

1 Diagnose

First you need to assess student progress on each Benchmark.

Administer the Diagnostic Test to your students. Once they have been graded, you may want to complete the Student Recording Chart, found on pages ix–xii in the Student Workbook.

Students should mark an × in the square for each question that they answered *incorrectly*.

2 Prescribe

For the Strands that students have not yet mastered, assign the corresponding practice sections from this workbook. You'll have the flexibility to assign only those sections that students need extra help with, or assign more as reinforcement.

3 Practice

Using the Class Recording Chart on pages ix–xii in this booklet to determine which standard(s) need to be practiced by most of the students.

There are multiple pages of practice available for each Strand. Use these questions as opportunities to clarify concepts and deepen students' understanding of the Strand.

4 Benchmark

Assess students' mastery of the Sunshine State Standards with the Benchmark tests found in this book. By doing so, you'll have confidence that your students have mastered each Sunshine State Standard.

In addition, this booklet also includes:

Practice Test

After the students have completed their practice worksheet(s), administer the Practice Test from pages 62–89.

Task Regimen

At-home and in-class assignments help students review content and prepare for the FCAT.

Florida Science FCAT

A list of the current FCAT Benchmarks is provided.

Answer Key

Answers appear on pages xx–xxiii.

Benchmarks Tested on Grade 10 Health FCAT

Sunshine State Standards Benchmark	
Health Literacy	
Standard 1:	The student comprehends concepts related to health promotion and disease prevention.
HE.A.1.4.1	Understands the impact of personal health behaviors on body systems. (Also assessed with: LA.A.1.4.2, MA.A.1.4.4, MA.A.2.4.2, MA.A.3.4.3, MA.B.1.2.2, M.A.B.1.4.2, MA.B.1.4.3, MA.D.1.4.1.)
HE.A.1.4.2	Understands the potential impact of common risk behaviors on the quality of life. (Also assessed with: LA.A.1.4.2, LA.A.2.2.7, LA.A.2.4.1, LA.A.2.4.2, LA.A.2.4.4, LA.A.2.4.5, LA.A.2.4.7, LA.E.2.2.1, SC.A.2.4.2, SC.A.2.4.6, SC.B.1.4.5, SC.B.1.4.6, SC.B.1.4.7, SC.D.1.4.4, SC.D.2.4.1, SC.F.1.4.2, SC.F.1.4.7, SC.G.2.4.2, SC.G.2.4.4, SC.G.2.4.6, SC.H.3.4.2, SC.H.3.4.3, SC.H.3.4.6.)
HE.A.1.4.3	Understands the relationships among physical, mental, emotional, and social health throughout adulthood. (Also assessed with: LA.A.1.4.2, LA.A.2.2.7, LA.A.2.4.1, LA.A.2.4.2, LA.A.2.4.4, LA.A.2.4.7, LA.A.2.4.8, LA.E.2.2.1, LA.E.2.4.1, MA.A.2.4.2, MA.A.3.4.3, MA.C.1.4.1, MA.C.2.4.2.)
HE.A.1.4.4	Understands how the environmental conditions of the community influence the health of individuals. (Also assessed with: LA.A.1.4.2, LA.A.2.2.7, LA.A.2.4.1, LA.A.2.4.2, LA.A.2.4.4, LA.A.2.4.5, LA.A.2.4.7, LA.E.2.2.1, SC.A.2.4.2, SC.A.2.4.6, SC.B.1.4.5, SC.B.1.4.6, SC.B.1.4.7, SC.D.1.4.1, SC.D.2.4.1, SC.E.1.4.1, SC.F.1.4.2, SC.F.1.4.7, SC.F.2.4.3, SC.G.2.4.2, SC.G.2.4.3, SC.G.2.4.4, SC.G.2.4.6, SC.H.3.4.2, SC.H.3.4.3, SC.H.3.4.6.)
HE.A.1.4.5	Knows how the social environment influences the health of the community. (Also assessed with: LA.A.2.2.7, LA.A.2.4.4.)
HE.A.1.4.6	Knows how to delay the onset of and reduce the risk for potential health problems during adulthood. (Also assessed with: LA.A.1.4.2, LA.A.2.2.7, LA.A.2.4.1, LA.E.2.2.1, SC.A.2.4.2, SC.A.2.4.6, SC.B.1.4.5, SC.B.1.4.6, SC.B.1.4.7, SC.D.2.4.1, SC.F.1.4.7, SC.G.2.4.2, SC.G.2.4.4, SC.G.2.4.6.)
HE.A.1.4.7	Understands how public health policies and government regulations influence health conditions. (Also assessed with: LA.A.1.4.2, LA.A.2.2.7, LA.A.2.4.1, LA.E.2.2.1, SC.A.2.4.2, SC.A.2.4.6, SC.B.1.4.5, SC.B.1.4.6, SC.B.1.4.7, SC.D.2.4.1, SC.F.1.4.7, SC.G.2.4.2, SC.G.2.4.4, SC.G.2.4.6.)
HE.A.1.4.8	Knows how the prevention and control of health problems are influenced by research and medical advances. (Also assessed with: LA.A.1.4.2, LA.A.2.2.7, LA.A.2.4.1, LA.E.2.2.1, MA.A.2.4.2, MA.A.3.4.3, MA.E.1.4.1, MA.E.1.4.2, SC.A.2.4.2, SC.A.2.4.6, SC.B.1.4.5, SC.B.1.4.6, SC.B.1.4.7, SC.D.2.4.1, SC.F.1.4.7, SC.G.2.4.2, SC.G.2.4.4, SC.G.2.4.6.)
HE.A.1.4.9	Understands how nutrient and energy needs vary in relation to gender, activity level, and stage of life. (Also assessed with: MA.A.1.4.4, MA.A.2.4.2, MA.A.3.4.3, MA.B.1.2.2, MA.B.1.4.2, MA.B.1.4.3, MA.D.1.4.1, SC.B.1.4.1, SC.F.1.4.6, SC.F.1.4.7.)

Standard 2:	The student knows how to access valid health information and health-promoting products and services.
HE.A.2.4.1	Understands potential controversy regarding the validity of health information, products, and services. (Also assessed with: LA.A.1.4.2, LA.A.2.2.7, LA.A.2.4.1, LA.A.2.4.4, LA.A.2.4.8, LA.E.2.2.1, LA.E.2.4.1.)
HE.A.2.4.2	Knows resources from home, school, and community that provide valid health information. (Also assessed with: LA.A.1.4.2, LA.A.2.2.7, LA.A.2.4.1, LA.E.2.2.1, LA.E.2.4.1, MA.A.1.4.2, MA.A.2.4.2, MA.A.3.4.3, MA.D.1.4.1, MA.D.2.4.2, MA.E.1.4.1, MA.E.1.4.2, MA.E.2.4.1.)
HE.A.2.4.3	Knows how to evaluate factors that influence personal selection of health products and services. (Also assessed with: LA.A.1.4.2, LA.A.2.4.1, LA.A.2.4.4, LA.A.2.4.8, LA.E.2.4.1, SC.C.1.4.2.)
HE.A.2.4.5	Knows how to analyze the cost and accessibility of health care services. (Also assessed with: LA.A.1.4.2, LA.A.2.4.1, LA.A.2.4.4, LA.A.2.4.8, LA.E.2.4.1.)
Responsible Health Behavior	
Standard 1:	The student knows health-enhancing behaviors and how to reduce health risks.
HE.B.1.4.1	Understands the role of individual responsibility regarding personal risk behaviors. (Also assessed with: LA.A.1.4.2, LA.A.2.2.7, LA.A.2.4.1, LA.A.2.4.2, LA.A.2.4.4, LA.A.2.4.5, LA.E.2.2.1, LA.E.2.4.1, SC.A.2.4.2, SC.A.2.4.6, SC.B.1.4.5, SC.B.1.4.6, SC.B.1.4.7, SC.D.1.4.1, SC.D.1.4.4, SC.D.2.4.1, SC.E.1.4.1, SC.F.1.4.2, SC.F.1.4.7, SC.F.2.4.3, SC.G.2.4.2, SC.G.2.4.4, SC.G.2.4.6, SC.H.3.4.2, SC.H.3.4.6.)
HE.B.1.4.2	Knows strategies for health enhancement and risk reduction. (Also assessed with: LA.A.1.4.2, LA.A.2.2.7, LA.A.2.4.1, LA.A.2.4.2, LA.A.2.4.4, LA.A.2.4.5, LA.A.2.4.7, LA.A.2.4.8, LA.E.2.2.1, LA.E.2.4.1, MA.A.1.4.2, MA.A.3.4.3, MA.B.1.4.1, M.A.B.1.4.2, MA.C.1.4.1, MA.C.2.4.1, MA.D.1.4.1, MA.D.2.4.2, MA.E.1.4.1, SC.D.1.4.1, SC.D.1.4.4, SC.E.1.4.1, SC.F.1.4.2, SC.F.1.4.7, SC.F.2.4.3, SC.G.2.4.3, SC.H.3.4.2, SC.H.3.4.6.)
HE.B.1.4.3	Knows strategies for managing stress. (Also assessed with: LA.A.1.4.2, LA.A. 2.2.7, LA.A.2.4.1, LA.A.2.4.2, LA.A.2.4.4, , LA.A.2.4.7, LA.A.2.4.8, LA.E.2.2.1.)
HE.B.1.4.4	Knows strategies for improving or maintaining personal, family, and community health. (Also assessed with: LA.A.1.4.2, LA.A.2.2.7, LA.A.2.4.1, LA.A.2.4.2, LA.A.2.4.4, LA.A.2.4.5, LA.A.2.4.7, LA.E.2.2.1, LA.E.2.4.1, MA.A.1.4.2, MA.A.3.4.3, MA.D.1.4.1, MA.D.2.4.2, MA.E.1.4.1, SC.H.3.4.2, SC.H.3.4.3, SC.H.3.4.6.)
HE.B.1.4.5	Knows injury-prevention and injury-management strategies for personal family, and community health. (Also assessed with: LA.A.1.4.2, LA.A.2.2.7, LA.A.2.4.1, LA.A.2.4.2, LA.A.2.4.4, LA.A.2.4.5, LA.A.2.4.8, LA.E.2.2.1, LA.E.2.4.1, SC.A.2.4.2.)

Standard 2:	The student analyzes the influence of culture, media, technology, and other factors on health.
HE.B.2.4.1	Understands the impact of technology on personal, family and community health. (Also assessed with: LA.A.1.4.2, LA.A.2.2.7, LA.A.2.4.1, LA.E.2.2.1, SC.A.2.4.2, SC.A.2.4.6, SC.B.1.4.5, SC.B.1.4.6, SC.B.1.4.7, SC.D.2.4.1, SC.F.1.4.7, SC.G.2.4.2, SC.G.2.4.4, SC.G.2.4.6.)
HE.B.2.4.3	Knows how information from peers, family, and the community influences personal health. (Also assessed with: LA.A.2.4.7, LA.E.2.2.1, LA.E.2.4.1.)
HE.B.2.4.4	Knows how ethnic and cultural diversity both enrich and challenge healthy living. (Also assessed with: LA.A.2.2.7, LA.A.2.4.4, LA.A.2.4.7, LA.E.2.2.1, LA.E.2.4.1, MA.A.1.4.2, M.A.A.1.4.4, M.A.A.2.4.2, M.A.A.3.4.3, MA.B.1.4.2, MA.B.2.4.2, MA.E.1.4.1, MA.E.1.4.2.)
Standard 3:	The student knows how to use effective interpersonal communication skills that enhance health.
HE.B.3.4.1	Understands the relationship between verbal and nonverbal communication (e.g., body language, voice tone, volume, and pitch). (Also assessed with: LA.A.1.4.2, LA.A.2.2.7.)
HE.B.3.4.2	Knows techniques for communicating care, consideration, and respect of self and others (e.g., encouragement, trust, and sexual abstinence). (Also assessed with: LA.A.1.4.2, LA.A.2.2.7, LA.A.2.4.1, LA.A.2.4.2, LA.A.2.4.4, LA.A.2.4.5, LA.A.2.4.8, LA.E.2.2.1, LA.E.2.4.1.)
HE.B.3.4.3	Knows positive strategies for expressing needs, wants, and feelings. (Also assessed with: LA.A.1.4.2, LA.A.2.2.7, LA.A.2.4.1, LA.E.2.2.1, LA.E.2.4.1.)
HE.B.3.4.4	Knows skills for communicating effectively with family, friends, and others. (Also assessed with: LA.A.1.4.2, LA.A.2.2.7, LA.A.2.4.1, LA.A.2.4.2, LA.A.2.4.5, LA.E.2.2.1, LA.E.2.4.1.)
HE.B.3.4.6	Understands the possible causes of conflict among youth in schools and communities (e.g., ethnic prejudice) and knows methods for reducing that conflict (e.g., conflict resolution skills and peer mediation). (Also assessed with: LA.A.1.4.2, LA.A.2.2.7, LA.A.2.4.1, LA.E.2.2.1, LA.E.2.4.1.)
HE.B.3.4.7	Knows strategies for dealing with individuals who are exhibiting dangerous behaviors (e.g., evading and avoiding dangerous situations.) (Also assessed with: LA.A.1.4.2, LA.A.2.2.7, LA.A.2.4.1, LA.A.2.4.2, LA.A.2.4.5, LA.E.2.2.1, LA.E.2.4.1.)
HE.B.3.4.8	Understands various ways in which different families handle grief (e.g., in terms of cultural differences.) (Also assessed with: LA.A.2.2.7, LA.A.2.4.1, LA.A.2.4.2, LA.A.2.4.4, LA.A.2.4.7, LA.A.2.4.8, LA.E.2.2.1.)

Advocate and Promote Healthy Living	
Standard 1:	The student knows how to use goal-setting and decision-making skills which enhance health.
HE.C.1.4.1	Knows various strategies when making decisions related to the health needs and risks of young adults (e.g., support-and-reward system). (Also assessed with: LA.A.1.4.2, LA.A.2.4.1, LA.A.2.4.2, LA.A.2.4.4, LA.A.2.4.5, LA.A.2.4.7, LA.A.2.4.8, LA.E.2.4.1, SC.F.1.4.7.)
HE.C.1.4.2	Knows the health concerns that require collaborative decision making (e.g., community violence and water pollution.) (Also assessed with: LA.A.1.4.2, LA.A.2.2.7, LA.A.2.4.1, LA.A.2.4.2, LA.A.2.4.4, LA.A.2.4.7, LA.A.2.4.8, LA.E.2.2.1, LA.E.2.4.1, SC.H.3.4.2, SC.H.3.4.3, SC.H. 3.4.6.)
HE.C.1.4.4	Knows how to implement a plan for attaining personal health goals for the school year and knows methods for evaluating progress. (Also assessed with: LA.A.1.4.2, LA.A.2.2.7, LA.A.2.4.1, LA.A.2.4.4, LA.A.2.4.7, LA.A.2.4.8.)
HE.C.1.4.5	Knows how to make positive decisions related to injury, tobacco, nutrition, physical activity, sexuality, and alcohol and other drugs. (Also assessed with: LA.A.2.4.1, LA.A.2.4.2, LA.A.2.4.5, LA.E.2.2.1.)
HE.C.2.4.2	Knows methods for effectively expressing feelings and opinions on health issues. (Also assessed with: LA.A.1.4.2, LA.A.2.2.7, LA.A.2.4.1, LA.E.2.2.1, LA.E.2.4.1.)
Standard 2:	The student knows how to advocate for personal, family, and community health.
HE.C.2.4.3	
HE.C.2.4.4	Knows positive ways to influence others to make positive choices. (Also assessed with: LA.A.1.4.2, LA.A.2.2.7, LA.A.2.4.1, LA.A.2.4.2, LA.A.2.4.4, LA.A.2.4.7, LA.A.2.4.8, LA.E.2.2.1, LA.E.2.4.1, SC.H.3.4.2, SC.H.3.4.3, SC.H.3.4.6.)
HE.C.2.4.5	Knows methods for working cooperatively with others to advocate for healthy communities (e.g., community service projects and health careers.) (Also assessed with: LA.A.1.4.2, LA.A.2.2.7, LA.A.2.4.1, LA.A.2.4.2, LA.A.2.4.4, LA.A.2.4.7, LA.E.2.2.1, LA.E.2.4.1, MA.A.1.4.2, MA.A.1.4.4, MA.A.2.4.2, MA.A.3.4.3, MA.B.1.4.1, MA.B.1.4.2, MA.B.1.4.3, MA.C.1.4.1, MA.C.2.4.1, MA.E.1.4.1, MA.E.1.4.2, SC.H.3.4.2, SC.H.3.4.3, SC.H.3.4.6.)
HE.C.2.4.6	Knows effective techniques for supporting community, state, and federal agencies that advocate healthier communities. (Also assessed with: LA.A.1.4.2, LA.A.2.2.7, LA.A.2.4.1, LA.A.2.4.2, LA.A.2.4.4, LA.A.2.4.7, LA.A.2.4.8, LA.E.2.2.1, LA.E.2.4.1, MA.B.1.4.1, MA.B.1.4.2, MA.C.1.4.1, MA.C.2.4.1, SC.A.2.4.2, SC.A.2.4.6, SC.B.1.4.5, SC.B.1.4.6, SC.B.1.4.7, SC.D.2.4.1, SC.F.1.4.7, SC.G.2.4.2, SC.G.2.4.4, SC.G.2.4.6, SC.H.3.4.2, SC.H.3.4.3, SC.H.3.4.6.)

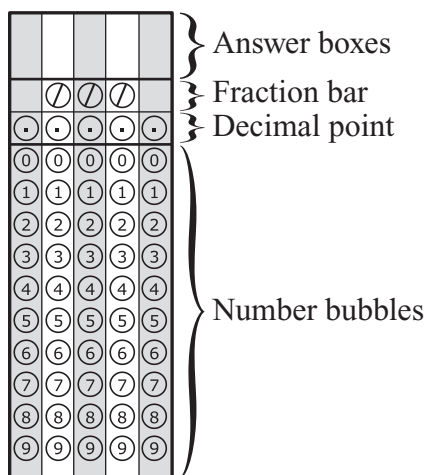
How to Complete the Response Grids

Mathematics test questions that have the gridded response symbol require you to fill in the grid to the right of the question. Sometimes there is more than one way to complete the response grid. In this section, you will learn the different ways the grids can be filled in.



Parts of a Response Grid

Response grids have the following:



Directions

1. Read the question and work the problem. For gridded response questions, your answer will always be a number.
2. Once you have your answer, write it in the answer boxes.
 - Write your answer with the first digit in the left box OR with the last digit in the right box.
 - Use only one digit or symbol in each box. Do NOT leave a blank answer box in the middle of an answer.
 - If your answer is a decimal or fraction, be sure to include the decimal point or the fraction bar in the correct answer box.

3. Under each answer box, fill in the correct bubble for the number you wrote.
- Fill in one bubble for each answer box. Do NOT fill in a bubble under an unused answer box.
 - Each bubble must be filled in completely.
 - You MUST correctly fill in the bubbles for your answer in order to receive credit.

Examples

Whole Number

$95 - 15 =$

8	0			
/	/	/		
.
0	●	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
●	8	8	8	8
9	9	9	9	9

OR

			8	0
/	/	/		
.
0	0	0	0	●
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	●	8
9	9	9	9	9

Decimal

Show the decimal equivalent of $\frac{8}{100}$.

0	.	0	8	
/	/	/		
.	●	.	.	.
●	0	●	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	●	8
9	9	9	9	9

OR

	0	.	0	8
/	/	/		
.	.	●	.	.
0	●	0	●	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	●
9	9	9	9	9

Decimal or Fraction

Many answers may be shown as either a decimal or a fraction.

.	1	7	5	
	/	/	/	
●	○	○	○	○
0	0	0	0	0
1	●	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	●	5
6	6	6	6	6
7	7	●	7	7
8	8	8	8	8
9	9	9	9	9

OR

	.	1	7	5
	/	/	/	
○	●	○	○	○
0	0	0	0	0
1	1	●	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	●
6	6	6	6	6
7	7	7	●	7
8	8	8	8	8
9	9	9	9	9

OR

7	/	4	0	
	●	/	/	
○	○	○	○	○
0	0	0	●	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	●	4	4
5	5	5	5	5
6	6	6	6	6
7	●	7	7	7
8	8	8	8	8
9	9	9	9	9

OR

	7	/	4	0
	/	●	/	
○	○	○	○	○
0	0	0	0	●
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	●
5	5	5	5	5
6	6	6	6	6
7	●	7	7	7
8	8	8	8	8
9	9	9	9	9

Taking the FCAT Health Test

Hints for Taking the FCAT Health Test

- ✓ There are four kinds of questions on the FCAT Health Test. These are: multiple choice, gridded response, short response, and extended response. Learn how to recognize and answer these different types of questions.
- ✓ Read each question and answer choice carefully.
- ✓ Make sure that when choosing an answer choice, your answer is the one that is correct.
- ✓ If you come to a question that seems too difficult, move on to the next question. You can come back to the question later.
- ✓ When answering multiple choice and gridded response questions, make sure you have completely and correctly filled in the bubbles. Avoid any stray marks, and if you accidentally make one, be sure to erase it.
- ✓ After answering a question, double-check to make sure that your answer choice answers the question.
- ✓ Get a good night's sleep the night before test day. On test day, just relax and do your best.

FCAT Question Symbols

How to Answer "Read, Inquire, Explain" Questions

You can receive full or partial credit for your answers to short response and extended response questions. Even if you do not feel that you can find the complete answer for these types of questions, you should write as much as you can and show all your work. This way, you may receive credit for a portion that is correct.



When you see this symbol next to a question, it signals a short response question. For these types of questions, you should use about five minutes to write your answers.

You will receive 2 points for an answer that is completely correct and 1 point for an answer that is partially correct.



When you see this symbol next to a question, it signals an extended response question. The answers for these questions will be longer than those for short response. You will see questions with a *Part A* and a *Part B*. You should use about 10–15 minutes to answer extended response questions.

You will receive 4 points for an answer that is completely correct and 1, 2, or 3 points for an answer that is partially correct.

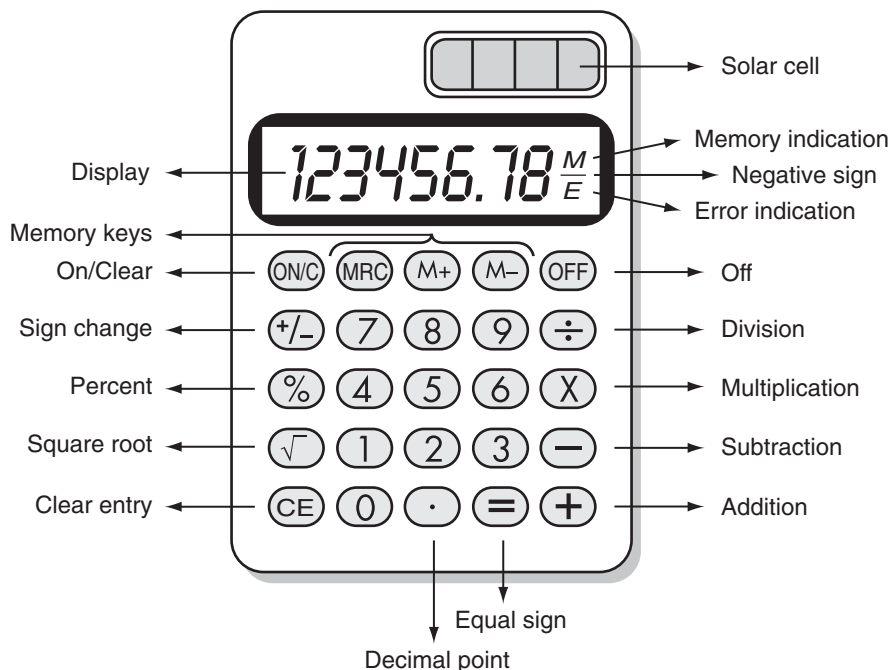


When you see this symbol next to a question, it signals a gridded response question. For this type of question you will need to fill in a grid. There is more than one correct way to record your answer on the grid. You **MUST** write your numerical answer in the answer boxes and then fill in the correct bubbles for all of the digits and symbols.

You will receive 1 point for a correct answer. There are no partial points for incomplete gridded response questions.

Using a Calculator

This is a diagram of a generic calculator and its parts.



Helpful Hints for Using a Calculator on the FCAT Health Test

1. Decide if you need a calculator to solve the problem by reading the question very carefully.
2. Always clear your calculator by pressing the clear key before starting a new problem.
3. If you see an **E** in the display, clear the error before you begin.
4. If you see an **M** in the display, clear the memory before you begin.
5. If you get an answer that does not match an answer choice or seems unreasonable, check your work and re-enter the problem into the calculator.
6. Remember to enter your problem into the calculator using the correct order of operations. The calculator will NOT do this automatically.
7. Take your time when using the calculator. Make sure you are pressing the correct keys.
8. Always check your answer and your work before writing or selecting your final answer.

Answer Key

Diagnostic Test

Page 2

1. B (LA.A.1.4.2)
2. I (LA.A.2.2.7; LA.A.2.4.1)
3. A (LA.A.2.4.2)
4. G (LA.A.2.4.7)
5. D (LA.A.2.4.4)
6. ER

Example of a Top-Score Response

Following basic food-handling guidelines can prevent you from getting a foodborne illness. Cook all foods thoroughly. Use a food thermometer to gauge the temperature inside the food and make sure it is fully cooked. For some foods, you will be able to look at them and tell whether they are fully cooked. For example, eggs should be cooked until they are firm and fish should be cooked until it is opaque. To avoid spreading germs, clean and disinfect food preparation surfaces frequently. Store meats separately from other foods, both in the grocery cart and in the refrigerator. Always wash your hands for 20 seconds with soap and water before and after handling food, and make sure that you wash between your fingers as well as on the top and palm of the hand. Finally, clean all produce before it is eaten.(LA.A.2.4.1; LA.A.2.4.8)

Page 3

7. F (LA.A.2.4.1; LA.A.2.4.4)
8. D (LA.A.2.2.7; LA.A.2.4.1)

Page 4

9. H (LA.A.2.2.7; LA.A.2.4.8)
10. A (LA.A.2.2.7; LA.A.2.4.8)
11. F (LA.A.1.4.2)
12. C (LA.A.2.4.7)

Page 6

13. I (LA.A.2.4.1; LA.E.2.2.1; SC.H.3.4.2; SC.H.3.4.6)
14. A (LA.A.2.4.4; SC.H.3.4.3)
15. F (LA.A.2.4.1)
16. D (LA.A.2.4.4; LA.A.2.4.7)
17. H (LA.A.2.4.2)

Page 8

18. D (LA.E.2.4.1)
19. F (LA.A.2.2.7; LA.A.2.4.1)
20. A (LA.E.2.2.1; LA.A.2.4.1)
21. I (LA.A.1.4.2)
22. A (LA.E.2.4.1)
23. F (LA.A.2.4.1)

Page 10

24. B (LA.A.1.4.2)

Page 11

25. I (LA.A.2.4.1; LA.E.2.2.1)
26. D (LA.A.1.4.2; LA.E.2.4.1)
27. G (LA.E.2.4.1)
28. C (LA.E.2.4.1)
29. SR

Example of a Top-Score Response

Alan is the clown of the group. He is always making jokes and trying to get the others to laugh. For example, Alan does a funny impression of the losing team's quarterback while Trevor is driving. Trevor seems much more serious than Alan. He does not make jokes like Alan does. Instead, he gives his attention to driving cautiously. Trevor makes sure he knows where he is going. He does not talk to his friends as much while he is driving so he could concentrate on the road, up until he almost crashes into the tree. Trevor even tells his friends to quiet down at one point so he can better concentrate on the road. (LA.A.2.2.7)

30. ER

Example of a Top-Score Response

Yes, the author shows Trevor to be a responsible driver. He is always cautious and aware of his surroundings. He is even careful leaving the parking spot after the game. Trevor makes sure he has the directions right so he knows where he is going, and he waits till he is away from other drivers to turn on his high beams to better see the dark road better. He also talks less with his friends while he is driving so he can pay attention to the road. When Trevor almost has an accident, he pulls off to the side of the road so he could calm down and make sure everyone is okay. All of these details show that Trevor is normally a very responsible and careful driver. (LA.A.2.4.2; LA.A.2.4.5; LA.E.2.4.1)

Page 13

31. H (LA.A.2.4.1; SC.B.1.4.5; SC.G.2.4.2)
32. D (LA.A.2.4.1; LA.E.2.2.1)

Page 14

33. F (LA.A.2.4.1; SC.F.1.4.7)
34. B (LA.A.2.4.1; LA.E.2.2.1; SC.G.2.4.6)
35. H (LA.A.1.4.2; SC.A.2.4.6)
36. SR

Example of a Top-Score Response

Air pollution created by humans is more dangerous than natural air pollution because the pollution created by humans is concentrated over cities, where more people live and work. In contrast, natural pollution is spread out more evenly in the environment. Also, natural pollutants are sometimes naturally less harmful than their human-created counterparts. Plants and animals may also have more difficulty adapting to human-created pollutants than they do to natural pollutants. (LA.A.2.2.7)

Page 15

37. SR

Example of a Top-Score Response

Air pollution eventually becomes water pollution when it rains, which washes the pollution out of the air and into the water on the earth's surface. Humans then have to worry about the pollution throwing ecosystems out of balance, possibly making the systems unable to self-regulate. This is exactly what happened to some lakes in the eastern United States that no longer have fish as a result. Humans also have to worry about the possibility of pollution getting into our bodies by introduction into the food chain or through contaminated drinking water. (LA.A.2.4.1; LA.E.2.2.1; SC.D.2.4.1; SC.G.2.4.4)

38. 1738 J. (SC.B.1.4.6; SC.B.1.4.7)

39. B (SC.A.2.4.2)

Page 16

40. H (MA.E.1.4.1)

41. D (MA.A.3.4.3)

42. G (MA.A.1.4.2)

Page 17

43. 4 days (MA.D.2.4.2)

44. D (MA.D.1.4.1)

Page 18

45. 266 feet (MA.B.1.4.1)

46. 53 seconds, 53.2 seconds (MA.B.1.4.2)

47. 96 feet, 96.25 feet (MA.C.2.4.1)

48. SR

Example of a Top-Score Response

The measure of angle BAC is 45° . I can find the measure of angle BAC because it is complementary to angle DAC. The old angle A, which is 90° , is bisected by line X into two even parts, which creates the two congruent triangles. Since the 90° angle is split evenly, both of the resulting complementary angles, angles BAC and DAC, must be 45° each. (MA.C.1.4.1)

Page 1949. $\frac{2}{5}$, .40, 40% (MA.E.2.4.1)**Test Taking Skills****Page 20**

1. D

Page 21

2. C

Page 22

3. C

Page 23

4. A

5. G

Page 24

6. B

Page 25

7. SR

Example of a Top-Score Response

Poor listening skills discourage communication. For example, behaviors such as interrupting others when they are speaking shows that you are not listening. It is difficult for meaningful communication to occur if speakers can tell that listeners are not interested enough to pay attention. In contrast, good listening skills encourage meaningful communication. Making eye contact and asking questions shows that you are paying attention. Attentive listening skills facilitate communication because speakers can tell that you are interested in what they are saying, which encourages them to express themselves more fully.

Page 26

8. D

Page 27

9. A

10. H

Page 29

11. B

12. H

13. C

Page 31

14. ER

Example of a Top-Score Response

In Navajo medicine, sick people are treated by healers who try to figure out what relationships in their lives might be out of balance. These relationships could be with other people or with nature. Navajo healers do not perform surgery but, instead, sing, make symbols such as sand paintings, and conduct ceremonies. A sick person's family is frequently included in the process. These ceremonies can be good for the psychological well-being and comfort of sick patients. In contrast, Western medicine often uses surgery alone to treat people with health problems. There is no singing or conducting of ceremonies. Western medicine does not seem to take into account the psychological needs of a person undergoing surgery. In addition, Western hospitals are not designed for the comfort of patients because they have harsh lighting and remove patients from nature instead of trying to make sure that patients maintain a well-balanced relationship with nature.

Page 33

15. C

16. D

17. F

Page 35

18. B
19. D
20. I

Page 38

21. D

Page 39

22. C
23. F

Page 40

24. B

Page 41

25. D
26. F

Page 43

27. D

Page 44

28. C
29. G

Page 46

30. 42 kilometers
31. 2 hours
32. 20%

Page 48

33. C
34. A
35. D

Practice Test**Page 50**

1. C (LA.A.2.4.1; LA.E.2.2.1; LA.E.2.4.1)
2. I (LA.A.2.2.7; LA.A.2.4.8)
3. B (LA.A.1.4.2; LA.A.2.4.4)
4. F (LA.E.2.2.1; LA.E.2.4.1)
5. SR

Example of a Top-Score Response

To weather a hurricane at home, you should focus on preparing and provisioning a safe place within your home to wait out the storm. You should pick a safe room in your house and gather necessary supplies, such as a first aid kit, food, and water. In contrast, to evacuate in case of a hurricane, you should focus on having a plan of action to get out of the immediate area. You should have your car ready to go with a full tank of gas. You must have a safe, pre-determined destination in mind and know alternate routes to get there. (LA.A.2.2.7; LA.A.2.4.4)

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6. D (LA.A.2.4.2)

Page 53

7. F (LA.A.2.4.7)
8. C (LA.A.2.4.1; LA.E.2.2.1)
9. F (LA.A.2.4.1; LA.A.2.4.4; LA.A.2.4.8)
10. SR

Example of a Top-Score Response

Grieving people can be like shaken cans of soda if they do not express their feelings in a healthy way. If people experiencing grief let their feelings build up inside without ever expressing them, they can explode, emotionally speaking, just like a shaken can of soda. When grieving people keep their feelings inside, it just makes them feel worse and can even make them physically ill because their bodies cannot handle the strain. They may, for instance, get headaches and stomachaches. (LA.A.2.2.7; LA.A.2.4.1)

Page 55

11. B (LA.E.2.2.1)
12. G (LA.A.1.4.2)
13. C (LA.A.2.4.1; LA.E.2.2.1)
14. G (LA.A.2.2.7)
15. D (LA.E.2.4.1)
16. ER

Example of a Top-Score Response

Alisha's fellow club members help her solve her problem by taking over some of Alisha's club-related tasks for her. Phan volunteers to take over the library rock-a-thon project, and Jamal says he will take over the elementary school mentoring project for Alisha. The fact that they respond with offers to help instead of ridicule shows that they care about Alisha. They also laugh at her offer to leave the club, telling her that she has been good for the club and is a valued friend. Instead of getting angry the way she thought they would, her fellow club members show caring by telling her she should always let them know when she is having problems so they could help her. The fact that they let her keep one of her projects for herself without complaining shows that they choose to still trust and have confidence in Alisha, as caring friends would. (LA.A.2.4.1; LA.E.2.4.1)

Page 57

17. A (LA.A.1.4.2; LA.A.2.4.1)
18. A (LA.A.2.4.1)
19. G (LA.A.1.4.2; LA.A.2.4.2; LA.A.2.4.4; LA.A.2.4.5)
20. A (LA.A.1.4.2; SC.F.1.4.7)
21. ER

Example of a Top-Score Response

Abusing prescription drugs can be dangerous. Prescription drugs can be just as addictive as other drugs. Going through withdrawal when you stop abusing

prescription drugs can make you very sick. You might experience symptoms such as pain, vomiting, and diarrhea, among others. Withdrawal from prescription drugs can be very similar to withdrawing from another dangerous drug that is illegal, heroin. When you abuse prescription pain relievers you can overdose. An overdose can cause unconsciousness and seizures. It can also lead to more serious consequences such as permanent brain damage, coma, or death. Mixing prescription pain relievers with alcohol, illegal drugs, or other prescriptions can also cause death. Taking prescription pain relievers with over-the-counter medications, such as cough syrup, can lead to fatal respiratory failure. (LA.A.2.4.1; LA.A.2.4.7)

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- 22. G (LA.A.2.4.1; LA.E.2.4.1)
- 23. B (LA.A.2.4.1; LA.A.2.4.4; LA.A.2.4.8)
- 24. H (LA.A.1.4.2)
- 25. A (LA.A.2.4.1; LA.A.2.4.4; LA.A.2.4.8)
- 26. G (SC.C.1.4.2)

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- 27. C (LA.A.2.4.1)
- 28. F (LA.A.2.4.4)
- 29. C (LA.A.2.4.2)
- 30. H (SC.H.3.4.2; SC.H.3.4.6)

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- 31. A (SC.F.1.4.2; SC.F.2.4.3; SC.G.2.4.3)
- 32. SR

Example of a Top-Score Response

In the Northern Hemisphere, UV exposure is more intense in the summer because of the earth's position in relation to the sun. The way the earth is tilted on its axis, one hemisphere is angled closer to the sun than the other. Summer occurs when a hemisphere is tilted closest to the sun. Because of the tilt, the hemisphere is more directly in line with the sun's rays. This circumstance causes the weather to be hotter and the UV exposure more intense. (LA.A.2.4.1; LA.E.2.2.1; SC.D.1.4.1; SC.E.1.4.1)

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- 33. H (LA.A.1.4.2; MA.A.2.4.2; MA.A.3.4.3; MA.E.1.4.1; MA.E.1.4.2)
- 34. D (MA.E.1.4.2)
- 35. 33%, 33.33% (MA.A.2.4.2; MA.A.3.4.3)

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- 36. 67.5 grams (MA.A.2.4.2; MA.A.3.4.3; MA.B.1.4.3)
- 37. 4% (MA.A.1.4.4; MA.A.2.4.2; MA.A.3.4.3)
- 38. 90 minutes (MA.A.2.4.2; MA.A.3.4.3; MA.B.1.2.2; MA.B.1.4.2)

Page 65

- 39. 42 servings (MA.A.2.4.2; MA.A.3.4.3; MA.D.1.4.1)

Page 66

- 40. 31 centimeters (MA.A.2.4.2; MA.A.3.4.3; MA.C.2.4.1)
- 41. H (MA.C.1.4.1)

Page 67

- 42. D (SC.F.1.4.6; SC.F.1.4.7)
- 43. G (SC.B.1.4.1)



Diagnostic Test

Basics for Handling Food Safely

United States Department of Agriculture, Food Safety and Inspection Service

Safe steps in food handling, cooking, and storage are essential to prevent foodborne illness. You can't see, smell, or taste harmful bacteria that may cause illness. In every step of food preparation, follow the four Fight BAC!™ guidelines to keep food safe:

- Clean—Wash hands and surfaces often.
- Separate — Don't cross-contaminate.
- Cook — Cook to proper temperatures.
- Chill — Refrigerate promptly.

Shopping

- Purchase refrigerated or frozen items after selecting your non-perishables.
- Never choose meat or poultry in packaging that is torn or leaking.
- Do not buy food past "Sell-By," "Use-By," or other expiration dates.

Storage

- Always refrigerate perishable food within 2 hours (1 hour when the temperature is above 90° F).
- Check the temperature of your refrigerator and freezer with an appliance thermometer. The refrigerator should be at 40° F or below and the freezer at 0° F or below.
- Cook or freeze fresh poultry, fish, ground meats, and variety meats within 2 days; other beef, veal, lamb, or pork, within 3 to 5 days.
- Perishable food such as meat and poultry should be wrapped securely to maintain quality and to prevent meat juices from getting onto other foods.
- to maintain quality when freezing meat and poultry in its original package, wrap the package again with foil or plastic wrap that is recommended for the freezer.
- In general, high-acid canned foods such as tomatoes, grapefruit, and pineapple can be stored on the shelf for 12 to 18 months. Low-acid canned foods such as meat, poultry, fish, and most vegetables will keep 2 to 5 years — if the can remains in good condition and has been stored in a cool, clean, and dry place. Discard cans that are dented, leaking, bulging, or rusted.

Preparation

- Always wash hands before and after handling food.
- Don't cross-contaminate. Keep raw meat, poultry, fish, and their juices away from other food. After cutting raw meats, wash hands, cutting board, knife, and counter tops with hot, soapy water.
- Marinate meat and poultry in a covered dish in the refrigerator.
- Sanitize cutting boards by using a solution of 1 teaspoon chlorine bleach in 1 quart of water.





Diagnostic Test

2 Why is it important to keep foods such as raw meat, poultry, fish and their juices away from other foods? **2** (F)(G)(H)(I)

Multiple Choice

- F. You don't want the flavors of one food to spread to another food.
- G. Eating more than one type of meat per meal can make you sick.
- H. Your recipe says to mix different foods together after cooking.
- I. To avoid cross-contamination of bacteria.

3 Which of the following statements most accurately represents the author's view of food storage? **3** (A)(B)(C)(D)

Multiple Choice

- A. Meats should be wrapped securely to prevent the spread of bacteria.
- B. Meats should be stored together with other foods.
- C. All foods should be stored at room temperature.
- D. All foods should be cooked at high temperatures.

4 According to the information in the article, avoiding foodborne illness is **4** (F)(G)(H)(I)

Multiple Choice

- F. best achieved through a single strategy.
- G. best achieved through multiple strategies.
- H. a simple, one-step process that anyone can understand.
- I. a process too complicated for most people to understand.

5 This article would be a good resource to use for writing a paper on which of the following topics? **5** (A)(B)(C)(D)

Multiple Choice

- A. types of viral illnesses
- B. types of bacterial illnesses
- C. produce selection
- D. food storage and preparation

6 Write a summary of the food handling tips presented in the article. Use specific information from the article in your answer.

READ
INQUIRE
EXPLAIN



Diagnostic Test

Express Yourself

Expressing how you feel can release tension

Sometimes when people lose touch with how they're feeling, they express their emotions in ways that may be embarrassing. By learning to recognize your emotions and how to express your emotions in appropriate ways, it's less likely that you'll embarrass yourself. Learning to recognize your emotions can also help you release tension.

Ways of expressing yourself

Learning to understand your emotions and figure out the best way to express yourself can be a worthwhile and rewarding experience. You may find that you enjoy expressing yourself in a particular way, such as painting, playing sports, singing, playing drums, or even doing something like kicking a ball or yelling at a tree. If you don't know what activities or methods suit you best, here are some suggestions.

Write about how you feel

Writing is an easy way to explore your feelings. Writing down your thoughts in a private diary or journal is a safe way to examine your feelings without feeling like you're being judged by others. Just make sure that your diary or journal is stored in a safe place. Another way to express yourself is to write non-fiction stories about the important events in your life, or even creating fictional stories based on your life-experiences. Writing poetry is another way to express yourself with words. When writing poetry, you can use imagery to express strong or confusing emotions.

Play sports

Playing sports can relieve tension. It's also a way to express yourself physically. Some people may feel that physical challenges help them sort out complex emotions. If you think sports might help you learn to express yourself, think about whether you prefer a team or individual sport. Don't hesitate to try several sports until you find one that's just right for you.

Draw or paint

Many people rely on artistic expression, such as drawing and painting to explore their emotions. If you don't feel you can draw or paint a true to life picture, try playing with the effects of different colors and lines on a sketch pad.

Sing, play music or shout

Singing or playing a musical instrument provide other outlets for artistic expression. If you play an instrument or sing regularly you may start composing your own songs or music to express how you feel about events in your life.

Dance

Dance is a form of self-expression that incorporates physical activity. Moving your body can help you express your feelings if you have trouble using words. Think of ways to move your body that express happiness, sadness, worry, or even fear.

7 Being able to express yourself in healthy ways may

Multiple
Choice

- F.** help you make better decisions. **H.** cause you to lose friends.
G. make you feel very unhappy. **I.** lower your self-esteem.

7 (F)(G)(H)(I)

Go on 



Diagnostic Test

8 According to the passage, which of the following statements about writing is true? **8** (A) (B) (C) (D)

Multiple Choice

- A. Keeping a diary is the best way to express yourself through writing.
- B. Composing a story is the best way to express yourself through writing.
- C. Writing of any type is generally not a very good method of self-expression.
- D. Writing of virtually any type can be an excellent method of self-expression.

9 How is writing different from playing sports? **9** (F) (G) (H) (I)

Multiple Choice

- F. Writing is a very physical activity.
- G. Writing is usually a very competitive activity.
- H. Writing is something you would most likely do alone.
- I. Writing is an activity you would always do with others.

10 Which of the following do both painting and playing a musical instrument have in common? **10** (A) (B) (C) (D)

Multiple Choice

- A. Both are creative activities
- B. Both are physical activities
- C. Both are unhealthy activities
- D. Both are hazardous activities

11 Which of the following would MOST likely happen if you were to express some upsetting emotions in healthy ways? **11** (F) (G) (H) (I)

Multiple Choice

- F. You would probably end up feeling much happier and healthier.
- G. You would probably continue to feel overwhelmed with upsetting emotions.
- H. You would probably not want to express yourself through writing or playing sports.
- I. Your old upsetting emotions would probably be quickly replaced with new upsetting emotions.

12 According to the information in the article, expressing yourself is **12** (A) (B) (C) (D)

Multiple Choice

- A. something few people bother to do.
- B. something most people enjoy doing.
- C. something that can be achieved in any of a variety of ways.
- D. something best achieved in only the ways discussed in the article.



Diagnostic Test

Fight The Bite!

Avoid Mosquito Bites to Avoid Infection

Centers for Disease Control and Prevention

When dealing with West Nile virus, prevention is your best bet. Fighting mosquito bites reduces your risk of getting West Nile virus, along with other diseases that mosquitoes can carry. Take the commonsense steps below to reduce your risk:

- avoid bites and illness;
- clean out the mosquitoes from the places where you work and play;
- help your community control the mosquito population.

Something to remember: The chance that any one person is going to become ill from a single mosquito bite remains low. The risk of severe illness and death is highest for people over 50 years old, although people of all ages can become ill.

Avoid Mosquito Bites

Apply Insect Repellent Containing DEET

Insect repellents containing DEET (Look for: *N,N-diethyl-meta-toluamide*) can protect exposed skin when you go outdoors. Even a short time being outdoors can be long enough to get a mosquito bite.

Clothing Can Help Reduce Mosquito Bites

When possible, wear long-sleeves, long pants and socks when outdoors. Mosquitoes may bite through thin clothing, so spraying clothes with repellent containing permethrin or DEET will give extra protection. Don't apply repellents containing permethrin directly to skin. Do not spray repellent containing DEET on the skin under your clothing.

Be Aware of Peak Mosquito Hours

The hours from dusk to dawn are peak mosquito biting times for many species of mosquitoes. Take *extra* care to use repellent and protective clothing during evening and early morning — or consider avoiding outdoor activities during these times.

Mosquito-Proof Your Home

Drain Standing Water

Mosquitoes lay their eggs in standing water. Limit the number of places around your home for mosquitoes to breed by getting rid of items that hold water.

Install or Repair Screens

Keep mosquitoes outside your home by using well-fitting screens on both windows and doors. Offer to help neighbors whose screens might be in bad shape.





Diagnostic Test

Help Your Community

Report Dead Birds to Local Authorities

Dead birds may be a sign that West Nile virus is circulating between birds and the mosquitoes in an area. Over 130 species of birds are known to have been infected with West Nile virus, though not all infected birds will die. It's important to remember that birds die from many other causes besides West Nile virus.

By reporting dead birds to state and local health departments, you can play an important role in monitoring West Nile virus. State and local agencies have different policies for collecting and testing birds.

Mosquito Control Programs

Check with local health authorities to see if there is an organized mosquito control program in your area. If no program exists, work with your local government officials to establish a program. The American Mosquito Control Association can provide advice, and their book *Organization for Mosquito Control* is a useful reference.

More questions about mosquito control? A source for information about pesticides and repellents is the National Pesticide Information Center, which also operates a toll-free information line: 1-800-858-7378 (check their Web site for hours).

Clean Up

Mosquito breeding sites can be anywhere. Neighborhood clean up days can be organized by civic or youth organizations to pick up containers from vacant lots and parks, and to encourage people to keep their yards free of standing water. Mosquitoes don't care about fences, so it's important to control breeding sites throughout the neighborhood.

- 13** Multiple Choice When looking for ways to ease the problem of humans being bitten by mosquitoes, scientists developed a chemical compound commonly known as DEET. DEET helped to solve which of the following problems associated with mosquito bites?

- F. reduce populations of biting mosquitoes
- G. control populations of non-biting mosquitoes
- H. disinfect painful, itchy mosquito bites
- I. repel mosquitoes from human skin

13 (F) (G) (H) (I)





Diagnostic Test

- 14** Multiple Choice By studying the behavior and lifecycle of mosquitoes, scientists have found that areas with standing water have more mosquitoes because their eggs are laid and hatched in water. Scientists advise people to eliminate areas of standing water near their homes to help reduce the risk of being bitten and becoming ill. What do these scientific research efforts illustrate?
- A. Scientific insights can be used to increase quality of life by reducing the risk of disease.
 - B. Scientific insights can be used to make all disease-carrying insects like mosquitoes extinct.
 - C. Scientific insights can be used to wipe out West Nile virus and other viruses completely.
 - D. Scientific insights can be used to predict what new diseases will next affect humankind.
- 14** (A) (B) (C) (D)
- 15** Multiple Choice According to the article, it is important to keep any window or screen doors in good repair because
- F. mosquitoes can come indoors.
 - G. some biting flies like to come indoors.
 - H. if pets escape the house they can be bitten by mosquitoes.
 - I. mosquitoes prefer the cooler temperatures found indoors.
- 15** (F) (G) (H) (I)
- 16** Multiple Choice According to the information in the article, what is probably the most important thing you can do to prevent yourself from getting West Nile virus?
- A. Clean up areas where mosquitoes may lay eggs.
 - B. Report all dead birds you see to local authorities.
 - C. Limit your outdoor activities during daylight hours.
 - D. Wear insect repellent containing DEET when outdoors.
- 16** (A) (B) (C) (D)
- 17** Multiple Choice Which of the following is the author's MOST likely purpose for writing this article?
- F. to describe the dangers of West Nile virus
 - G. to describe local incidents of bird mortality
 - H. to explain how to prevent mosquito bites
 - I. to explain mosquito breeding habits
- 17** (F) (G) (H) (I)



Diagnostic Test

Daejhana's Dilemma

Yesterday, Daejhana's health teacher asked her to identify three speakers for school assemblies on the topic of substance abuse. Daejhana was now on her way to meet with her health teacher, Ms. Rodriguez, to report on her progress. When she arrived at Ms. Rodriguez's classroom, she saw her teacher was grading papers.

As she entered the classroom, Daejhana said, "Hi, Ms. Rodriguez. I did some research on the Internet last night about substance abuse, like you requested."

"And what did you come up with?" asked Ms. Rodriguez. "Did you see any trends in terms of the obstacles and difficulties substance abuse causes for teens?"

"Yes, I did," Daejhana replied. "One of the things I saw right away is that teens who abuse illegal substances are more likely to end up having run-ins with the law than those who don't."

Ms. Rodriguez gestured for Daejhana to sit down. "That's true, Daejhana. Teens find themselves in trouble with the law because of substance abuse. Have you identified a speaker who has expertise working with teen drug users?"

"I was thinking that maybe I should call the local police department to ask if a police officer could come and describe the impact of substance abuse on teens' lives," Daejhana suggested.

"That's a great idea. That's one speaker. We just need two more speakers and topics. What are some other areas of teens' lives that are negatively affected by the use of substance abuse?"

"Well, my research shows that there are also risks to teens' physical health, which fits with what we learned about substance abuse in health class," Daejhana continued. "I also learned that substance abuse causes problems in teens' relationships with family and friends who care about them."

"All of that seems very accurate, Daejhana. Teens need to understand that physical addiction to drugs and even death are consequences of substance abuse," said Ms. Rodriguez. "It's equally important that teens understand how substance abuse hurts families."

"Do you think a family doctor might be a good speaker on the risks to physical health?" Daejhana asked. "A doctor knows how substance abuse affects the body. Should I try to find a doctor to speak at one assembly?"

"I'm not sure about your family doctor. Although doctors know about health problems, a family doctor might not know as much about substance abuse as a doctor who specializes in treating people with substance abuse problems. A local treatment center might be able to refer you to a doctor with firsthand experience treating people who abuse drugs," said Ms. Rodriguez. "What do you think?"

Daejhana agreed, "You're right, I hadn't thought about it that way. I'll call a substance abuse clinic and ask if I can talk to one of the doctors."

"Another idea is to ask the school counselor, Mr. Warner. He might be a good speaker on the problems substance abuse causes in teen relationships. I know he has counseled a lot of troubled students," Daejhana ventured.

"I think Mr. Warner would be a good choice for a speaker," said Ms. Rodriguez. "You did good research. Did you learn anything else?" Ms. Rodriguez probed.

Daejhana considered for a moment before answering, "I found a Web site that is sponsored by a group that wants to make illegal drugs legal. Their stand may provide an interesting counterpoint to the discussion of drug abuse."

"That could be a touchy subject, Daejhana," responded Ms. Rodriguez. "Did the arguments presented for drug legalization seem to fit with the rest of the information you uncovered in your research?" asked Ms. Rodriguez.





Diagnostic Test

Daejhana answered, “As a matter of fact, Ms. Rodriguez the Web site didn’t discuss any of the negative repercussions of substance abuse that I found on other sites. This site seemed to completely ignore how teens’ lives can be devastated by substance abuse. The information seemed one-sided so I didn’t use it as a resource.

“The best sites I found presented information on both sides of the issue. Those sites used facts and examples to illustrate how substance abuse is harmful. I chose to stick to those sites because they seemed to have the most balanced and objective information,”

Ms. Rodriguez nodded, “I think you made an excellent decision. You uncovered some first-rate information and credible speakers for the assemblies. Now, you need to set up interviews with all three people,”

“I’ll call them all as soon as I get home today,” Daejhana replied eagerly.

* * *

A few days later, Daejhana headed back to Ms. Rodriguez’s classroom.

“Hi, Ms. Rodriguez,” Daejhana said. “I’m ready to talk to you about the prospective speakers for the substance abuse assemblies,”

“Great,” Ms. Rodriguez responded. “What additional information did you learn?”

“The people I chose knew the same things about substance abuse that I learned through my research on credible drug abuse websites. That makes them seem like credible choices to me,” Daejhana said. “A doctor from a treatment center can talk about the physical effects of substance abuse. A police officer can present information about how substance abuse can get teens in trouble with the law. Finally, a substance abuse counselor can talk about the effects on the important relationships in teens’ lives.”

“You’ve done a very thorough job, Daejhana. All three speakers have the expertise to help students understand a variety of issues related to substance abuse. You’ve done a tremendous job,” Ms. Rodriguez said.

- 18** In the beginning of the story, Daejhana meets with Ms. Rodriguez to
- Multiple Choice **18** (A) (B) (C) (D)
- A. volunteer to find speakers for the assemblies.
 - B. talk about what she has learned from her research.
 - C. explain that she cannot find any good speakers.
 - D. inform the teacher about her choice of speakers.
- 19** What did Ms. Rodriguez think of the information Daejhana uncovered through her research?
- Multiple Choice **19** (F) (G) (H) (I)
- F. Ms. Rodriguez agreed with the information Daejhana uncovered.
 - G. Ms. Rodriguez disagreed with the information Daejhana uncovered.
 - H. Ms. Rodriguez agreed with Daejhana’s point about relationship problems but thought the assessment of health problems was inaccurate.
 - I. Ms. Rodriguez agreed with Daejhana’s points about relationship and legal problems but thought the assessment of health problems was inaccurate.





Diagnostic Test

- 20** Why did Ms. Rodriguez tell Daejhana she should reconsider her idea of using her family doctor as a speaker? **20** (A) (B) (C) (D)
- Multiple Choice
- A. Ms. Rodriguez thought Daejhana could find a doctor who had more experience treating the physical affects of substance abuse.
 - B. Ms. Rodriguez thought a counselor would be a better choice than a doctor to talk about the physical effects of substance abuse.
 - C. Ms. Rodriguez thought a police officer would be a better choice than a doctor to talk about the physical effects of substance abuse.
 - D. Ms. Rodriguez thought most doctors would not really know much about the physical affects of substance abuse.
- 21** What is the meaning of *repercussions* as used in this sentence? **21** (F) (G) (H) (I)
- Multiple Choice
- “As a matter of fact, Ms. Rodriguez the Web site didn’t discuss any of the negative repercussions of substance abuse that I found on other sites.”**
- F. stimuli
 - G. shortcomings
 - H. embarrassments
 - I. consequences
- 22** What word best describes Daejhana? **22** (A) (B) (C) (D)
- Multiple Choice
- A. thorough
 - B. careless
 - C. uninterested
 - D. bored
- 23** Which of the following organizational patterns does the author use in this story? **23** (F) (G) (H) (I)
- Multiple Choice
- F. She tells the story in a chronological sequence.
 - G. She uses bulleted lists to show what Daejhana learned.
 - H. She uses the inverted pyramid style to mimic a news story.
 - I. She tells the story using flashbacks to fill in important details.



Diagnostic Test

The Drive Home

Trevor and his friends, Alan, Teresa, and Jia, left the stadium excitedly after their team won the game.

“I can’t believe we’re going to the state championships,” Alan shouted.

“That was the most exciting football game I’ve ever seen,” exclaimed Teresa. “We beat out the top ranked team. How cool is that!”

“And nobody thought the Bulldogs could win it. Especially since they were the visiting team. I guess those people are eating their words now,” Jia added.

“Yeah, The Bulldogs were unstoppable,” Trevor said. Then he stopped walking and asked, “Hey, does anybody remember where I parked the car?” He knew they were in the right area, but the lot was so packed with vehicles it was hard to find exactly where he parked the car.

“There it is,” Alan said, pointing to Trevor’s car a couple of rows ahead of where they stood.

“Hey, I get shotgun” Teresa said as they approached the car. Alan looked as though he might protest and Teresa said, “You had it on the way here, Alan. Now it’s my turn,”

“What about me?” asked Jia laughing, “When do I get a turn?”

Trevor rolled his eyes and told Jia, “When we drive to the first championship game next week, you can have shotgun. I promise.”

Jia seemed a bit soothed and opened the rear door closest to her and slipped into the back passenger side seat.

Once everyone was in the car, Trevor did his usual pre-driving check. Before starting the car, he turned in his seat and asked, “Is everyone’s seat belt on?”

Trevor then slid back into his seat as he reached for his own safety belt. He started the car and shifted it into gear. After looking both ways, he eased out of the parking space and into the line of cars moving toward the exit.

With Trevor occupied driving the car, and Alan staring out the window, Teresa and Jia traded gossip about the Bulldogs quarterback.

“You know he doesn’t have a girlfriend right now,” Jia said significantly.

“Really. Hmm. Maybe I should ask him out,”

“Hey ladies” Alan broke in, “I’m cute and available for dates,”

Teresa rolled her eyes and joked, “We’ve got standards, you know,”

“Ouch! That hurts,” Alan gasped, hand to his chest in a gesture of mock pain.

“Hey guys, do we turn right or left out of the parking lot?” Trevor cut in.

“Left,” Alan responded.

“Thanks.”

Once they entered the roadway and had been driving for several minutes, the traffic thinned out. They were driving through a rural area, with little roadway light so Trevor turned on the car’s high beams to help him see. Although his mom gave him directions for a shortcut home, Trevor was more familiar with this route and decided to take it.

Trevor’s friends continued to chat about their team’s win while he concentrated on safe driving. As he began to feel more comfortable behind the wheel, Trevor began to think about how they could continue the celebration after arriving back in their hometown.

“Hey, anybody want to get some ice cream to celebrate?” Trevor inquired. “The Creamy Whip should still be open.”





Diagnostic Test

“That’s a great idea,” Jia agreed. “I’m kind of hungry anyway. The pretzel I bought at the game wasn’t very good. I threw most of it away.”

“Sounds good,” Alan said. Out of the corner of his eye, Trevor saw Teresa nod her head in agreement.

The drive home continued and as time passed, the group quieted down.

Suddenly, Alan shouted, “Hey, look at me.”

Trevor continued to concentrate on the road, but judging from the laughter, he figured Alan had done something pretty funny.

“Hey, could you guys quiet down a little? I need to concentrate on the road,” Trevor said.

“No need to be a spoil sport man. We’re just having some fun,” Alan replied.

“We probably should quiet down some,” Jia said in a loud whisper. “This is a pretty dark road.”

For a few minutes everything was tranquil as they all became silent. That silence was short-lived though.

“Look. This is my impression of the other team’s quarterback when he fumbled that pass,” Alan again.

The girls again laughed uncontrollably. “Trevor, this is so funny you have to turn around and look,” Jia exclaimed.

“I can’t. I’m driving,” Trevor answered, not taking his eyes off the road.

“Oh, just for a second. It’s really funny.”

“Okay, real quick,” Trevor finally turned to look. He was curious and didn’t want to miss out on all the fun. He turned his head some so he could see Alan in the backseat better.

Alan started doing his impression again.

Jia’s eyes suddenly grew enormous from her seat in the back. “Trevor, look out!” she shrieked.

Trevor jerked his head back around. The car was heading toward a tree on the side of the road. Trevor jerked the wheel back toward the centerline. The car tires screeched. Trevor fought to keep the car in the correct lane. Within seconds, the car straightened. Trevor slowed its speed. He maneuvered around a huge oak tree, missing it by only inches.

“Oh, man. That was close,” he breathed.

His passengers let their collective breath out.

Jia spoke up. “Did you guys see that?” she asked with the slightest edge of hysteria in her voice. “We nearly hit that tree head-on!”

Trevor eased the vehicle onto the shoulder and slowed to a stop. His hands trembled as he shifted the car into park and turned off the ignition. He sat staring straight ahead. After a few moments of silence, he took a deep breath, and turned to face his friends.

“I’m so sorry. I didn’t mean for that to happen. Is everyone okay?”

“Yeah, we’re alright,” Teresa said quietly. The others nodded.

“Don’t be sorry Trevor. It’s my fault,” Alan said soberly. “I shouldn’t have distracted you from driving.”

“It’s okay,” Trevor replied solemnly. “As long as nobody’s hurt. That was a really close call,”

“We’re fine,” Teresa reassured him. “I think we’re all just a little shaken up. Are you gonna be okay? I can call my mom and she can come pick us up if you want. We could come back for your car tomorrow if you don’t want to drive it home tonight.”

“I don’t know. If I give myself a few minutes to calm down I think I can drive the rest of the way,” he said

“Yeah, we know” Alan said. “You’re a good driver. I distracted you. From now on, you won’t hear a word out of me.”

Trevor restarted the car, and eased cautiously onto the roadway as the group continued their drive home.

* * *





Diagnostic Test

Within a few minutes, they arrived at the Creamy Whip. As everyone piled out of the car Alan said to Trevor, “Feel better? You already seem like your old self again.”

“Yeah, I do think I feel better now” Trevor said, looking relieved that they’d made it back to town.

As the girls walked ahead, Alan clapped Trevor on the back and said seriously, “I’ll try to be a more considerate passenger from now on. I really am sorry.”

“It’s alright. I think we all learned a lesson tonight. The important thing is nobody’s hurt and I didn’t wreck my car. My parents would have loved that,” he added.

“Somehow I think your parents would have been more concerned about you than the car,” Alan said as he turned to the girls. “Ice cream’s on me. Anything you want.”

Jia put her arm across Alan’s shoulders and said, “Thanks friend. You know I’m getting a sundae with the works.”

24 Read the following sentence.

24 (A) (B) (C) (D)

Multiple
Choice

Jia seemed a bit soothed and opened the rear door closest to her and slipped into the back passenger side seat.

What does *soothed* mean?

- A. confused
- B. comforted
- C. angered
- D. tormented

25 Why did Trevor nearly wreck the car?

25 (F) (G) (H) (I)

Multiple
Choice

- F. He got lost on the unfamiliar road.
- G. He swerved to avoid hitting a deer.
- H. He could not see well because it was dark outside.
- I. He got distracted by Alan’s antics in the back seat.

26 Based on Trevor’s reaction to the near-collision he had, which of the following is MOST likely true?

26 (A) (B) (C) (D)

Multiple
Choice

- A. Trevor felt defensive about nearly causing a wreck.
- B. Trevor was angry with his friends for talking too much.
- C. Trevor did not think the near-miss with the tree was a big deal.
- D. Trevor really cared about his friends and their safety.

27 How is Alan MOST important to the story?

27 (F) (G) (H) (I)

Multiple
Choice

- F. He keeps Trevor from crashing into the tree.
- G. He supplies the central conflict in the story.
- H. He provides most of the comic relief in the story.
- I. He demonstrates responsible driving practices.





Diagnostic Test

28 What is the main conflict that confronts Trevor in the story?

28 (A) (B) (C) (D)

Multiple
Choice

- A. He must choose between getting his driver's license or spending time with his friends.
- B. He must choose between going to work or attending the championship football game.
- C. He must choose between paying attention to his friends or paying attention to the road.
- D. He must choose between going to the Creamy Whip or making sure he gets home by curfew.

29 How are Alan and Trevor different? Use details and information from the story to support your answer.

READ
INQUIRE
EXPLAIN

30 Overall, does the author portray Trevor as a responsible driver? Give details from the story to support your answer.

READ
INQUIRE
EXPLAIN



Diagnostic Test

Air Pollution

Environmental Protection Agency

What Is Air Pollution?

The natural composition of air is mostly nitrogen and oxygen, along with water droplets, fine particles, and small amounts of other gases, such as carbon dioxide, nitrous oxide, methane, ammonia, and argon. These gases can be either free in the air or associated with water vapor.

Air pollution is any visible or invisible particle or gas found in the air that is not part of the normal composition of air. Natural air pollution has been around for millions of years, but during the last century, pollution created by humans started to become a major concern. We are most familiar with visible air pollution like smog; however, many other air pollutants, including some of the most dangerous, are totally invisible.

Where Does Air Pollution Come From?

Natural air pollutants have always been a part of the earth's history. Particulate matter and a variety of different gases from volcanoes, forest fires, and decaying organic materials in oceans and swamps enter the atmosphere at irregular intervals, sometimes in amounts that have dramatic effects. Naturally produced "greenhouse" gases, such as methane from plant decay, may have contributed significantly to periods of global warming in the past. Carbon dioxide and water vapor react to form carbonic acid, which makes rain slightly acidic even without pollution from other sources.

Naturally produced pollutants are present in greater amounts than those of human origin. However, they do not present as serious a problem as human-made pollutants because they are not concentrated over large cities and many are less harmful than human-made pollutants.

Air pollution from human-made sources is the result of our increasing use of large quantities of fuel and high levels of industrial activity. Not only are some of these pollutants very harmful, but also tend to be concentrated in urban areas where many people live and work. Many of these air pollutants come from burning the coal, oil, wood, and other fuels we use to run factories, cars, and power plants that generate heat and light for our homes.

Once pollutants are added to the air, they can chemically react to form more dangerous pollutants. The interaction of nitrogen oxides and other components near ground level in the presence of sunlight forms another atmospheric gas—ozone. Ozone has two very important but different effects. The layer of ozone found in the upper atmosphere (stratosphere) provides a major protective barrier against harmful radiation from the sun. However, ozone near the Earth's surface can become a serious health problem when the ozone concentration becomes too high, usually on long, sunny, summer days.

Pollutants of any sort can ride the air currents for long distances. It has become very clear that the air around us and the pollutants it carries are never just a local concern but transcend regional, national, and hemispheric boundaries.

What Are the Effects of Air Pollution on Plants, Animals, and Humans?

Plant and animal life has adapted to most natural pollutants except for the rare catastrophic occurrences that create worldwide climate changes. The most serious air quality concerns are the additional, often harmful, pollutants that humans add to the air.





Diagnostic Test

Most of the water droplets carried by air eventually fall to earth as precipitation. Many of the small particles and chemicals are washed from the atmosphere when precipitation falls. Air pollution then becomes land and water pollution, which can influence the structure and function of ecosystems, including their ability for self-regulation. Numerous small lakes in the eastern United States are devoid of fish because of the effects of “acid rain.”

The impact of air pollution on humans is broad, causing symptoms ranging from itchy eyes to cancer. The absorption of inhaled chemicals can have direct consequences for health. However, public health also can be indirectly affected by the deposition of air pollutants on plants, animals, and water. These chemicals, by entering the food chain or being present in drinking water, constitute additional sources of human exposure.

How Do We Detect Air Pollution?

Every year millions of tons of human-made chemicals are released into the atmosphere, mostly by industrialized countries. However, the toxic effects of these chemicals often are not recognized or understood until the chemicals have been widely used for considerable periods of time. A chemical compound that initially appears to have little or no effect on plants and animals may eventually produce extremely harmful results, often hidden for many years.

DDT and related chemicals are a classic case of such a situation. DDT is a very effective insecticide that showed great promise for fighting harmful insects all over the world. It wasn't until after many years of widespread use that DDT was discovered to have devastating toxic effects. The high DDT levels in bald eagles caused them to produce eggs so thin-shelled they were crushed during incubation. This caused a reduction in the population, putting bald eagles on the endangered species list. Similar disastrous repercussions can and are being repeated with other toxic chemicals in other food chains.

Governments around the world have established programs to measure and monitor levels of airborne pollution. For many years, cities in the United States developed and used their own indices for reporting air pollution levels to the public. These individual indices have now been replaced by the Pollution Standards Index (PSI) or the Air Quality Index (AQI), both recognized as standardized measures that allow comparison from city to city.

How Do We Reduce Air Pollution?

Since little can be done by humans about natural pollution, our main concern has to be with the additional

31 Which of the following is a disadvantage of burning coal to provide energy?

Multiple
Choice

- F. Coal is a much too expensive energy source.
- G. Coal is too difficult to remove from the earth.
- H. Burning coal releases dangerous chemicals into the air.
- I. Burning coal creates more energy than people can use.

31 (F) (G) (H) (I)

32 According to the article, which of the following is a primary source of human-created air pollution?

Multiple
Choice

- A. litter
- B. camp fires
- C. volcanoes
- D. factories

32 (A) (B) (C) (D)





Diagnostic Test

pollutants from human activity. Because of the increasing concern over toxic chemicals in the air we breathe, many laws have been passed to control emission sources.

Certain air pollutants are so pervasive that they show up wherever air quality is poor. Six have been designated “criteria pollutants:” particulate matter, sulfur dioxide, nitrogen dioxide, carbon monoxide, ozone, and lead. The U.S. Environmental Protection Agency has set national ambient air quality standards to protect health and welfare in connection with these pollutants. Where these standards are exceeded, the EPA takes steps to control pollutant emissions.

Identification and control of other hazardous air pollutants are critical steps to controlling air quality. Seven hazardous materials (arsenic, asbestos, benzene, beryllium, mercury, vinyl chloride, and radionuclides) already have U.S. standards. However, this start represents only a very small portion of the whole hazardous waste problem. An expanded list of 189 hazardous chemicals has been identified for regulation. They are listed in the Clean Air Act Amendments of 1990. Some states, even some cities, have been particularly aggressive in battling pollution of various sorts. New legislation is constantly being discussed. Alternative energy sources and alternative strategies, such as mass transit and energy conservation, are all part of the solution. Gradually, the international scope is being recognized and international agreements are being developed to try to deal with air quality problems on a global scale.

33 How do plants usually respond to natural pollutants found in the air?

33 (F)(G)(H)(I)

Multiple
Choice

- F. They adapt to the pollution
- G. They die out very quickly
- H. They gradually sicken and die
- I. They do not respond at all

34 When humans pollute the air with certain chemicals, acid rain is often one of the results. Which of the following is an example of how acid rain has affected ecosystems in the United States?

34 (A)(B)(C)(D)

Multiple
Choice

- A. deserts that no longer have plant life.
- B. lakes that no longer have any fish.
- C. prairies that suffer from frequent floods.
- D. forests that suffer from large wildfires.





Diagnostic Test

35

Multiple Choice

One of the pollutants that contaminates our air is carbon monoxide (CO). Carbon monoxide (CO), like all matter, is made of particles that behave in certain ways. For example, particles always move faster at higher temperatures, which causes matter to change states. With the right temperature shift, matter could change from a solid to a liquid, for instance. What can cause matter, such as a pollutant, to change?

- F. changes in air quality
- G. changes in pollution levels
- H. temperature changes
- I. changes in particulate matter

35

F G H I

36

READ
INQUIRE
EXPLAIN

Why is the air pollution created by humans more dangerous than the air pollution that occurs naturally? Use information from the passage to support your answer.

37

READ
INQUIRE
EXPLAIN

How does pollution in the air affect water systems on the earth's surface? What do these effects mean for humans? Use information from the passage to support your answer.





Diagnostic Test

- 38** A utility plant like the one pictured above burns fossil fuels to create 9722 J (joules) of energy a second. The work done by the energy is 7984 J. How many joules are lost as thermal energy?


Gridded
Response

38

	/	/	/	
.
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

- 39** Sulfur dioxide (SO₂) is one of the primary pollutants that contaminates the air we breathe, endangering our health. How does the U.S. Government protect its citizens from high sulfur dioxide levels?

Multiple
Choice

39 (A) (B) (C) (D)

- A. by developing guidelines to regulate the release of emissions
- B. by setting national ambient air quality standards
- C. by closing factories on certain days
- D. by closing factories during certain hours



Diagnostic Test

Calorie Range Table

Estimated Daily Calorie Needs

To determine which food intake pattern to use, the following chart gives an estimate of individual calorie needs. The calorie range for each age/sex group is based on physical activity level, from sedentary to active.

	Calorie Range	
	Sedentary	Active
Children		
2–3 years	1,000	1,400
Females		
4–8 years	1,200	1,800
9–13	1,600	2,200
14–18	1,800	2,400
19–30	2,000	2,400
31–50	1,800	2,200
51+	1,600	2,200
Males		
4–8 years	1,400	2,000
9–13	1,800	2,600
14–18	2,200	3,200
19–30	2,400	3,000
31–50	2,200	3,000
51+	2,000	2,800

Sedentary means a lifestyle that includes only the light physical activity associated with typical day-to-day life.

Active means a lifestyle that includes physical activity equivalent to walking more than 3 miles per day at 3 to 4 miles per hour, in addition to the light physical activity associated with typical day-to-day life.

- 40 What is the lowest number of calories that males and females over the age of 4 have in common? 40 F G H I

Multiple
Choice

- F. 1400 calories
G. 1600 calories

- H. 1800 calories
I. 2000 calories





Diagnostic Test

- 41** In 2000, the total number of active females age 14–18 in the United States was approximately 4,788,000. This was a 31 percent increase from the total number of active females age 14–18 in the United States in 1975. What was the approximate number of active females age 14–18 in 1975?
- Multiple Choice**
- A. 274,000 C. 2,245,000
 B. 398,000 D. 3,300,000
- 41** (A) (B) (C) (D)

- 42** Approximately 35% of a 16-year-old male’s calories should come from carbohydrates. Which of the following most closely matches this number?
- Multiple Choice**
- F. $\frac{1}{4}$
 G. $\frac{1}{3}$
 H. $\frac{3}{5}$
 I. $\frac{5}{7}$
- 42** (F) (G) (H) (I)

- 43** Darrell consumes 2,900 calories a day, plus 17% more calories to fuel his body on the days he exercises. Over the past 7 days, Darrell has taken in 22,272 calories. How many of the past 7 days did he exercise?
- Gridded Response**
- 43**
- | | | | | |
|---|---|---|---|---|
| | | | | |
| | / | / | / | |
| . | . | . | . | . |
| 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 |

- 44** Mohammed decided to go for a power walk. He burned 37 calories warming up before he went on the walk and 2.3 calories for every minute of walking once he got started. When Mohammed finished his power walk, he spent 10 minutes cooling down. Which expression below could be used to figure out how many total calories he burned, where x represents the number of minutes he walked and y represents how many calories he usually spends cooling down?
- Multiple Choice**
- A. $x(2.3 + 37 + y)$
 B. $(2.3 + 37)(x + y)$
 C. $(2.3 \times y) + 37 + x$
 D. $(2.3 \times x) + 37 + y$
- 44** (A) (B) (C) (D)

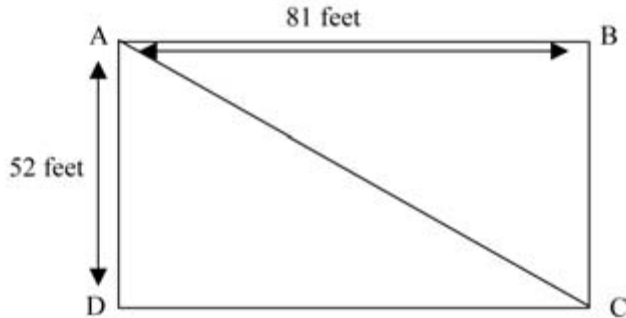




Diagnostic Test

School Olympics

Diagram of Huntsville High School Gym



45



A school-wide olympics is being held in the Huntsville High School gym to show how physical fitness is a fun part of a healthy lifestyle. Carlos is on the committee and in charge of setting up the events. Carlos has been thinking about different possible ways to set up races in the gym. His first idea is to have a race where the runners run one lap around the gym. He knows that the distance they run would be approximately the same as the perimeter of the gym. What is the perimeter of the gym, in feet?

45

	7	7	7	
.
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

46



Sadie is thinking about signing up for the race that runs along the perimeter of the gym but knows she will need to practice to improve her running time before the race. She knows she can currently cover about 5 feet every second. If she competed in the race today, approximately how many seconds would it probably take her to run the one-lap course?

46

	7	7	7	
.
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9





Diagnostic Test

- 47** Carlos is now thinking about setting up a race that runs across the gym diagonally, as represented in the diagram by line X. Line X divides the gym into two congruent right triangles. What is the approximate length, in feet, of line X, the side the two triangles share?



47

	/	/	/	
•	•	•	•	•
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

- 48** Rectangle ABCD is a regular rectangle in which all angles = 90° . Line X creates two congruent right triangles inside the rectangle and bisects angles A and C. Angles BAC and DAC are complementary. What is the measure, in degrees, of angle BAC?

READ
INQUIRE
EXPLAIN

Show your work, explain in words, or provide a proof showing how to find the angle measure of angle BAC.





Diagnostic Test

Winning Long Jumps Over the Last Five Years

Year	Length of Winning Jump
2001	17 ft. 6 in.
2002	17 ft. 11 in.
2003	18 ft. 9 in.
2004	19 ft. 3 in.
2005	20 ft. 1 in.

- 49** Based on the data for past long-jump winners shown in the table above, what is the probability that the next long-jump winner will jump at least 18 feet 11 inches?



Gridded
Response

49

	7	7	7	
.
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9





Test Taking Skills

Lesson 1

Drawing Inferences

Many times answers to FCAT questions can be found in the reading passage. Sometimes, however, you will be expected to *infer* the correct answer. Making *inferences* means using external facts or evidence to arrive at an independent conclusion or assumption. Often, inferences are drawn from prior knowledge and may be directly related to your personal experiences. Regardless of their source, inferences require a higher level of thought than answers that rely on simple recall. When you make inferences, you analyze the available information and decide on an answer that makes the most sense.

Learning to Make Inferences

Refer to the following guidelines when using data to make accurate inferences.

- Decide what general topic is being presented or described.
- Review what you already know about the topic.
- Use logic and common sense to form a conclusion about the topic.
- If possible, find specific information that proves or disproves your inference.

• Practicing the Skill

Read the short passage below. Complete the activity that follows.

From Lucky to Be Alive HE.B.1.4.5

By Carol Ann Moorhead

Behind us bright bolts of lightning began probing the woodlands, lighting up the forest, and sparking our conversation. We made a plan: Exit the forest, skirt its edge, and re-enter on the other path. The other path, I knew from a previous hike, would lead us to an abandoned car. It was the best option. The storm was gaining on us, and my own car was across an open meadow at least four football fields long.

The sky was so dark now that we could barely see. Carefully we made our way out of the forest and along its edge. Suddenly, BAM! There was an explosion of white light at my feet. I felt a sharp thrust upward, and then heard a muffled thump.

I landed on my back: Ears ringing and skin tingling, I struggled to roll onto my feet, but my legs couldn't lift me.

Test Tip

You infer every day. If you see snow on the ground in the morning, you infer that it snowed overnight. The thinking you do every day will help you answer questions by inferring.

1 Which of the following can be correctly inferred from the passage?

1 (A) (B) (C) (D)

Multiple
Choice

LA.A.1.4.2

- A. The narrator most likely did not survive whatever happened to her.
- B. The narrator was knocked unconscious by whatever happened to her.
- C. The narrator was less than ten years old when the story took place.
- D. The narrator was at least sixteen years old when the story took place.





Test Taking Skills

How to determine the best answer

None of the answer choices contains information found in the reading passage. You are expected, therefore, to make an inference. Look at each answer in turn and see which makes the most sense. Refer back to the reading passage and underline words and phrases that will prove or disprove each inference.

- Step 1. The reading passage mentions that the narrator suddenly found herself on the ground but does not say exactly what happened to her. However, the narrator does recall trying to get up after the incident, meaning that she was still alive. Another reason you know that she survived is the fact that she has written a story about her experience. These facts make answer **A** obviously incorrect.
- Step 2. You know from looking at the same details you examined in disproving answer **A** that whatever happened to the narrator did not knock her unconscious. Again, she tried to get up almost immediately afterward, so answer **B** cannot be correct.
- Step 3. The passage does not give any indication or clues showing that the narrator was a child when the story took place. However, since no specific age is given answer **C** could possibly be correct. Answer **D** may be better, though, so you need to look at it before making your final choice.
- Step 4. Taking another close look at the passage reveals one subtle indicator that places the narrator's general age at the time of the story. The passage states that she had a car and implies that she drove the car to the area. If the narrator had a car and a driver's license, she must have been at least the legal driving age, 16.
- Step 5. Using the process of elimination, you have narrowed down your answer choices. Answer **D** is therefore the correct answer. You can infer that the narrator must have been at least 16 years old when the story took place.

Standardized Test Practice

Using the passage on the previous page, answer the following question by drawing inferences.

- 2** What inference can you draw from the fact that the narrator uses plural pronouns (us, we)? LA.A.1.4.2; LA.A.2.4.1 **2** (A) (B) (C) (D)
- Multiple Choice
- A. She was probably by herself.
 - B. She was probably talking to herself.
 - C. Someone else was probably with her.
 - D. Her fear probably made her confused.



Test Taking Skills

Lesson 2

Using Context Clues

Occasionally, questions on the Grade 10 FCAT will ask you to figure out the meaning of an unfamiliar word. One important strategy that will help you achieve this goal is using *context clues*. Context is text in a passage that surrounds a particular word and may be used to infer its meaning. Sometimes context clues take the form of a phrase or a whole sentence. At other times, context may be inferred from a synonym—a word with the same meaning.

Learning to Identify Context Clues

Use the following guidelines to help you answer questions regarding a word's meaning.

- Find the unfamiliar word in the reading passage.
- Carefully reread the entire paragraph in which the word appears.
- Check for words or phrases in sentences before and after that hint at the unfamiliar word's meaning.
- Reread the FCAT question, this time replacing the unfamiliar word with the context clue.

Practicing the Skill

Read the selection below. Complete the activity that follows.

Importance of Handwashing HE.B.1.4.2

Harmful bacteria can make you sick. One of the most common ways of contracting a communicable disease is touching bacteria laden surfaces, such as a doorknob.

A most effective way of reducing your risk of illness as a result of exposure to pathogens is frequent hand washing. It is especially important to wash your hands after visiting public places. The risk of exposure to harmful bacteria is higher in areas that are open to the public. People who are sick may spread bacteria by coughing or sneezing. Young children typically sneeze into their hands and may touch stair railings or other surfaces, leaving bacteria behind. Bacteria can also be spread by handling animals, especially reptiles. Washing your hands with soap and warm water rids them of bacteria and reduces your risk of catching a communicable disease.

Test Tip

Read the sentences surrounding an unfamiliar word to see if they provide a clue to its definition.





Test Taking Skills

3 Which of the following words is the BEST synonym for *laden*?

3 (A) (B) (C) (D)

Multiple
Choice

LA.A.1.4.2

- A. heavy
- B. empty
- C. loaded
- D. threatening

How to determine the best answer

- Step 1. First, read the question carefully to make sure you understand what information you are being asked to provide.
- Step 2. Next, find the unfamiliar word in the reading passage. *Laden* is used in the second sentence of the second paragraph. This paragraph talks about how bacteria are transmitted.
- Step 3. Reread the paragraph. Notice that *laden* seems to be describing something about the surface where bacteria are located.
- Step 4. In the passage, try substituting each of the answer choices for *laden*. Observe which word gives the sentence the same meaning.
- Step 5. Select the choice that comes closest to the meaning suggested by the context clue.

Standardized Test Practice

Answer the following questions based on the selection about handwashing.

4 Based on its use in the passage, *contracting* MOST likely means

4 (A) (B) (C) (D)

Multiple
Choice

_____. LA.A.1.4.2

- A. catching
- B. giving
- C. getting smaller
- D. getting larger

5 Based on its use in the passage, *communicable* MOST likely means

5 (F) (G) (H) (I)

Multiple
Choice

_____. LA.A.1.4.2

- F. talking
- G. contagious
- H. avoiding
- I. sharing



Test Taking Skills

Lesson 3

Comparing and Contrasting

Some questions on the FCAT may ask you to find similarities and differences between two or more people, events, or situations. When you compare two or more subjects, you explain how they are similar. When you contrast them, you explain how they are different.

Learning to Compare and Contrast

Use the following guidelines to help you compare and contrast.

- Identify or decide what subjects are being compared or contrasted.
- Look for similarities and differences between these subjects. Watch for verbal clues: words and phrases such as *like/unlike*, *similarly*, *in contrast*, and *more than/less than*.
- Organize your comparisons or contrasts by creating a graphic organizer, such as a Venn diagram, if necessary.

Practicing the Skill

Read the passage below. Then answer the questions that follow.

Attentive Listening Skills HE.B.3.4.1; HE.B.3.4.4

Good communication is vital to sustaining healthy relationships. You can facilitate good communications by being an attentive listener.

The person speaking may conclude that you're not listening if your eyes wander or if you interrupt the person in midsentence. Similarly, communications can also be compromised if you exhibit closed body language. Crossing your arms or leaning back in a chair conveys to others that you are not open or interested in hearing what they have to say.

In contrast, a good communicator makes eye contact, allow others to finish what they are saying before speaking, and may even lean slightly toward the speaker. Using body language that clearly demonstrates your interest in what people are saying, such as nodding your head when they make important points also shows that you are a good communicator. Also, adept listeners make statements that encourage speakers to explain their views, such as "What do you mean by that?" It can also be helpful to restate what people tell you to make sure that you have understood them correctly.

Test Tip

Keep an eye out for word clues, including *like/unlike*, *similarly*, *in contrast*, and *more/less than*.





Test Taking Skills

6 Which of the following is a behavior that characterizes good listening skills, as opposed to poor listening skills? LA.A.2.2.7

6 Ⓐ Ⓑ Ⓒ Ⓓ

Multiple Choice

- A. crossed arms
- B. eye contact
- C. wandering eyes
- D. interrupting

How to determine the best answer

- Step 1. The question is asking you to make a comparison based on the information provided. One way you can explore similarities and differences is to use a graphic organizer. First, draw a line down the middle of a sheet of paper.
- Step 2. Label one column *Good Listening Skills* and the other *Poor Listening Skills*. Then look back at the text. Be aware of the word clues noted earlier.

Good Listening Skills

Poor Listening Skills

- Step 3. List characteristics of attentive listening in the *Good Listening Skills* column. List characteristics of poor listening in the column *Poor Listening Skills* column.
- Step 4. Read each answer choice. Look at your chart. Ask yourself. Does the information in my diagram support this answer? Use the process of elimination to rule out unsupported answers.
- Step 5. Which answer choice(s) remains? If more than one answer choice remains, reread the passage and review your chart. Choose the most logical answer.
-

Standardized Test Practice

Complete the following question using information from the passage.

7 Compare and contrast the effects of attentive listening and poor listening on communication. LA.A.1.4.2; LA.A.2.2.7

READ
INQUIRE
EXPLAIN



Test Taking Skills

Lesson 4

Using the Process of Elimination

Many of the questions on the FCAT may ask you to recall facts and definitions. Eliminating wrong answer choices can help you determine the correct answer. Use the process of elimination when you do not know the correct answer to a multiple-choice question. First, rule out answer choices you know are wrong. Then, choose the best answer from the choices that remain. Learn how to use the process of elimination by completing the following practice questions.

Learning to Use the Process of Elimination

Use the following guidelines to help you eliminate wrong answer choices.

- Find a statement that simply doesn't make sense and eliminate it.
- Eliminate an answer that states just the opposite of what the reading passage states.
- Look for something in the answer choice that is not mentioned in the passage.

Practicing the Skill

Read the passage below. Complete the activity that follows.

From Louis Braille and His Dots HE.B.2.4.1; HE.C.2.4.3

By Paulette Bochnig Sharkey

Braille makes everyday life easier for blind people. One of the first things we all do in the morning is decide what to wear. To help put together matching outfits, blind boys and girls might have Braille labels sewn inside their clothing, identifying the pattern and color. In their kitchen, raised dots on oven dials make cooking easier. Ingredients in jars and cans can also be labeled. You've probably seen Braille number plates in elevators, and Braille signs on public restroom doors. A Braille watch with raised dots in place of numbers keeps blind people on schedule. And for fun, there are Braille playing cards, Braille versions of popular board games—even Braille baseball cards.

The possibilities are endless. With Louis Braille's wonderful dots, blind people can easily keep "in touch" with the sighted world.

Test Tip

Use the process of elimination on every multiple-choice question that you can't immediately answer. Even if you can eliminate only one answer choice, this will still significantly increase your chances of finding the right answer.



Test Taking Skills

- 8** Which of the following does the author use to support her assertion that Braille helps blind people? LA.A.2.4.7 **8** (A) (B) (C) (D)
- Multiple Choice
- A. hypothetical examples of how Braille could be helpful
 - B. stories about her life experiences as a blind person
 - C. stories she has compiled from other blind people
 - D. actual examples of how blind people use Braille

How to determine the best answer

- Step 1. Make sure you understand what you are being asked. Read the question and the four answer choices carefully. In this case, the question asks you what kind of support the author gives to make her claim seem credible.
- Step 2. Don't memorize the reading passage. Instead, skim the passage with an eye toward finding words that are key to answering the question.
- Step 3. Look at the first answer choice. Ask yourself. Is this answer correct? Then, next to the answer, write the number that applies.
- Yes, it is correct. I'll read the other answer choices just in case.
- No, it is not correct because _____. Thus this answer can be eliminated.
- I don't know. I'll keep it for now and read the other answer choices.
- Step 4. Repeat step 3 for answer choices **B**, **C**, and **D**.
- Step 5. Which answer choice(s) remains?

If more than one answer choice remains, reread the paragraph to answer the question. Choose the most logical answer.



Test Taking Skills

Standardized Test Practice

Use the information in the passage to complete the following questions.

- 9** Which of the following would probably be the most vital task a blind person would need to complete day-to-day? LA.A.2.4.4
- Multiple Choice **9** (A) (B) (C) (D)
- A. getting dressed
 - B. making a phone call
 - C. playing a board game
 - D. collecting baseball cards
- 10** Which of the following can you reasonably infer from reading the passage? LA.A.1.4.2
- Multiple Choice **10** (F) (G) (H) (I)
- F. Braille was invented in France in the 1980s.
 - G. Braille was invented in the United States of America in the 1830s.
 - H. It is likely that daily life was more difficult for blind people before Braille was invented.
 - I. It is likely that daily life was more difficult for blind people after Braille was invented.



Test Taking Skills

Lesson 5

Determining the Main Idea

The question “What is this reading passage about?” is answered in the passage’s *main idea*. Every chapter and section in your health textbook has a main idea. So do individual paragraphs. The main idea is often stated in the topic sentence of the paragraph. The rest of the sentences in the paragraph explain, give details about, or support the idea. Sometimes titles and headings reveal a main idea. Sometimes the main idea is implied rather than stated.

Learning to Determine the Main Idea

Use the following guidelines to identify the main idea.

- Read the selection carefully.
- Look for the main idea and jot it down in your own words.
- Look for the same main idea in a topic sentence.
- Reread the selection to see whether other sentences support the main idea.

Practicing the Skill

Read the passage below. Complete the activity that follows.

How Fire Extinguishers Put Out Fires HE.B.1.4.5

Fire extinguishers are important safety tools. Various types of extinguishers work in different ways. For a fire to ignite and continue burning, three ingredients are necessary: heat, oxygen, and fuel. Most extinguishers put out fires by removing at least one of these essential components.

Some fire extinguishers contain water (H_2O). They are extremely useful for quenching specific kinds of fires, such as those burning on wood or paper. The water cools down the surface of the fuel, eliminating the heat the fire needs.

Another type of fire extinguisher in widespread use contains baking soda ($NaHCO_3$) or other special chemicals in foam or powder form. These chemicals are sprayed on the fuel of the fire, creating a barrier between the fuel and the oxygen, so they can no longer work together to keep the fire going.

Other types of extinguishers are filled with carbon dioxide (CO_2), which smothers fires by displacing the oxygen they need to continue burning.

Test Tip

Read the passage carefully once to find out what information the selection contains. After you read each question, look back at the passage to find the answer.





Test Taking Skills

Determining the Main Idea

Using the information from the reading passage, fill in the spaces below for the passage as a whole. If necessary, use the same process on a separate sheet of paper to break down each paragraph within the selection.

1. Topic sentence

• Detail sentence

• Detail sentence

2. Concluding sentences

Standardized Test Practice

Answer the following questions based on the reading passage.

11 What is the main idea of the first paragraph? LA.A.2.4.1

Multiple Choice

- A. Carbon dioxide should not be used to put out fires.
- B. Fire extinguishers remove ingredients a fire needs.
- C. Water puts out only certain types of fires.
- D. Fire extinguishers will not put out all fires.

11 (A) (B) (C) (D)





Test Taking Skills

- 12** From the main ideas of the first and second paragraphs, you can conclude the following LA.A.2.4.8; LA.A.2.4.1 **12** (F)(G)(H)(I)
- Multiple Choice
- F. All fire extinguishers make use of the same materials.
 - G. All fire extinguishers put out fires in exactly the same way.
 - H. Different fire extinguishers are effective in different ways.
 - I. Different fire extinguishers work equally well on all types of fires.
- 13** Which of the following best summarize the last three paragraphs? **13** (A)(B)(C)(D)
- Multiple Choice
- A. Fire extinguishers all use the element oxygen to put out fires.
 - B. Fire extinguishers all use the element hydrogen to put out fires.
 - C. Fire extinguishers use different chemical compounds to put out fires.
 - D. Fire extinguishers all use the same chemical compound to put out fires.



Test Taking Skills

Lesson 6

Drafting a Written Response

On some parts of the Grade 10 FCAT, you will be asked to write a response to a question instead of choosing the answer from a list. It should take about 5 minutes to answer a short-response question and 10 to 15 minutes to answer an extended-response question.

Learning to Write a Response to FCAT Questions

Use the following guidelines to help you write responses to FCAT questions.

- Before you read a passage, skim it quickly to get a sense of it.
- Then read the passage only to find out the main idea: you don't have to memorize the entire selection to answer the question.
- Underline key words and summarize the main idea of each paragraph to help you find information quickly.
- For longer responses, reread what you have written. Check for spelling errors or misplaced words and correct them.

Practicing the Skill

Read the passage below. Complete the activity that follows.

From Changing the Face of Medicine HE.B.2.4.4

Biography of Dr. Lori Arviso Alvord



Dr. Lori Arviso Alvord bridges two worlds of medicine—traditional Navajo healing and conventional Western medicine—to treat the whole patient. She provides culturally competent care to restore balance in her patients' lives and to speed their recovery.

As a Stanford-trained surgeon, she developed her technical and clinical skills. Alvord was the first Navajo woman to be board certified in surgery. But when she returned to the New Mexico reservation to work in a Navajo community she discovered, she says, that “although I was a good surgeon, I was not always a good healer. I went back to the healers of my tribe to learn what a surgical residency could not teach me. From them I have heard a resounding message: Everything in life is connected. Learn to understand the bonds between humans, spirit, and nature. Realize that our illness and our healing alike come from maintaining strong and healthy relationships in every aspect of our lives.”





Test Taking Skills

Surgery can remedy many ills, but as Alvord worked with her Navajo patients she learned that modern scientific medicine by itself could not reestablish the missing harmony in their health. Navajo healers (*hataalii*) use song, symbols (such as corn pollen, eagle feathers, masks of the Navajo gods, and sand paintings), and ceremony with their patients, and involve family and neighbors in the process. The psychological and spiritual comfort thus provided can prepare patients for surgery, childbirth, or chemotherapy, for example, and speed their recovery afterwards.

Dr. Alvord is still a surgeon, but she tries to heal, not just fix, her patients by working with families, other practitioners, and constant cultural awareness. She looks for the places in the patient's life, relationships (both personal and with health care providers), and environment where things are out of balance. "Hospitals need to have places where you can see trees and grass and sky and sun... animals nearby, and not just for children and the elderly. Beauty is so important—artwork on the walls, gardens, outdoor porches with a view. A hospital should also have the right smells, the right foods, the right sounds, the things in life that soothe us. We should also avoid the things that are wrong, that cause stress—no harsh sounds, no bright lights, no invasive overhead paging."

In Alvord's New Mexico house, her two worlds sit side by side: a beeper on the table, a cell phone on its charger, and a stack of medical journals that share space with a handmade wood and leather cradleboard. A menagerie of bear fetishes inhabits the mantelpiece.

Test Tip

One good way to determine the answer to a question about details is to find the key words in the question. You then locate those words in the passage. The detail you are looking for will be found in the text surrounding the key words.

Follow these steps for short-response and extended-response questions

- Step 1. Read the question carefully and underline key words to make sure you understand what the question is asking.
- Step 2. Jot down the main idea next to each paragraph. Identify key words in the passage to find information that will help you answer the question.
- Step 3. Plan your answer. For a short response, you can probably plan your topic sentence and supporting details in your head. For an extended response, you may want to write down your main idea and supporting details on a separate sheet of paper.
- Step 4. Write your response neatly on the lines provided in the Answer Book.
- Step 5. Read over your completed response to make sure it answers the question and says what you intended to say.





Test Taking Skills

Lesson 7

Determining an Author's Purpose

Some questions on the FCAT may ask you to identify the *author's purpose* in writing a particular selection. Authors create for many different reasons. Some authors write to teach, others to entertain, still others to describe a process (to explain “how to”). Knowing the author's purpose can be useful to you in several ways. First, it can help you understand what you can expect to get out of the reading. If an author's goal is to amuse the reader, knowing this can help increase your enjoyment of the work. Second, it makes the reading easier to summarize. Finally, it helps you more readily identify the main idea and important details in a selection.

Learning to Identify an Author's Purpose

Use the following guidelines to answer questions about an author's purpose.

- Read the title of the selection.
- Read the byline if there is one. The byline gives the author's name. The name may be one you know and can associate with a particular *genre*, or literary style.
- Scan the first few sentences to get a sense of the *tone* of the selection. Ask yourself. Is the author being serious? Whimsical? Is the author expressing a personal opinion or merely presenting facts as they are known?

Practicing the Skill

Read the passage below. Complete the activity that follows.

Interesting Facts about Sound HE.A.1.4.2; HE.B.1.4.1; HE.B.1.4.2

Sound is carried to your ears as waves that have crests and troughs. The human ear is capable of detecting sounds in a certain frequency range. Other mammals, for example, bats, rely on hearing more than other senses, such as sight. Bats cannot see very well and have developed the ability to use their sense of sound to guide them to prey. Bats have the ability to hear sounds at a frequency that is beyond the range of human hearing.

The loudness of sound is measured in decibels. Some decibel levels are safe for your ears, while others place your hearing in jeopardy. Normal conversation takes place at 60 decibels, which is harmless. Louder things, such as rock concerts (115 decibels) and airplanes taking off (140 decibels) can irreparably damage your hearing. Hearing loss cannot be reversed. To protect your hearing, avoid exposure to loud sounds as much as possible. If you must be in a high-decibel environment, limit your time there or wear earplugs. Safeguarding your ears will ensure that you enjoy hearing the sounds around you for many years to come.

Test Tip

Try to get a sense of an author's tone by reading the first few sentences of a selection. This will help you determine whether the author's goal is to entertain, teach, or explain.





Test Taking Skills

Choose the correct answer

15 The author’s purpose in writing the second paragraph is to: LA.A.2.4.2 **15** (A) (B) (C) (D)

Multiple
Choice

- A. convince readers that bats hear better than humans.
- B. explain to readers how bats locate their prey at night.
- C. explain to readers what decibel levels are safe or harmful for human hearing.
- D. convince readers that conversation harms hearing because of its high-decibel levels.

- Step 1. To answer this question, look first at the title of the passage. Sometimes the title itself is a tip-off to the author’s purpose. In this case, the passage’s title is “Interesting Facts about Sound,”
- Step 2. Read the first sentence of the second paragraph to get a better idea of what the paragraph is about. The first sentence of the second paragraph says that the loudness of sound is measured in decibels.
- Step 3. Look at the answer choices to see if any can be eliminated. It is safe to eliminate any answer choice that doesn’t say anything about decibels. By looking at the answers you can see that answers **A** and **B** do not deal with decibels, so they can be eliminated.
- Step 4. Look back at the remaining answer choices to narrow them down. Answer **D** gives information that is not stated anywhere in the passage, so it can be eliminated as an answer choice. Only one possible answer choice is left, so **C** must be the correct answer.





Test Taking Skills

Standardized Test Practice

Refer back to the passage to answer the following questions.

- 16** What is the author's purpose in writing the first paragraph? LA.A.2.4.2 **16** (A) (B) (C) (D)
- Multiple Choice
- A. to explain how human hearing is similar to that of bats
 - B. to explain that rock concerts are harmful to human hearing
 - C. to explain that humans can hear sounds at all frequencies
 - D. to explain that humans can hear sounds at only some frequencies
- 17** Which of the following is something that the author wants readers to understand about bats? LA.A.1.4.2; LA.A.2.4.2; SC.D.1.4.4; SC.F.1.4.2; SC.F.2.4.3 **17** (F) (G) (H) (I)
- Multiple Choice
- F. Bats develop superior hearing because they cannot see well.
 - G. Bats have excellent eyesight because they cannot hear well.
 - H. Mutation caused bats to have the same frequency range for hearing as humans.
 - I. Mutation caused bats to have both very poor hearing and poor eyesight.



Test Taking Skills

Lesson 8

Distinguishing Fact from Opinion

Learning to distinguish a fact from an opinion can help you make reasonable judgments about what others say. A fact is a statement that can be proved by evidence, such as records, documents, statistics, or historical sources. An opinion is a statement of an individual's point of view. It may contain some truth but also contains personal views and judgments.

Learning to Distinguish Fact from Opinion

Use the following guidelines to distinguish facts from opinions and to judge whether what you read is reliable.

- Identify the facts. Ask yourself. Can these statements be proved? Where can I find information to verify them?
- Identify the opinions. Sometimes these contain phrases such as *I believe*, *in my view*, or *I think*.
- If you can, check the sources for the facts. Reliable sources include your textbook, almanacs, encyclopedias, and some Web sites.
- Identify the statement's purpose. What does the speaker or author want you to believe or do?

Practicing the Skill

Read the passage below. Complete the activity that follows.

Being Smoke-Free HE.A.1.4.2; HE.C.1.4.5

When making the decision to be smoke-free, it's wise to consider the reasons that your peers choose not to smoke. They have had to weigh the risks and consequences just like you. For example, they know that smoking causes life-threatening diseases such as lung cancer, emphysema, and heart disease. Smoking can be an expensive habit. When deciding whether or not to start smoking, some teens may think of all the fun things they would rather do with that money, such as attending a movie or buying a new CD. Some teens believe that smoking is an unattractive habit. It causes your skin to look yellow in color and age prematurely. Your clothes and hair may smell bad. If you are underage, purchasing cigarettes is against the law and can get you in trouble with the police. The act of smoking itself, even if someone else purchases the cigarettes, is illegal if you are under 18.

In addition, you might lose friends because of smoking. Your friends may prefer not to inhale your secondhand smoke. They might know that breathing secondhand smoke is unhealthy. People with allergies or asthma might feel that your smoking puts them at risk for poor health. Others who are exposed to smoke are more likely to suffer from throat irritation, colds, and other respiratory infections. There are many reasons to remain smoke-free. Not only can being smoke-free help you stay healthy, it may help you keep your friends.





Test Taking Skills

Test Tip

Sometimes opinions are supported by facts, which can make the opinions in a reading passage also seem true. Read carefully and ask yourself. Can this be proved? Can I verify this?

Choose the correct answer

- 18** Which of the following statements is not supported by facts: **18** (A) (B) (C) (D)
LA.A.2.4.1

Multiple
Choice

- A. Smoking can cause disease.
- B. Smoking might cause you to lose friends.
- C. Smoking can make those around you ill.
- D. Smoking is illegal for those under 18.

- Step 1. Each answer choice contains a statement or paraphrase of a statement found in the reading selection. Review the statements one at a time.
- Step 2. For each statement, ask yourself. Can I find this same information stated in a textbook, almanac, encyclopedia, or reliable Web site? If you can, the statement is probably a fact.
- Step 3. Examine each answer choice for telltale words and phrases such as *think*, *believe*, or *feel*. If you see these words, the statement is probably an opinion.
- Step 4. By using this process, you should be able to eliminate choices **B**, **C**, and **D**, all of which are statements of fact. The statement expressing an opinion felt by author of the passage is answer **A**, the only answer choice left.





Test Taking Skills

Standardized Test Practice

Complete the following questions, referring back to the passage as necessary.

- 19** Which of the following is a factual statement the author makes? LA.A.2.4.1 **19** (A) (B) (C) (D)
- Multiple Choice
- A. Cigarette smoke smells bad.
 - B. Smoking can give you wrinkles.
 - C. Smoking is an inexpensive habit.
 - D. Smoking causes life-threatening diseases.
- 20** Which of the following is a factual statement based on the passage? LA.A.2.4.2; LA.A.2.4.5 **20** (F) (G) (H) (I)
- Multiple Choice
- F. The author tries to convince teen readers to smoke by discussing celebrity smokers.
 - G. The author tries to sway teen readers away from smoking by using testimonials from other teens.
 - H. The author tries to convince teen readers to smoke by citing facts that show smoking is not really harmful.
 - I. The author tries to sway teen readers away from smoking by using a bandwagon appeal.



Test Taking Skills

Lesson 9

Interpreting Primary Sources

Original records of events made by eyewitnesses are called *primary sources*. Primary sources include letters, journals, autobiographies, legal documents, drawings, speeches, photographs, maps, and other objects made at the time. Each primary source can give a certain amount of information but not necessarily the whole picture. For example, a journal might tell of one teen's struggle with an eating disorder, but it will not explain statistical studies on eating disorders.

Learning to Interpret Primary Sources

Use the following guidelines to analyze primary sources.

- Determine the origins of the source, the author, and when and where it was written or produced.
- Analyze the data for the main idea or concept as well as supporting ideas.
- Learn what data are provided and what data are missing or needed for a full understanding.
- Consider the author's personal beliefs and attitudes.

Practicing the Skill

Read the passage below. Complete the activity that follows.

From The Colors of Freedom: Immigrant Stories HE.B.2.4.3

by Janet Bode

A Longer Look: Interview with Besama, a seventeen-year-old girl from Iraq, a Middle Eastern nation, is bordered by Turkey, Iran, Kuwait and Saudi Arabia.

I was born in Baghdad, the capital of Iraq. Now I am almost a senior in high school. Would you like to see my yearbook? I write for friends: "It doesn't matter how to fit in—what matters is how to carry on," They write in mine: "Here's my beeper number—don't wait for a Ricki Lake reunion to call,"

Desert Storm

I've been in the United States three years. People here don't know much about my country unless I get in a conversation and say I am from where Saddam Hussein is the leader. And the Gulf War—it's called Desert Storm here, I think—means something to them.





Test Taking Skills

They were little. Often, though, they remember from television. For them the bombs falling was like a computer game. Not human life. They think we are crazy and mean and violent.

I tell them, “Iraqis are not ugly people. We’re not prejudiced. We don’t always carry guns. We don’t like to fight all the time. Okay, sometimes we do have a bad temper. But that has nothing to do with the Gulf War,” America went to war, I believe, for money, not to help Kuwait. It was about control of the flow of oil.

The Writing of History

Before the Gulf War my father was an engineer. At the same time he was traveling and trading goods. We had real estate. My mother was a college graduate.

Back then, we lived in a house. My first time living in an apartment is here in the United States. In the beginning it was uncomfortable. Everybody could hear you.

In Iraq I shared a bedroom with my sister, The Spoiled Brat. At least it was a big room. She’d play with her stuffed animals, while my little brother was trying to take them apart and I was trying to study. Each neighborhood had its own elementary, junior and senior high school.

I’d go early and talk to my friends. We couldn’t wear makeup, nail polish or our uniform skirts above the knee. The school was just girls. They wouldn’t trust guys to be with us.

In fifth grade we started a second language. I studied English. In seventh grade we took a third language, Russian, French, or German. I studied French. We had geography, too. I felt like we had to memorize every hill. In history, that’s my worst subject, there were names and dates of wars to remember, especially in Islamic history.

Some say the writing of history began in my country. Maybe you’ve heard of Mesopotamia and the Tigris and Euphrates Rivers? I have relatives who live near what was a famous place called Babylon. We would pass by the ruins if we visited them for the big Muslim holiday Eid Mubarak.

After the Gulf War everything changed. There were no jobs. Food was expensive. There was no medicine. Men stood on street corners trying to find ways to pass the day and support their families. A difficult life could only get harder.

My father called us to his room and told us, “We have to leave.” A month and a half later we were gone.

The Islamic Way

Leaving the life we had was the worst. First we went to Jordan, a country next to Iraq. For six months we cried all the time. We didn’t know anybody. My dad was gone, trying to earn money to get us to the United States. We all felt pain.

My parents gave me life. They helped and believed in me. I loved and respected them. My mother kissed each one of us before we went to bed. “We are together,” she said. “That is what has value. Don’t give up hope,”

In the neighborhood where we lived everybody dressed in an Islamic way. Women kept their heads covered. They wore chadors, long dresses that go to the ground. With real traditional women, you could only see their eyes—no hair, no nose, no mouth. When they ate, they had to keep the veil over their face from getting in the way.

At first in Jordan my mother, my sister and I dressed more the way you do here in America. Strangers yelled at us “The Qur’an tells women to cover their body from the eyes of men!” We began to dress like our neighbors.

Finally after eighteen months all the legal stuff was signed. We had saved a little money. We could leave on the last part of our journey.



Go on



Test Taking Skills

The Punishment

In my culture a guy can date and a girl can't. I've never even had a real kiss, a kiss on the lips where it means something special.

Here in the U.S., I hang out with guys and girls. I have more guy friends than girl friends. And I have all kinds of friends from everywhere. My best friend is Arabic. My second best friend is Cuban-Chinese.

I was shocked when I came here. In my country, it's only Iraqi. Or before the war maybe some Egyptians or those from Sudan who came to work for two years and then went home.

I was shocked, too, by the freedom U.S.-born teenagers have. If you're a teenager in Iraq and the police see you walking with a boyfriend, you are in trouble. If you make out in public, you're in deep trouble. Even if you're married, you have to have respect for religious values.

If you're not married and get pregnant, you get killed. That's the punishment. The court goes by the religion in making judgments. At those times it is hard for me to love my culture.

Words, Not Bombs

If I had stayed in Iraq, I had planned to go to medical school. It's good money, but it's a long time to study, just like here. But this year I took a law class. It was fun. We learned about a man named Hammurabi. Four thousand years ago he wrote a code of laws. It said that the strong should not hurt the weak. He lived in the part of the world where Iraq is today.

In class I got to know about my rights. Like, I didn't know about sexual harassment. Hello, that is against the law. Don't do it, and if you do, I know how to fight: with words—not bombs—as my weapons. Now I think I would like to be a lawyer.

From The Colors of Freedom: Immigrant Stories by Janet Bode copyright 1999 by Franklin Watts. All rights reserved. Reprinted by permission of Franklin Watts an imprint of Scholastic Library Publishing, Inc.

Test Tip

Primary sources may use unfamiliar words or phrases or even may use words differently than we might use them today. As you read a primary source, pause when you reach an unfamiliar word and make sure you understand what the word refers to. Doing so will help you determine the answer to a test question more easily.

Choose the correct answer

21 Which of the following words best describes Besama? LA.E.2.4.1

21 (A) (B) (C) (D)

Multiple
Choice

- A. afraid
- B. angry
- C. uneducated
- D. intelligent





Test Taking Skills

Step 1. The question asks you to choose which answer choice best describes Besama.

Use the process of elimination to determine the best answer choice. Look at the first answer choice. Ask yourself. Is this answer correct? Then, next to the answer, write the number that applies:

1. Yes, it is correct. I'll read the other answer choices just in case.
2. No, it is not correct because _____. This answer can be eliminated.
3. I don't know. I'll keep it for now and read the other answer choices.

Step 2. Is Answer **B** correct?

1. Yes, it is correct. I'll read the other answer choices just in case.
2. No, it is not correct because _____. This answer can be eliminated.
3. I don't know. I'll keep it for now and read the other answer choices.

Step 3. Repeat step 1 for answer choices **C** and **D**.

Step 4. Which choices remain? _____

If more than one answer remains, look back at the paragraph again and reread to answer the question. Choose the most logical answer.

Standardized Test Practice

Complete the following questions, referring back to the passage as necessary.

- 22** Which of the following caused Besama conflict in her young life? **22** (A) (B) (C) (D)
- Multiple Choice LA.E.2.2.1; LA.E.2.4.1
- A. lack of education
 - B. her parents' divorce
 - C. having to leave Iraq
 - D. not speaking English

- 23** Besama seems qualified to talk about the realities of everyday life in Iraq because: LA.A.2.4.7 **23** (F) (G) (H) (I)
- Multiple Choice
- F. she used to live in Iraq
 - G. her cousins live in Iraq
 - H. she read a book about Iraq
 - I. she plans to become a lawyer



Test Taking Skills

Lesson 10

Recognizing Cause-and-Effect Relationships

An event or condition that makes something happen is known as a *cause*. The thing that happens is called the *effect*. Some questions on the FCAT may ask you to identify cause-and-effect relationships.

Learning about Cause-and-Effect Relationships

Use the following guidelines to answer questions dealing with cause-and-effect relationships.

- Make sure you understand what the question is asking you to do. Be sure also that you know which event is the cause and which is the effect.
- Be aware that there can be multiple causes of one effect. The reverse is also true: A single causal event can produce multiple effects.
- Causes of events can be either *direct* or *indirect*. A *direct* cause leads to an immediate consequence. An *indirect* cause leads to an eventual outcome.
- Look for vocabulary clues that signal causes and effects. Words or phrases such as *the reason that*, *because*, *due to*, and *as a result* indicate cause-and-effect relationships.

Practicing the Skill

Read the passage below. Complete the activity that follows.

Importance of Good Nutrition HE.B.1.4.2; HE.C.1.4.5

Your body's nutritional needs are met by the foods you eat. In addition to the calories that provide energy, your body needs many different vitamins, minerals, and even tiny amounts of metals. Eating a balanced diet that includes items from all of the food groups will help your body get the things it needs.

For example, vitamin A, found in carrots, helps your vision. Calcium, a mineral in milk, helps you develop strong bones. Iron, found in red meat, helps to keep you from developing a type of anemia. Anemia is a condition that makes you tired and prone to illness.

In the twentieth century, the element iodine was added to salt because many people were not getting enough of it in their diets. As a result of this iodine deficiency, the thyroid gland in many people became larger than normal creating a bulge, or goiter, on the neck.





Test Taking Skills

Test Tip

You can identify causes and effects in a reading passage by the presence of certain verbal cues. These include words or phrases such as *the reason that*, *because*, *due to*, and *as a result*.

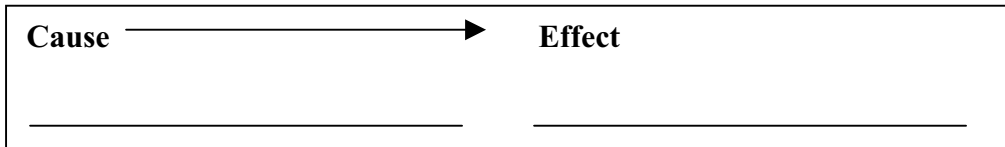
24 Goiters are caused by a lack of _____. LA.A.2.4.1; LA.E.2.2.1 **24** (A) (B) (C) (D)

Multiple
Choice

- A. calcium.
- B. iodine.
- C. iron.
- D. vitamin A.

How to determine the best answer

Step 1. Make sure you understand the question. This question is asking you to recognize that goiters (*effect*) occur because of a specific nutritional deficiency stated in one of the four answer choices (*causes*). Creating a graphic organizer might help you arrange your thoughts.



- Step 2. You can “fill in” the graphic organizer with each answer in turn. Eliminate answers that don’t fit. Which answer choices remain? _____
- Step 3. Since this question gives you multiple answer choices, you can also use the process of elimination if you are deciding between two possible answers.
- Step 4. If more than one answer remains, look back at the passage again and reread to answer the question. Choose the most logical answer.





Test Taking Skills

Standardized Test Practice

Complete the following questions, referring back to the passage as necessary.

25 Eating a balanced diet will ensure that _____.

25 (A) (B) (C) (D)

Multiple
Choice

LA.A.2.4.1; LA.E.2.2.1

- A. your body only gets the vitamins it needs.
- B. your body only gets the minerals it needs.
- C. your body only gets the minerals and metals it needs.
- D. your body gets all the vitamins, minerals, and metals it needs.

26 Which of the following is a legitimate cause-and-effect relationship?

26 (F) (G) (H) (I)

Multiple
Choice

LA.E.2.2.1

- F. Consuming vitamin A causes you to have better eyesight.
- G. Consuming vitamin A causes you to have strong bones.
- H. Consuming iron causes you to develop goiters.
- I. Consuming iron causes you to develop anemia.



Test Taking Skills

Lesson 11

Interpreting Graphs and Tables

Some FCAT questions will draw upon your knowledge of mathematics. You may be asked to use information that is presented in a graph or table. After studying the data in a graph or table, you will be able to analyze patterns or compare information.

Learning to Interpret Graphs and Tables

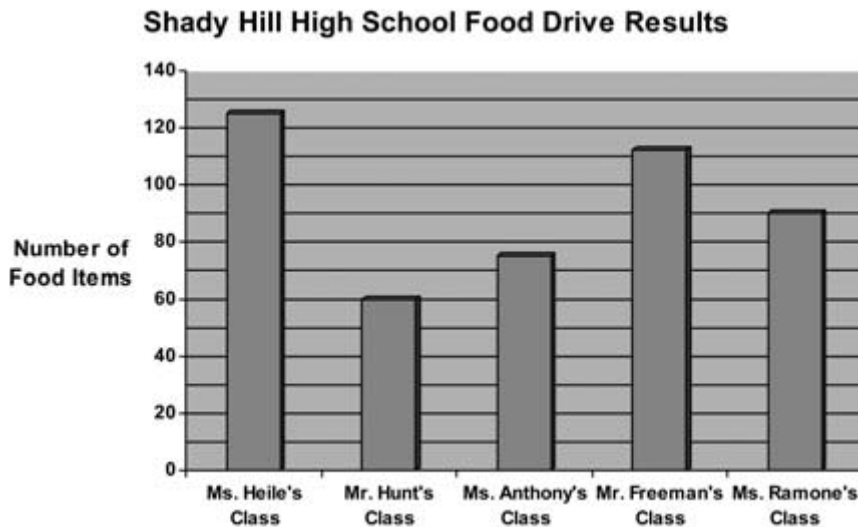
Use the following guidelines to interpret graphs and tables.

- Read the title of the graph or table to determine its subject.
- Read each column heading and the label of each row.
- Study the data vertically in each column and horizontally across the rows.
- Identify relationships and draw conclusions.

Practicing the Skill

Read the passage and examine the graph below. Complete the activity that follows.

Shady Hill High School's five classes of tenth graders are participating in a friendly competition with each other. They are trying to assist the less fortunate by collecting the greatest number of nutritious food items for the local food bank. The bar graph below represents the final results of the food drive. HE.C.2.4.5





Test Taking Skills

Test Tip

Questions about graphs and tables sometimes require outside knowledge to arrive at the correct answer. If the answer to the question is not stated directly in the graph, use the process of elimination to find the answer choice that is best supported by the data in the graph.

- 27** Which of the following is the correct interpretation of the data displayed in the bar graph? LA.A.1.4.2; MA.A.2.4.2; MA.A.3.4.3; MA.E.1.4.1; MA.E.1.4.2 **27** (A) (B) (C) (D)
- Multiple Choice
- A. The mode number of nutritious food items collected by all the classes is 75.
 - B. The mean number of nutritious food items collected by all the classes is 48.
 - C. The highest number of food items collected by a single class was 112.
 - D. The lowest number of food items collected by a single class was 60.

How to determine the best answer

- Step 1. Breaking down a graph into its specific parts will help you to interpret it. First, notice the horizontal labels at the bottom of the graph. Each bar represents one class and each class is identified by the name of the teacher who teaches that class.
- Step 2. Next, look at the vertical labels. They are the number of food items collected, in increments of 10. This means that each line that goes across the graph marks off another 10 food items.
- Step 3. Now look at the question again. It asks for which statement is a correct interpretation of the data. Look at each of the choices one at a time.
- Step 4. Look at answer A. To figure out if it is correct, you must determine if 75 is the most frequently appearing number in the data set. In this case, there is no mode because each number only appears one time. Therefore, answer A cannot be correct.





Test Taking Skills

- Step 5. Look at answer **B**. To figure out if it is correct, you must determine if the mean, or average, number of food items collected by all 5 classes equals 48. To do this, simply add up all the food items collected by the classes and divide your answer by the number of classes shown in the graph, 5. Once you complete this calculation, you can easily see that the number of food items averages approximately 92, nowhere close to 48. Therefore answer **B** cannot be correct.
- Step 6. Look at answer **C**. It states that the highest number of food items collected by a single class was 112. To see if this is correct, look at the graph again and locate the highest value. You will quickly see that Ms. Heile’s class collected 125 food items, so answer **C** can be eliminated.
- Step 7. Look at answer **D**. It states that the lowest number of food items collected by a single class was 60. Go back to the graph, and locate the lowest value. You will see that the lowest value is indeed 60 food items, which were collected by Mr. Hunt’s class. Answer **D** is correct.
- Step 8. Another way you know that **D** is the correct choice is that all of the other answer choices were eliminated as possibilities. Even so, it is always a good idea to check your answer choice against the data in the graph to make sure it is correct. If, when doing a math problem like this one, you go through all the answer choices and none of them seems correct, you should carefully reread each choice and check your work to make sure it is free of errors.

Standardized Test Practice

Use the bar graph to answer the following questions.

- 28** Which of the following measures of central tendency would make the number of food items collected seem as low as possible? MA.A.2.4.2; MA.A.3.4.3; MA.E.1.4.2 **28** (A) (B) (C) (D)
- Multiple Choice
- A. mean
 - B. median
 - C. range
 - D. mode
- 29** Which of the following numbers is closest to the number of nutritious food items Ms. Heile’s class collected? MA.A.1.4.2; MA.A.1.4.4 **29** (F) (G) (H) (I)
- Multiple Choice
- F. $5\sqrt{6}$
 - G. 11^2
 - H. 11^3
 - I. 11×10^5





Test Taking Skills

Lesson 12

Calculating An Answer

Many of the questions on the FCAT mathematics and science tests may ask you to calculate an answer and write it in the response space provided. For gridded response questions like those on the FCAT, you must mark your answer on a grid printed on your answer sheet. The grid contains a row of four or five boxes at the top, where you write out your numerical answer. Next there are two rows of ovals or circles with decimal and fraction symbols and then four or five columns of ovals numbered 0–9. Since there is no negative symbol on the grid, answers are never negative.

Learning to Grid Your Responses

Use the following guidelines to help you correctly fill in the grid.

- Make sure you know what value you need to find and completely solve the problem on your scratch sheets or in your booklet.
- Write your answer in the answer boxes at the top, and fill in only one bubble for every answer box that you have written in.
- If your answer is a fraction or decimal, you may either grid the fraction or rewrite it as a decimal. Fractions do not have to be written in lowest terms.
- Some problems may result in a mixed number. Before filling in the grid, change the mixed number to an improper fraction or decimal.

Practicing the Skill

Read the passage and examine the table below. Complete the activity that follows.

Four friends are planning to start running in 5 kilometer races to improve their fitness levels. They decided to begin training a couple of weeks in advance of their first race so they would be prepared for it. The table on the following page illustrates how long it took each of them to run 5 kilometers on the first day of training, in the middle of training, and on the day of their first race. HE.B.1.4.4





Test Taking Skills

Approximate Running Times

	Day 1	Day 14	Race Day
Majdy	25 min	18 min	14 min
Jenna	26 min	19 min	15 min
Bao	21 min	15 min	12 min
Jarrold	23 min	18 min	17 min

- 30** Approximately how many kilometers would Majdy be able to run on Day 14 if he kept a steady pace for 2 hours? MA.A.2.4.2; MA.A.3.4.3; MA.B.1.4.2



Gridded
Response

30

	/	/	/	
.
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

Test Tip

The FCAT mathematics and science tests will include any commonly used formulas at the front of the test booklet. Quickly review the lists before you begin to answer the questions so that you know what formulas are available.

Calculate the correct answer

- Step 1. Determine what value you need to find. The question is asking you to figure out how many kilometers Majdy could run on Day 14 if he kept the same pace for 2 hours. According to the table, Majdy's was able to run 5 kilometers in 18 minutes on Day 14.
- Step 2. Calculate the answer. To arrive at the answer for this problem, first convert $2\frac{1}{2}$ hours into minutes (you should get 150 minutes). Then
- Divide 150 minutes by Majdy's time of 18 minutes. This gives you a value of approximately 8.3.
 - Multiply 8.3 by 5 kilometers to get a product of 41.5 kilometers.
 - Round up to 42 kilometers. This is your answer. Majdy would be able to run approximately 42 kilometers if he ran at his Day 14 pace for $2\frac{1}{2}$ hours.





Test Taking Skills

- Step 3. Write your answer in the answer boxes under “30” below. Write only one digit or symbol in each answer box.
- Step 4. Fill in only one bubble for every answer box that you have written in. Be sure not to fill in a bubble under a blank answer box. You may write your answer with the first digit in the left answer box or with the last digit in the right answer box. Leave blank any boxes you do not need on the right or the left side of your answer.

Test Tip

Use the pages your test booklet provides to work out answers to your problems.

Standardized Test Practice

Refer to the table to answer the questions below.

- 31** When Jarrod was a beginning runner (Day 1), approximately how many hours would it have taken him to run 25 kilometers? MA.A.2.4.2; MA.A.3.4.3; MA.B.2.4.2



31

	7	7	7	
.
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

- 32** What was the percentage decrease in Bao’s running times from Day 14 to Race Day? MA.A.2.4.2; MA.A.3.4.3



32

	7	7	7	
.
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9



Test Taking Skills

Lesson 13

Problem Solving

Some FCAT questions will ask you to solve problems involving computations of length, area, volume, distance, time, and so on. Often, a diagram will be included to help you visualize the problem.

Learning to Solve Problems

Use the following guidelines to solve math problems.

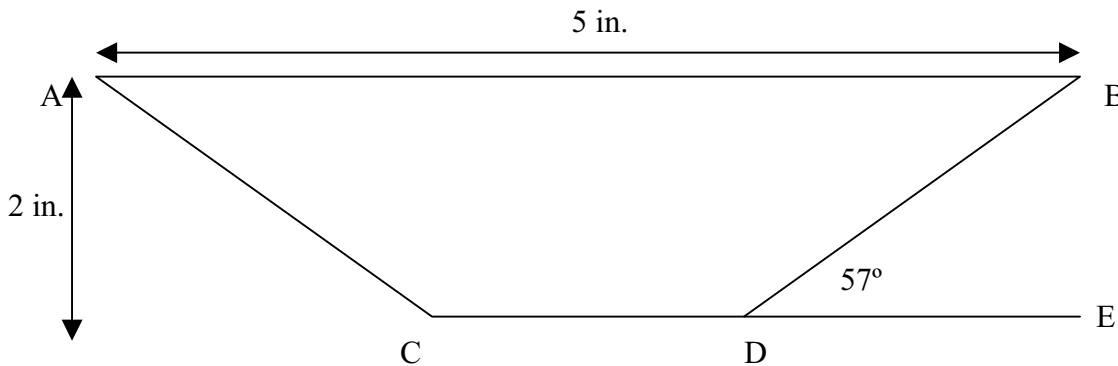
- Carefully read the problem. Make sure you understand the nature of the problem and what you are being asked to solve.
- Establish what information is given and what you need to find. If a formula is provided, be sure to use it correctly.
- Study diagrams that accompany the problem.

Practicing the Skill

Read the passage and examine the diagram. Complete the activity that follows.

Mr. Tan’s class has been studying the relationship between the environment and human health. The students know that for people to stay healthy it is important that the places where they live, work, and play be clean. In celebration of Earth Day, the class has volunteered to clean up Sunny Meadows Park. They also want to purchase and place recycling containers around the park so people can put their empty soda cans and other recyclables in them when picnicking or visiting Sunny Meadows. As a final touch, they want to plant a garden in one corner of the park, to help beautify it. Below is a diagram of the park. HE.C.2.4.5

Diagram of Sunny Meadows Park





Test Taking Skills

Test Tip

To solve a math problem, be sure you understand what type of problem it is and what you are being asked to solve. Study and apply any accompanying diagrams.

- 33** Multiple Choice To celebrate their efforts to clean Sunny Meadows Park, Mr. Tan’s class is planting a small garden in the corner of the park labeled D. To maintain the garden they need to build a fence around it. The students are planning to build the fence so that it runs along the perimeter of the park on the back two sides. These two sides will meet at the same angle measure as angle BDC of the park’s perimeter. Line E is a walkway just outside the perimeter of the park and helps create angle BDE, which measures 57° . What is the angle measure, in degrees, of angle BDC? MA.A.2.4.2; MA.A.3.4.3; MA.B.1.4.2; MA.C.1.4.1
- 33** (A) (B) (C) (D)
- A. 107°
 - B. 110°
 - C. 123°
 - D. 135°

How to determine the best answer

- Step 1. Begin by analyzing the type of problem; that is, determine what you are being asked to solve. This problem involves angle measures. You are being asked to determine the measure of angle BDC.
- Step 2. Angles BDC and BDE are supplementary angles, meaning that the sum of their measures will be equal to 180° .
- Step 3. According to the diagram and the problem, angle BDE has a measure of 57° . This gives you a formula of $x + 57 = 180$, where x represents the measure, in degrees, of angle BDC.
- Step 4. By simplifying the equation, you arrive at the answer $x = 123$. Therefore, angle BDC measures 123° . The answer, then, is C.

Standardized Test Practice

Solve the following problems using the diagram.

- 34** Multiple Choice The students drew a diagram to map out their plan for cleaning the park and planting the garden. The actual length of Sunny Meadows Park is 245 feet. In the scale diagram, the park is 2 inches wide at its widest place. What is the actual width of the park, in feet, at its widest place? MA.A.2.4.2; MA.A.3.4.3; MA.B.1.4.3; MA.C.2.4.1
- 34** (F) (G) (H) (I)
- F. 98 feet
 - G. 107 feet
 - H. 113 feet
 - I. 121 feet



Practice Test

Read the story below. Then answer the questions that follow.

Be Prepared

Jaeden was excited about his family's recent relocation to Florida from the Midwest. At first he worried about leaving his familiar surroundings and making new friends, but all of his new classmates had been friendly.

For example, this morning before classes Jaeden told his new friends that he was enjoying the great weather in Florida. They agreed that the warm, sunny days and the beaches were great, but told Jaeden that the weather could get menacing.

"What do you mean?" Jaeden asked uneasily.

Imaad replied, "Sometimes we get hurricanes. The ocean water and air start to spin around in a circle, like a tornado. Hurricanes damage homes and can injure or kill people who don't protect themselves and their possessions."

"We had tornadoes where I lived before," said Jaeden. "Does my family prepare the same way for a hurricane that we did for a tornado?"

"My family moved here from the Midwest too," said Imaad. "You prepare for the two storms differently. The library on Williams Avenue has free hurricane preparedness booklets that list all the supplies you should keep and safety preparations to make,"

"Great. I walk past that library on my way home from school. I'll get one today,"

"Yeah, it's a good idea to be prepared. You should show it to your parents so they can prepare too. It's not hurricane season now, but it is a good time to get ready,"

"Thanks!"

* * *

That evening at dinner, Jaeden's parents asked about school. He said that his classes were fine and mentioned that he made new friends. He mentioned his conversation with Imaad about hurricanes. He asked his parents, "Have you ever experienced a hurricane?"

"No," answered Jaeden's father. "I've been meaning to get emergency preparedness information,"

"That reminds me," said Jaeden's mother, "I heard we can get some information about hurricanes at the library, but I've been so busy unpacking I haven't gotten there yet,"

"The guys at school told me the same thing so I stopped by the library on my way home from school and picked up a hurricane preparedness booklet," Jaeden replied. "I've been reading through it. It has a lot of useful information,"

"Thanks Jaeden," his mother said. "I'm glad you took the initiative to do the research for the entire family,"

"What's a hurricane?" Jaeden's little brother Eddy asked.

Mr. Jones answered, "A hurricane is a dangerous storm with lots of rain and high winds that strike communities near the ocean. Hurricanes don't strike every year, but we need to be prepared for a hurricane just in case one does occur,"

"Should I be scared?" Eddy asked.

"No" answered Jaeden. "As long as we are prepared ahead of time and know what to do if a hurricane hits, we should be just fine,"

"So what advice did you get from that booklet you picked up?" asked Mr. Jones.

"It says we should have a family hurricane preparedness plan and an emergency supply kit," said Jaeden.

"The family plan has two parts, what to do if we stay in the house and what to do if we have to evacuate. The advice in the booklet is that we should stay home unless we are told to evacuate."

Go on



Practice Test

“If we do stay at home, it’s important that we have enough food and water stored up,” said Jaeden’s mother.

“We also need to pick a safe room and make sure to stay there during the storm,” Jaeden noted.

“The bathroom should be fairly safe,” replied Jaeden’s dad, “It doesn’t have any windows that could blow in.”

“Speaking of windows, Dad, we’ll need storm shutters or pieces of plywood to put over all the windows,” said Jaeden.

“I overheard one of my co-workers say that putting strips of tape on windows will keep them from breaking. I may just do that instead,” commented Mr. Jones.

“Oh no, tape won’t keep windows from shattering. That’s a common myth. Look, its right here in the booklet,” Jaeden stated, pointing to one of the pages.

“You’re right. I’m glad you caught that Jaeden. I’ll make some calls tomorrow during my lunch break to see if we can get some storm shutters installed. By the way, we already own a weather radio so we can stay informed if we’re stuck in the house during a hurricane,” Mr. Jones responded.

“What’s a weather radio?” asked Eddy.

“It’s a radio that’s tuned to the federal government’s weather information service,” said Mr. Jones. “The radio works even when the electricity is out.”

“We need to decide where to go if we need to evacuate. The booklet says we should have a full tank of gas and know alternate routes to get to a safe location, because traffic could get backed up,” said Jaeden.

“I have some cousins who live about 45 minutes from here,” commented Mrs. Jones “I’ll give them a call tomorrow. I’ve been meaning to get in touch with them since we’ve moved nearby anyway.”

“What can I do?” asked Eddy.

“Ask Jaeden,” said Mr. Jones. “He’s our family expert on hurricane preparedness,” Jaeden turned to Eddy and said, “Let’s gather supplies and put them in one place. We probably already have some things we need around the house.”

“I can do that,” stated Eddy.

“As you two gather items that we already own, remember to circle anything on the list that we don’t have and I’ll buy those things later,” said Mrs. Jones.

“Thanks, Mom,” responded Jaeden. “Are you ready to get started Eddy?”

“Okay,” said Eddy.

Jaeden felt proud that he was able to make such an important contribution to his family.

1 What caused Jaeden to become interested in hurricane preparedness?

1 (A) (B) (C) (D)

Multiple
Choice

- A. He read a book about hurricanes.
- B. He saw a TV report about hurricanes.
- C. His friends told him about hurricanes.
- D. His parents told him about hurricanes.





Practice Test

2 Why did Mr. Jones decide to install storm shutters for the windows instead of putting tape on them? **2** (F)(G)(H)(I)

Multiple Choice

- F. He was sure Jaeden did not know about hurricane preparedness.
- G. He thought storm shutters would be more economical than tape.
- H. He believed he had reliable information.
- I. He felt Jaeden's booklet contained good information.

3 Why is it important to keep a first-aid kit in a safe place in the home? **3** (A)(B)(C)(D)

Multiple Choice

- A. Rescue workers may need access to the first-aid kit to treat the injured.
- B. The family may need access to the first-aid kit to treat minor injuries.
- C. First-aid kits are excellent for sanitizing rain water for drinking purposes.
- D. Neighbors may not be comfortable storing a first-aid kit in their own homes.

4 How is Jaeden important to the story? **4** (F)(G)(H)(I)

Multiple Choice

- F. He gets his family to work together to prepare for hurricanes.
- G. He convinces his family to move to Florida.
- H. He buys all of the emergency supplies that his family needs.
- I. He chooses the bathroom as a safe place to shelter during a hurricane.

5 How is preparing to weather a hurricane at home different than preparing to evacuate in the event of a hurricane? Use details and information from the story to support your answer.

READ
INQUIRE
EXPLAIN



Practice Test

What to do When a Friend is Depressed

From the National Institute of Mental Health

You know that these school years can be complicated and demanding. Deep down, you are not quite sure of who you are, what you want to be, or whether the choices you make from day to day are the best decisions. Sometimes the many changes and pressures you are facing threaten to overwhelm you. So, it isn't surprising that from time to time you or one of your friends feels "down" or discouraged.

But what about those times when a friend's activity and outlook on life stay "down" for weeks and begin to affect your relationship? If you know someone like this, your friend might be suffering from depression. As a friend, you can help.

...Find Out More About Depression

What is depression?

Depression is more than the blues or the blahs; it is more than the normal, everyday ups and downs.

When that "down" mood, along with other symptoms, lasts for more than a couple of weeks, the condition may be clinical depression. Clinical depression is a serious health problem that affects the total person. In addition to feelings, it can change behavior, physical health and appearance, academic performance, social activity and the ability to handle everyday decisions and pressures.

What causes clinical depression?

We do not yet know all the causes of depression, but there seem to be biological and emotional factors that may increase the likelihood that an individual will develop a depressive disorder.

Research over the past decade strongly suggests a genetic link to depressive disorders; depression can run in families. Difficult life experiences and certain personal patterns such as difficulty handling stress, low self-esteem, or extreme pessimism about the future can increase the chances of becoming depressed.

How common is it?

Clinical depression is a lot more common than most people think. It will affect more than 19 million Americans this year.

One-fourth of all women and one-eighth of all men will *suffer at least* one episode or occurrence of depression during their lifetimes. Depression affects people of all ages but is less common for teenagers than for adults. Approximately 3 to 5 percent of the teen population experiences clinical depression every year. That means among 25 friends, 1 could be clinically depressed.

Is it serious?

Depression can be very serious.

It has been linked to poor school performance, truancy, alcohol and drug abuse, running away, and feelings of worthlessness and hopelessness. In the past 25 years, the rate of suicide among teenagers and young adults has increased dramatically. Suicide is often linked to depression.





Practice Test

Are all depressive disorders alike?

There are various forms or types of depression.

Some people experience only one episode of depression in their whole life, but many have several recurrences. Some depressive episodes begin suddenly for no apparent reason, while others can be associated with a life situation or stress. Sometimes people who are depressed cannot perform even the simplest daily activities—like getting out of bed or getting dressed; others go through the motions, but it is clear they are not acting or thinking as usual. Some people suffer from bipolar disorder in which their moods cycle between two extremes—from the depths of desperation to frenzied talking or activity or grandiose ideas about their own competence.

Can it be treated?

Yes, depression is treatable. Between 80 and 90 percent of people with depression—even the most serious forms—can be helped.

There are a variety of antidepressant medications and psychotherapies that can be used to treat depressive disorders. Some people with milder forms may do well with psychotherapy alone. People with moderate to severe depression most often benefit from antidepressants. Most do best with combined treatment: medication to gain relatively quick symptom relief and psychotherapy to learn more effective ways to deal with life's problems, including depression.

The most important step toward overcoming depression—and sometimes the most difficult—is asking for help.

Why don't people get the help they need?

Often people don't know they are depressed, so they don't ask for or get the right help. Teenagers and adults share a problem—they often fail to recognize the symptoms of depression in themselves or in other people.

...Know the Symptoms

The first step toward defeating depression is to define it [end bold]. But people who are depressed often have a hard time thinking clearly or recognizing their own symptoms. They may need your help. Check the following to see if a friend or friends have had any of these symptoms persisting longer than two weeks.

Do they express feelings of

- Sadness or 'emptiness?'
- Hopelessness, pessimism, or guilt?
- Helplessness or worthlessness?

Do they seem

- Unable to make decisions?
- Unable to concentrate and remember?
- to have lost interest or pleasure in ordinary activity — like sports or band or talking on the phone?
- To have more problems with school and family?





Practice Test

Do they complain of

- Loss of energy and drive — so they seem “slowed down?”
- Trouble falling asleep, staying asleep, or getting up?
- Appetite problems; are they losing or gaining weight?
- Headaches, stomach aches, or backaches?
- Chronic aches and pains in joints and muscles?

Has their behavior changed suddenly so that

- They are restless or more irritable?
- They want to be alone most of the time?
- They’ve started cutting classes or dropped hobbies and activities?
- You think they may be drinking heavily or taking drugs?

Have they talked about

- Death?
- Suicide — or have they attempted suicide?

...Find Someone Who Can Help

If you answered yes to several of the items, a friend may need help. Don’t assume that someone else is taking care of the problem. Negative thinking, inappropriate behavior or physical changes need to be reversed as quickly as possible. Not only does treatment lessen the severity of depression, treatment also may reduce the length of time (duration) your friend is depressed and may prevent additional bouts of depression.

If a friend shows many symptoms of depression, you can listen and encourage him or her to ask a parent or teacher about treatments. If your friend doesn’t seek help quickly, talk to an adult you trust and respect—especially if your friend mentions death or suicide.

There are many places in the community where people with depressive disorders can be diagnosed and treated. Help is available from family doctors, mental health specialists in community mental health centers or private clinics, and from other health professionals.

- 6** Which of the following is the most likely reason the author wrote the passage? **6** (A) (B) (C) (D)
- Multiple Choice
- A. To persuade readers to keep strong emotions to themselves
 - B. To persuade readers that crying is a sign of depression
 - C. To explain to readers that depression usually has no particular pattern
 - D. To explain to readers how to recognize depression





Practice Test

7 The information given on depression seems valid because **7** F G H I
Multiple Choice
F. it was prepared by a doctor.
G. it is based on the author's personal experiences.
H. it is based on a story about a teen dealing with depression.
I. it is a personal narrative about a woman who became depressed.

8 What causes some people to slip into clinical depression? **8** A B C D
Multiple Choice
A. They feel that others are unfair to them.
B. They don't feel a sense of accomplishment.
C. Depression seems to be caused by biological and emotional factors.
D. They are upset about a family crisis.

9 According to *both* sections of the passage, depression **9** F G H I
Multiple Choice
F. is more than normal everyday ups and downs.
G. usually caused by bereavement.
H. is usually expressed through lashing out at loved ones.
I. is usually best expressed in a therapy or group environment.

10 Write a summary describing the signs of depression. How would you advise a friend who you believe is suffering from clinical depression?

READ
INQUIRE
EXPLAIN



Practice Test

Too Many Projects

Alisha accepted the responsibility of organizing class participation in various service projects for the Community Service Club at her school. She took great pride in the work, but found it increasingly difficult to keep up with her school work, volunteer work and extracurricular sports activities.

On the way to school one morning, Alisha began to feel a little tense as she thought about the Community Service Club meeting she would attend later that day. She would be asked to report her progress in organizing three projects: a rock-a-thon to raise money for the school library, a volunteer day at the local soup kitchen, and a mentoring program with a nearby elementary school. Because of her busy schedule, Alisha made very little on any of these projects. She hoped the other club members would understand why she missed some deadlines.

After school as she walked to the meeting, Alisha thought to herself, *I really want to get everything done. But when? I'm buried under tons of schoolwork right now. I have two big reports due soon.*

* * *

After promising to make significant progress on all of her volunteer projects before the next meeting, Alisha resolved to finish her homework quickly. As she organized her work, Alisha's stress level began rising again. She recalled promising, "I'll get it all done this week. It's no big deal. I already wrote a letter to Ms. Lange at the soup kitchen. Now I just have to set up a meeting," *But when?* She thought. *When will I find the time?*

* * *

The days between Community Service Club meetings passed quickly. Alisha had been very busy with schoolwork and basketball practice. She remembered the meeting only when another club member reminded her.

When the school day ended, Alisha walked through groups of students toward the club meeting. She realized that she had never scheduled an appointment with Ms. Lange. In fact, she hadn't accomplished any of the tasks related to her Community Service Club projects. She dreaded telling the other club members that she had made no progress. She worried that they would be angry since she had not really accomplished anything for two weeks. Alisha entered the room and hoped that no one would ask her to speak.

As the meeting neared its end, Alisha began feeling more comfortable. Maybe she wouldn't be asked for a progress report. Right before they began discussing the last item on the agenda, Tenesha, the club's president, turned to Alisha and asked, "How are your projects going, Alisha? Did Ms. Lange tell you which day would be good for us to come over and help out?"





Practice Test

Alisha immediately became tense. She thought about not telling the truth but decided to confess that her progress had stalled on one project and that she never started the other two projects. “Actually, I didn’t have a meeting with Ms. Lange yet. I had some reports due for class and I couldn’t find the time to meet with her,” Alisha said. She paused before continuing. “I really love this club and I enjoy doing volunteer work and setting up projects, but I just don’t have enough time right now to get it all done.”

“I honestly don’t know when I’ll have time to complete all these projects. With schoolwork and basketball finals, I just don’t think I can do it all. I’m sorry. I should have told you all sooner that this was too much for me. I’ll understand if you don’t want me to be part of the club anymore. I know I’ve let you all down.”

For a moment, the room was silent.

Then Shane laughed aloud, “Alisha, don’t be so dramatic. We wouldn’t kick you out of the club. Since you joined, we do twice as many volunteer projects as we used to. I can’t speak for everyone, but I think you’re too valuable a member to lose,”

Other club members nodded in agreement, and Phan added, “You’ve done such great things for this club, and you’re our friend, Alisha. I’ll take over the library project for you. My aunt’s a librarian. She can help me finish setting up that project.”

“Really?” Alisha said, “You would do that for me?”

Phan nodded, smiling.

“You mean you aren’t mad at me?”

“We’re not mad,” Tenesha said. “But I wish you had told us sooner. Then someone else could have taken over those projects earlier,”

“Thanks, you guys. You are all really wonderful friends. At least let me go ahead and finish the soup kitchen project since I’ve already started that one,”

“I’ll take over the mentoring program,” Jamal offered.

“So, Alisha will finish the soup kitchen project. Phan will take over the library project, and Jamal will organize the mentoring project,” said Tenesha. “See, there’s a solution for every problem,”

Alisha scanned the faces of her friends. She was so sure they would be angry that she didn’t even stop to consider that they might be supportive, and even helpful. By the end of the meeting, Alisha realized that she created more stress for herself by admitting that she couldn’t complete all the projects. The responsible decision would have been for her to admit that she was unable to complete all of the projects herself. She also realized that she was lucky to have so many truly wonderful friends.

11 Why did Alisha forget about the meeting?

Multiple
Choice

- A. She had another club meeting that day.
- B. She had a busy week.
- C. She had a basketball game that day.
- D. She had a history paper due that day.

11 (A) (B) (C) (D)





Practice Test

12 Read this passage.

12 Ⓕ Ⓖ Ⓕ Ⓖ Ⓖ

Multiple
Choice

After promising to make significant progress on all of her volunteer projects before the next meeting, Alisha resolved to finish her homework quickly.

What does *resolved* mean?

- F. quietly
- G. determined
- H. hesitantly
- I. excitedly

13 Why do the other members want Alisha to stay in the club?

13 Ⓐ Ⓑ Ⓒ Ⓓ

Multiple
Choice

- A. She has won several community awards on behalf of the club.
- B. She has raised membership numbers dramatically for the club.
- C. She has helped make the club more active in the community.
- D. She has been the best club president anyone remembers having.

14 How was Alisha's perception of her friends' feelings different from what they were actually feeling?

14 Ⓕ Ⓖ Ⓕ Ⓖ Ⓖ

Multiple
Choice

- F. Alisha imagined her friends were supportive, but they were actually angry.
- G. Alisha imagined her friends were angry, but they were actually supportive.
- H. Alisha imagined her friends were concerned, but they were actually relieved.
- I. Alisha imagined her friends were upset, but they were actually concerned.





Practice Test

15 What word best describes Alisha?

15 (A) (B) (C) (D)

Multiple
Choice

- A. unmotivated
- B. sluggish
- C. immature
- D. ambitious

16 How did Alisha's fellow club members help her solve her problem?
Explain how their actions show they care about Alisha. Use details and information from the story to support your answer.

READ
INQUIRE
EXPLAIN



Practice Test

The Buzz Takes Your Breath Away... Permanently Misuse of Prescription Pain Relievers can Kill You

Substance Abuse and Mental Health Services Administration

If you think you've heard it before, you're dead wrong.

How many times has someone told you a “party” drug could lead to more serious problems—like addiction, brain damage, or even death? You've probably heard it so many times, it's getting hard to believe it. Especially when kids around you are smoking, drinking, and rolling. But all drugs have real potential for harm—even prescription pain relievers. When abused alone, or taken with other drugs, prescription pain medications can kill you. And the death toll from misuse and abuse is rising steadily.

Think twice—Because you only die once

Prescription pain relievers, when used correctly and under a doctor's supervision, are safe and effective. But abuse them, or mix them with illegal drugs or alcohol, and you could wind up in the morgue. Even using prescription pain relievers with other prescription drugs (such as antidepressants) or over-the-counter medications (like cough syrups and antihistamines), can lead to life-threatening respiratory failure. That's why people just like you are dropping pills at parties, and dropping dead. They're not downing handfuls of pills, either. With some prescription pain relievers, all it takes is one pill.

Drugs to watch out for

The most dangerous prescription pain relievers are those containing drugs known as opioids, such as morphine and codeine. Your friends probably call these drugs by their street names: ac/dc, coties, demmies, dillies, hillbilly heroin, o.c., oxy, oxycotton, percs and vics to name a few. Whatever you call them, remember one thing—they can be killers.

Symptoms of overdose

If you, or any of your friends, have taken prescription pain relievers, here are the danger signs to watch for:

- Slow breathing (less than ten breaths a minute is really serious trouble)
- Small, pinpoint pupils
- Confusion
- Being tired, nodding off, or passing out
- Dizziness
- Weakness
- Apathy (they don't care about anything)
- Cold and clammy skin
- Nausea
- Vomiting
- Seizures

A lot of these symptoms can make people think that your friend appears drunk. And you may be tempted to let them sleep it off, or tell their parents they had too much to drink. But don't. Your friend could go to sleep and never wake up.





Practice Test

What you can do if a friend is overdosing

Make an anonymous call to 911 or your friend's parents if you're too scared to identify yourself. Try to get your friend to respond to you by calling out his or her name. Make your friend wake up and talk to you. Shake him or her if you have to. Otherwise, your friend could suffer brain damage, fall into a coma, or die.

Addiction can be a living death

If you abuse prescription pain relievers and are lucky enough to cheat death, you're still in big trouble. Prescription pain relievers can be addictive. The longer you take them, the more your body needs. Try to stop, and you could experience withdrawal symptoms.

Addiction to prescription pain relievers is like being hooked on heroin and the withdrawal isn't much different: bone and muscle pain, diarrhea, vomiting, cold flashes and insomnia.

If you, or someone you know, is abusing or is addicted, get professional help. You'll find many resources listed here. You can also ask for help from parents, doctors, relatives, teachers, or school guidance counselors. Substance abuse ruins lives. Don't let it happen to your friends—or you.

- 17** Why might some teens believe that drug abuse is not dangerous? **17** F G H I
- Multiple Choice
- F. They believe that drug use is common among teens.
 - G. They are not sure that medicines can cause harm.
 - H. They believe that overdoses only happen in the movies.
 - I. They think it is fashionable to abuse drugs.
- 18** The most dangerous prescription pain relievers contain **18** A B C D
- Multiple Choice
- A. morphine.
 - B. coties.
 - C. ibuprofen.
 - D. demmies.
- 19** What is the author's main purpose in describing the symptoms of withdrawal? **19** F G H I
- Multiple Choice
- F. to convince readers that addiction to prescription pain relievers is not serious.
 - G. to convince readers to avoid abusing prescription pain relievers.
 - H. to convince readers that it is impossible to stop abusing prescription pain relievers once you have started.
 - I. to convince readers that withdrawal only occurs once a person has stopped abusing prescription pain relievers.





Practice Test

20 Multiple Choice When someone takes a medicine, that medicine is supposed to help him or her in some way, such as relieving pain. Which of the following statements best describes how this most likely happens? **20** (A) (B) (C) (D)

- A. The medicine releases chemicals that alter the body, mind, or natural processes.
- B. The medicine releases genetic material that alters the body, mind, or natural processes.
- C. The medicine releases helpful bacteria that alter the body, mind, or natural processes.
- D. The medicine releases harmful bacteria that alter the body, mind, or natural processes.

21 READ INQUIRE EXPLAIN What evidence in the article suggests that abusing prescription pain relievers is dangerous? Use specific information from the article to support your answer.



Practice Test

Antonia Goes Shopping

As Antonia watched the runners circling the track, she thought, *Before I start running every other morning, I need to get a good pair of running shoes.*

Antonia was anxious to get started on her exercise program. She imagined how good it would feel to be healthy and fit. She set a short term goal of running before school every other morning. Her long term goal was to try out for her school's long distance running team. *But first I need to pick out a pair of good running shoes, she reasoned to herself. I don't want to get injured because I didn't wear the right kind of shoe.*

Antonia explained to her parents how determined she was to begin a regular running program "I need to set my alarm about 45 minutes early to get up and run before school," she said. "And, I'm doing research on different types of running shoes to make sure I buy a pair that will help me stay injury-free."

She talked to her physical education teacher, Ms. Acres, to learn what she should look for in a running shoe. Then she talked to her friend Tyler, who is a frequent runner. Both Ms. Acres and Tyler shared some invaluable advice about purchasing running shoes. Antonia learned that it's important to pick out running shoes with the following features:

- **Comfort:** If the shoes hurt her feet, she might not continue her exercise program. Poorly fitting shoes might also cause blisters or risk more serious injury.
- **Ventilation:** Air circulation inside the shoe would keep the feet cool and prevent infections, such as athlete's foot.
- **Durability:** Shoes made of quality materials will withstand Antonia's running program. She planned to run every other day.
- **Price:** Antonia budgeted a specific amount for her shoe purchase. She needs to shop around and visit several stores to find the best-selling price after she selecting a particular pair of shoes.

After completing her initial research, Antonia surfed the Internet to gather additional information about running shoes. During her investigation, she learned

- Exercise shoes can be either high-top or low-top. High-tops are designed to provide ankle support. Low-tops are designed to provide flexibility for all-around movement.
- Superior fitness shoes are designed with built in forefoot and heel cushions to help protect the feet from impact shock.
- Fitness shoes with good midsoles provide a level of support essential for the arches of the feet.
- Shoes with nonskid outsoles can reduce the incidence of injury while exercising.
- Extra space at the tip of the shoe, called the toe box, ensures that proper circulation is maintained.

After gathering all of the information about purchasing running shoes, Antonia wrote a wish statement describing the qualities she desired most in her running shoes. While writing her wish statement, Antonia considered everything she'd learned. In defining her ideal shoe, Antonia wrote the following description:

I want a well-made shoe that is durable, comfortable, and provides good ventilation. I want a roomy toe box and good support and cushioning for all the parts of my feet, including the arches. I think I will probably go with a nonskid low-top for the greatest safety and flexibility of movement. It would be a plus if they looked good, too, although I admit that this factor is not at the top of my list.





Practice Test

Antonia decided to get the best shoes she could afford with many of these qualities as possible, hopefully all of them. She had been saving her allowance and had fifty dollars to spend on a pair of running shoes.

After completing her initial research and writing her wish statement, Antonia headed to the library to begin research on specific brands of shoes. She perused reputable running magazines searching for articles describing good running shoes. As she read through articles about running shoes, Antonia made notes of brand names, prices, and characteristics of each shoe. After reviewing all of her information, she narrowed her list down to a few shoes. They included Bradley's "Pavement" shoe, No Name's "Cloud Sole", and the "Zero Gravity" by Fitness Plus.

The "Pavement" shoe met all of her needs, except that it was a high-top. No Name's "Cloud Sole" looked like a good price, but it did not perform well in a battery of quality tests. Then she found the "Zero Gravity", made by Fitness Plus. It ranked as top-notch quality in all of the areas that were important to Antonia.

Back home, Antonia returned to the Internet. This time she searched for the most competitively priced pair of "Zero Gravity" shoes. She learned that numerous local stores carried them. Two retail outlets had the shoes on sale for approximately the same price. One of the two stores was also giving away a complimentary pair of cotton fitness socks with every shoe purchase. Antonia decided to visit that store to try on the shoes and, if they fit, purchase them. She felt that the sale price and the addition of the free socks was a great bargain.

After school the next day, Antonia's father drove her to the shoe store. [*This is the final test. Antonia thought to herself. If I try on the shoes and they don't fit well, I'll have to go back to the library and research some other brands.*]

Once inside the store, Antonia asked for a pair of "Zero Gravity's" in her size. After lacing them up, she stood and walked around the store. *They seem comfortable*, she thought. Antonia reviewed her mental checklist: *arch support, cushioning, nonskid soles, good ventilation and toe box ... all good. We have a winner.*

Antonia was happy that all her hard work paid off. At the checkout, the total price of the shoes came to \$48.02. The sales clerk smiled and handed Antonia her change, along with a free pair of socks. Antonia's father patted her on the back and said, "Good job. Next time I need new golf shoes, I'll ask you to do the research and make a recommendation on the brand I should buy,"

Antonia couldn't stop smiling. *I can't wait to try these out tomorrow* she thought. *I found the right shoes at a great price. Now I'm ready to go.*

22 How are Ms. Acres and Tyler important to the story?

Multiple
Choice

- F.** They help Antonia find a store that has the "Zero Gravity" shoe on sale.
- G.** They give Antonia important advice about purchasing shoes.
- H.** They explain the different parts of fitness shoes to Antonia.
- I.** They advise Antonia to improve her health through exercise.

22 Ⓕ Ⓖ Ⓗ Ⓘ





Practice Test

- 23** Which of the following statements is true, according to the information Antonia uncovers in the story? **23** (A) (B) (C) (D)
- Multiple Choice
- A. Running shoes should provide ankle support.
 - B. Running shoes should have good ventilation.
 - C. Running shoes should look attractive and be a good buy.
 - D. Running shoes should always have white laces.
- 24** Read these sentences from the passage. **24** (F) (G) (H) (I)
- Multiple Choice
- She perused reputable running magazines searching for articles describing good running shoes. As she read through articles about running shoes, Antonia made notes of brand names, prices, and characteristics of each shoe.
- What does *perused* mean?
- F. categorized
 - G. removed
 - H. examined
 - I. questioned
- 25** According to the information Antonia gathered in the story, quality running shoes should have which of the following groups of characteristics? **25** (A) (B) (C) (D)
- Multiple Choice
- A. comfort, durability, and ventilation
 - B. comfort, good price, and attractiveness
 - C. durability, attractiveness, and good construction
 - D. popularity, good price, and durability
- 26** Antonia decides to try out her new shoes as soon as she gets home from the store. She runs on a long, straight sidewalk in her neighborhood. If she wants to have a negative rate of acceleration over the next 10 meters she runs, what should she do? **26** (F) (G) (H) (I)
- Multiple Choice
- F. She should quicken her pace.
 - G. She should slow her pace.
 - H. She should maintain her current pace.
 - I. She should stop running instantly.



Practice Test

Ultraviolet Rays About UV Rays

The three common categories of ultraviolet (UV) rays: UVA, UVB, and UVC are all forms of energy from the sun.

UV-C rays are blocked from reaching the earth

The earth has a layer of ozone in its atmosphere that functions to block UV-C rays from reaching us on the earth's surface. UV-A and UV-B rays are able to penetrate the ozone layer, though, and can damage our eyes and skin. You can often tell when someone's skin has been damaged by these rays because the burn is visible as a tan. Some people like to expose their skin to UV rays because they subscribe to the belief that the resulting tan makes them appear more attractive. However, this is a very dangerous practice and often leads to skin cancer. UV rays affect more than just people. They also affect the health of wildlife and can reduce the growth of plants.

When UV rays come in contact with your skin, they stimulate special cells there. These cells attempt to safeguard your skin from the threatening rays by producing additional melanin, the brown pigment that causes a tan.

UV-A rays penetrate deep into the skin. Although UV-A rays will not make your skin feel hot, the rays do contribute to sunburns. UV-A rays cause the skin to age prematurely. UV-A rays also play a role in the development of skin cancers. When people use tanning beds, they are leaving themselves vulnerable to this variety of radiation. The levels of UV-A rays you are exposed to in the environment is consistent year-round.

UV-B rays are even more perilous than UV-A rays. UV-B rays are much more liable to cause sunburn and life-threatening skin cancers. These rays do not penetrate deep into the skin, instead burning its surface. Moreover, UV-B rays can lead to the formation of cataracts on your eyes. Cataracts make your vision cloudy, impairing your sense of sight.

UV Exposure

UV rays can ravage your skin on cloudy days and at any time of year, though, conceivably, many are not aware of this fact. Being out in the snow on a cold day, for example, can precipitate substantial damage to your skin and eyes. This is because the white snow reflects UV rays onto your skin. The same is also true of water, sand, and concrete.

Exposure still tends to be most intense in summer, so this is the time of year when you should take the most strenuous precautions. Summer where you live is determined by the earth's orbit at a given time and its tilt on its axis in relation to the sun. Summer takes place when the hemisphere you live in is tilted closer to the sun, which means that where you live is being hit more directly by UV rays, making the weather hotter and the UV exposure more intense.

Your exposure to ultraviolet rays is affected by other factors, as well. The longer you remain outside in the sun, the more exposure you will be subject to. Furthermore, your location on the planet is significant. You will be exposed more if you are at a high elevation or live near the equator.

Another factor that affects everyone's exposure to ultraviolet rays is the result of a probable depletion of the earth's ozone layer. Chemical pollutants humans have released into the air could be causing the protective layer to thin. The thinner the ozone layer, the less protection it provides, allowing more harmful UV rays to filter through to us.





Practice Test

How to Protect Yourself

Your vulnerability for burning, and ultimately getting skin cancers, can be increased or decreased by your skin type. Some peoples' skin have greater natural protection against ultraviolet rays than others'. Generally, the darker your true skin color is, the more natural protection you have. Still, everyone needs to be vigilant in taking precautions against the sun's rays.

To help protect yourself when outside, wear long-sleeved shirts and pants instead of tank tops and shorts. You will want to make sure the clothing you choose is made of a breathable material, like cotton, to prevent you from becoming overheated. You can wear UV-rated sunglasses to protect your eyes. Wearing wide-brimmed hats will shade your face and eyes, as well.

In addition, make a concerted effort to stay in the shade when you have to be outdoors. Time your activities so you are not outside when ultraviolet rays are at their most intense, typically between 10 am and 4 pm.

Yet another way to shield yourself is to wear sunscreen. Sunscreens are labeled with an SPF, or sun protection factor. The higher the SPF, the more protection is provided from the sun's rays. The normal SPF range is from 2 to 50.

Experts recommend that you apply a sunscreen with at least an SPF 15 every day, even if you don't think you will be outside much, and even in the winter months. Make certain you purchase a sunscreen that protects your skin against both UV-A and UV-B rays, as some only protect against UV-B. If you are going to be out in direct sunlight for a long period of time, you may want to choose an even higher SPF. You should reapply sunscreen every few hours, especially after swimming or substantial sweating.

If you want to be aware of how intense UV rays will be on a given day, just listen to the weather report on TV or go to the National Weather Service's Web page and take a look at the UV Index. The UV Index is updated every day for the expected level of UV radiation at noontime, although UV rays can be more or less intense at different times of day. The higher the number in the UV Index, the more intense the exposure will be on that day.

Finally, the use of tanning beds is not a safe alternative to traditional sunbathing. Although the light in a tanning bed does not come directly from the sun, it still contains ultraviolet rays, especially the UV-A type. If you feel you must have the look of a tan there are many sprays and lotions on the market that provide temporary and safe sunless tans.

- 27** According to the article, why do some people purposely allow UV rays to burn their skin? **27** (A) (B) (C) (D)

Multiple
Choice

- A. They do not believe that exposure to UV rays will harm them.
- B. They believe skin cancer only affects older people.
- C. They believe a darker skin color looks more attractive.
- D. They believe a darker skin color is better for their health.





Practice Test

28 How does the section, UV Exposure, help readers understand the need to use sunscreen? **28** (F)(G)(H)(I)

Multiple Choice

- F. It explains that skin can be exposed to harmful UV rays year-round and under many different circumstances.
- G. It convinces readers that UV rays are only dangerous during the summer months in the evening.
- H. It clarifies that only fair-skinned people should worry about the amount of UV exposure they receive.
- I. It gives important information on what the different SPF's found on sunscreen labels mean.

29 Which of the following is most likely the author's purpose in writing this article? **29** (A)(B)(C)(D)

Multiple Choice

- A. to explain to readers the role of heredity in the development of skin cancer.
- B. to entertain readers with a history of sunbathing in the United States.
- C. to inform readers about the harmful effects of UV rays.
- D. to persuade readers to spend more time outside in the summer.

30 Scientists who developed sunscreens were probably trying to solve which of the following problems? **30** (F)(G)(H)(I)

Multiple Choice

- F. unmet consumer demand for products to help them tan quickly.
- G. unmet consumer demand for products that create the illusion of a tan.
- H. sunburns resulting from the skin's limited ability to protect itself.
- I. to reduce the number of skin cancers caused by excessive exposure to the UV rays.

31 Skin color is related to the amount and type of melanin in the skin. The more melanin, the darker the skin tone. People living in warmer areas with exposure to strong sunlight tend to have darker skin than people living in cooler areas with less intense exposure to sunlight. Which of the following statements best explains how where people live might affect melanin levels? **31** (A)(B)(C)(D)

Multiple Choice

- A. People living near the equator tend to have more melanin to protect them from the intensity of UV rays.
- B. People living near arctic regions tend to have more melanin to protect them from the intensity of UV rays.
- C. People living near the equator tend to have less melanin to protect them from the intensity of UV rays at the equator.
- D. People living near arctic regions have a greater need to use sunscreens than people in other areas of the world.





Practice Test

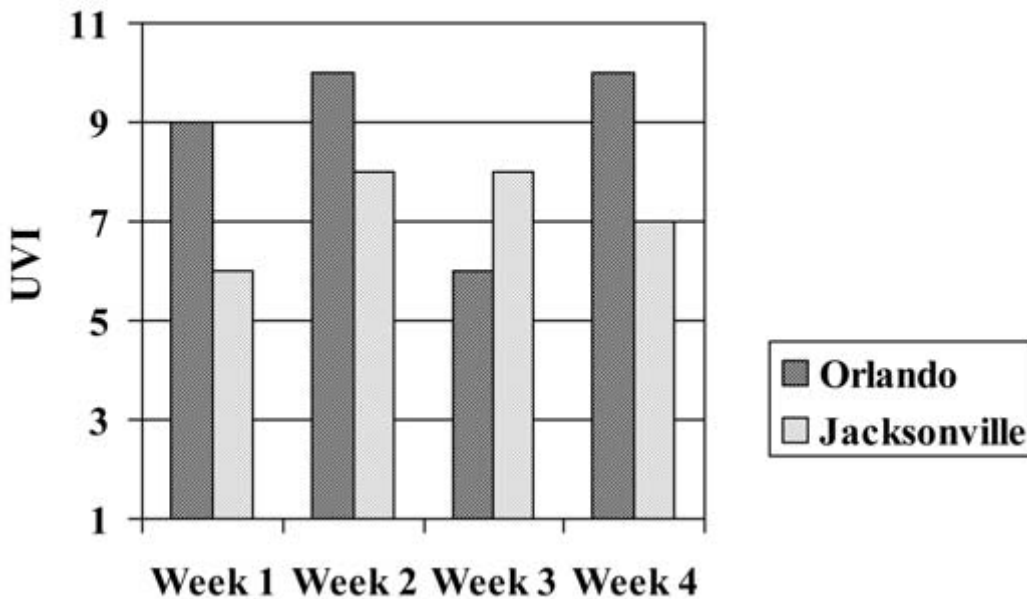
32 What causes UV exposure to be more intense in the summer? Use details and information from the article to support your answer.

READ
INQUIRE
EXPLAIN

Ultraviolet Index

The United States uses a UV Index that goes from 1 to 11. The higher the number on the UVI, the more intense the exposure to UV rays will be on that day at noon. The bar graph below shows the average UVI for 4 different weeks for Orlando and Jacksonville.

Average Weekly Ultraviolet Index for Orlando and Jacksonville



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Practice Test

33 Which of the following statements is a correct interpretation of the bar graph above? **33** (F)(G)(H)(I)

Multiple Choice

- F. The highest UVI for Jacksonville during these four weeks was 10.
- G. The lowest UVI for Orlando during these four weeks was 5.
- H. The mean UVI for Jacksonville during these four weeks was 7.25.
- I. The median UVI for Orlando during these four weeks was 5.50.

34 Which of these measures of central tendency would make Orlando seem to have as high a UVI as possible for the time span shown in the graph? **34** (A)(B)(C)(D)

Multiple Choice

- A. mean
- B. median
- C. range
- D. mode

35 By approximately what percentage did the UVI decrease in Orlando from Week 1 to Week 3?


Gridded Response

35

	/	/	/	
•	•	•	•	•
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9





Practice Test

Nutrition Facts

Serving Size 30g (about 12 pretzels)
Servings Per Container 30

Amount Per Serving

Calories 110 Calories from Fat 10

% Daily Value*

Total Fat 1g **2%**

Saturated Fat 0g **0%**

Trans Fat 0g **0%**

Cholesterol 0mg **0%**

Sodium 300mg **13%**

Total Carbohydrate 23g **8%**

Dietary Fiber 1g **4%**

Sugars Less than 1g

Protein 3g

Vitamin A 0% • Vitamin C 0%

Calcium 0% • Iron 4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

Total Fat	Less Than	65g	80g
Sat Fat	Less Than	20g	25g
Cholesterol	Less Than	300mg	300mg
Sodium	Less Than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

SOURCE: *Glencoe Health* © 2007, p. 131.

- 36** Miguel ate $\frac{1}{2}$ bag of pretzels from the container whose label is shown above. How many total grams of protein did he consume?



36

	/	/	/	
•	•	•	•	•
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9



Practice Test

- 37** Marisa ate one serving of the pretzels. Approximately what percentage of the carbohydrates she consumed came from sugars?



Gridded
Response

37

	7	7	7	
.
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

- 38** Nader had two servings of the pretzels. He then went jogging. He jogged at a rate of 92 yards a minute for 30 minutes, during which time he burned 75 calories. At this rate, approximately how many total minutes would Nader have to run to burn off all the calories he consumed from eating the pretzels?



Gridded
Response

38

	7	7	7	
.
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9





Practice Test

Week	Servings of Pretzels
1	21
2	22
3	24
4	27
5	31
6	
7	

39



Gridded Response

To help improve student nutrition, Broward High School has made pretzels the snack of choice. The table above shows the number of servings of pretzels eaten by students each week. Since pretzels were introduced to the menu, the number of students choosing to eat them as a healthy snack has risen steadily. If the current pattern continues, how many servings of pretzels will students eat in Week 7?

39

	7	7	7	
•	•	•	•	•
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

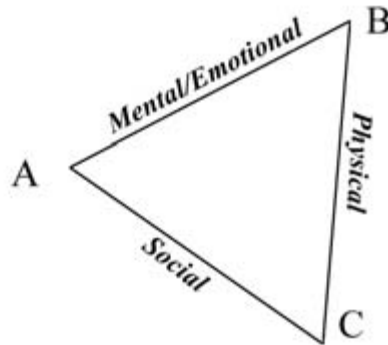




Practice Test

Triangle ABC below is an equilateral triangle.

Health Triangle



40

 Gridded
 Response

Natalie is doing a report for health class describing how each side of the health triangle affects a person's overall health. Before turning in her report, Natalie must explain her findings to the class using a visual aid. She has drawn the scale model health triangle shown above on a piece of paper. Natalie wants to draw a larger version of the triangle on a piece of posterboard so everyone in the classroom would be able to see it. She measures her model and discovers that side AC 9.5 cm long. Natalie decides that if she makes the triangle on the posterboard 3.25 times larger than her scale model, it would be big enough. When Natalie has finished drawing the large triangle on the posterboard, what will be the approximate measure of side **BC**? Round to the nearest centimeter.

40

	7	7	7	
.
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

41
 Multiple
 Choice

Side **AB** of the health triangle above measures $5x$. Side **BC** measures $x + 20$. Which of the following statements explains why the equation $5x = x + 20$ can be used to solve for x ?

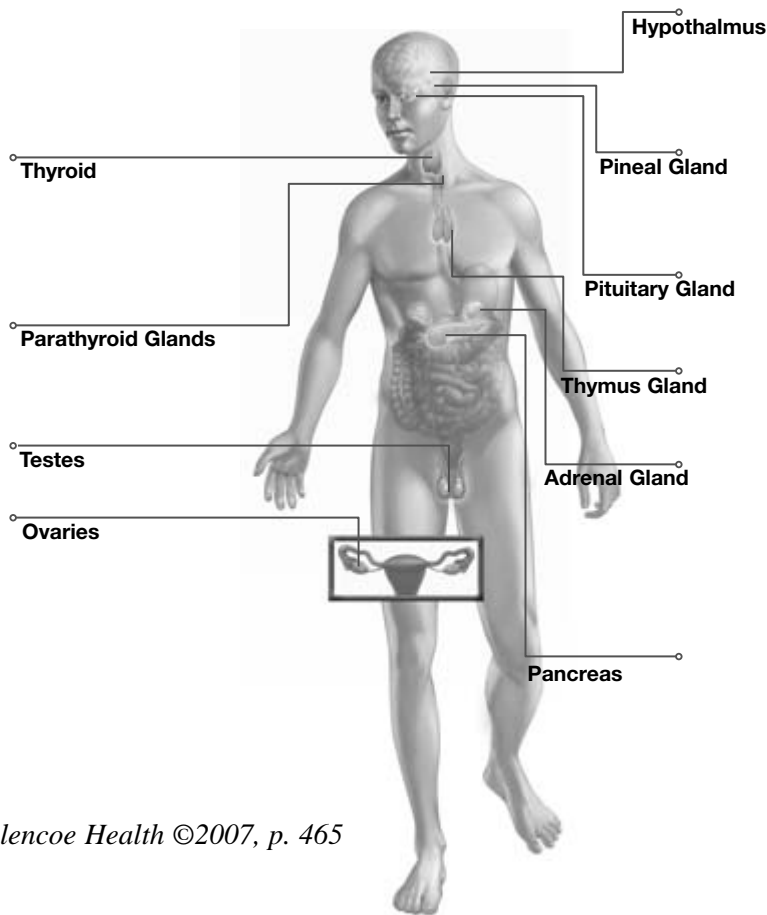
- F. None of the angle measures of an equilateral triangle are ever equal
- G. None of the sides of an equilateral triangle are ever equal
- H. All sides of an equilateral triangle are always equal
- I. Only two sides of an equilateral triangle are always equal

41 (F) (G) (H) (I)





Practice Test



Adapted from Glencoe Health ©2007, p. 465

- 43** Multiple Choice The adrenal glands are part of the endocrine system, shown above, and play a role in the stress response. They tell the heart to beat faster, for instance. Which of the following is the most likely way that the adrenal glands communicate with the heart?
- 43** (A) (B) (C) (D)
- A. The adrenal glands secrete DNA
 - B. The adrenal glands secrete minerals
 - C. The adrenal glands send nerve impulses
 - D. The adrenal glands secrete hormones
- 44** Multiple Choice The body must take in energy, found in food, to keep all of its systems running. Which of the following types of energy does the body **primarily** rely on to fuel itself?
- 44** (F) (G) (H) (I)
- F. nuclear energy
 - G. chemical energy
 - H. mechanical energy
 - I. electromagnetic energy