Updated and Revised

ALIGNED TO STATE & NATIONAL STANDARDS

Grade 6

SPECTRUM Test Prep

Excellent Tool for Standardized Test Preparation!

- Language arts
- Math
- Social Studies
- Science
- Skill specific practice
- Time management
- Answer key

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Today, more than ever, students need to be equipped with the essential skills they need for school achievement and for success on proficiency tests. The ***Spectrum*** series has been designed to prepare students with these skills and to enhance student achievement. Developed by experts in the field of education, each title in the ***Spectrum*** workbook series offers grade-appropriate instruction and reinforcement in an effective sequence for learning success. Perfect for use in classrooms and at home, ***Spectrum*** is the learning partner students need for achievement.

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- Practice for the state tests, including proficiency tests.
- Actual test questions in reading, language arts, writing, and math in all grades with the addition of social studies and science in grades 3–8.
- Strategies and techniques for answering different types of questions.
- A complete answer key.

For parents, ***Spectrum Test Prep*** offers:

- A scoring rubric to assess students' understanding of each skill.
- Guidelines and advice for helping students prepare for standardized tests.

Best of all, the workbooks in the ***Spectrum*** series are classroom-tested and are aligned to state and national content standards.

To find other learning materials that will ensure your child meets with school success, visit www.carsondellosa.com.

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What's Inside?

This workbook is designed to help you and your sixth grader understand what he or she will be expected to know on standardized tests.

Practice Pages

The workbook is divided into four sections: English Language Arts, Mathematics, Social Studies, and Science. The practice activities in this workbook provide students with practice in each of these areas. Each section has practice activities that have questions similar to those that will appear on the standardized tests. Students should use a pencil to fill in the correct answers and to complete any writing on these activities.

National Standards

Before each practice section is a list of the national standards covered by that section. These standards list the knowledge and skills that students are expected to master at each grade level. The shaded *What it means* sections will help to explain any information in the standards that might be unfamiliar.

Mini-Tests and Final Tests

When your student finishes the practice pages for specific standards, your student can move on to a mini-test that covers the material presented on those practice activities. After an entire set of standards and accompanying practice pages are completed, your student should take the final tests, which incorporates materials from all the practice pages in that section.

Final Test Answer Sheet

The final tests have a separate answer sheet that mimics the style of the answer sheets the students will use on the standardized tests. The answer sheets appear at the end of each final test.

How Am I Doing?

The *How Am I Doing?* pages are designed to help students identify areas where they are proficient and areas where they still need more practice. They will pinpoint areas where more work is needed as well as areas where your student excels. Students can keep track of each of their mini-test scores on these pages.

Answer Key

Answers to all the practice pages, mini-tests, and final tests are listed by page number and appear at the end of the book.

To find a complete listing of the national standards in each subject area, you can access the following Web sites:

The National Council of Teachers of English: www.ncte.org
National Council of Teachers of Mathematics: www.nctm.org/standards
National Council for the Social Studies: www.ncss.org/standards
National Science Teachers Association: www.nsta.org/standards

English Language Arts Standards

Standard 1 *(See pages 9–12.)*
Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 2 *(See pages 13–14.)*
Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Standard 3 *(See pages 15–16.)*
Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Standard 4 *(See pages 18–21.)*
Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Standard 5 *(See pages 22–24.)*
Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6 *(See pages 25–27.)*
Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

Standard 7 *(See page 29.)*
Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Standard 8 *(See pages 30–31.)*
Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 9 *(See page 33.)*
Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

English Language Arts Standards

Standard 10
Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

Standard 11 *(See page 34.)*
Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Standard 12 *(See page 35.)*
Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Name _____ Date _____

English Language Arts

1.0

Establishing a Purpose for Reading

Reading and Comprehension

DIRECTIONS: Read the passage and then choose the best answer to each question.

Example:

The liver is the largest of the body's glands. It helps the body absorb food by producing a fluid that breaks down the food taken into the body. The liver clears the blood of many harmful products it can absorb. The liver also stores sugar for future use and makes sure that the heart does not become overloaded with blood.

How many functions does the liver perform?

(A) one
(B) two
(C) three
(D) four

Answer: (D)

The Ship of the Desert

Nomads who crisscross the Sahara Desert of North Africa rely on a most unique animal for transportation—the dromedary, or one-humped camel. Because it is indispensable to desert travel, the dromedary is sometimes called the *ship of the desert.*

Several factors make the dromedary suitable for long desert trips. It can go for long periods without nourishment. The hump on a camel's back serves as its food reserve. When it has little to eat, it converts the fat from its hump into energy. The camel's hump can weigh 80 pounds or more. When the animal has to rely on its reservoir of fat, the hump becomes much smaller. Thus, it is easy to recognize a well-fed camel by the size of its hump.

Many people believe that camels store water in their humps. This is not true. Their ability to go for days without drinking is due to other factors. First, camels are able to drink large quantities of water at one time. Some have been known to gulp 53 gallons in one day. Second, the camel sweats very little and can tolerate greater body temperatures. Consequently, it retains most of the water it drinks and can travel several hundred miles before replenishing its supply.

Other physical characteristics enable the camel to endure harsh desert conditions. It can completely close its nostrils, thus protecting it from the stinging effects of sandstorms. Its eyes are shielded from sand and sun by overhanging lids and long lashes, and its broad, padded feet keep it from sinking into the soft sand. No other animal is better equipped for life in the desert than the camel.

GO

Name _____ Date _____

1. **What is the main idea expressed in this story?**
   - (A) The dromedary is the ideal animal for desert life.
   - (B) The camel's hump serves as its food reservoir.
   - (C) The dromedary is called the "ship of the desert."
   - (D) Camels do not store water in their humps.

2. **Which characteristic does not help the camel to survive in the desert?**
   - (F) A camel can drink up to 53 gallons of water in one day.
   - (G) A camel can close its nostrils.
   - (H) A camel sweats very little.
   - (J) A camel is indispensable to desert travel.

3. **What cannot be concluded from reading this passage?**
   - (A) A camel can survive a long time without eating.
   - (B) A dromedary camel is easier to ride than a Bactrian camel.
   - (C) Camels have many features that equip them for cold weather.
   - (D) both B and C

4. **Which of these statements is a fact?**
   - (F) Nomads prefer camels to all other pack animals.
   - (G) The Bactrian camel is the best camel for desert travel.
   - (H) A camel's broad, padded feet protect it from sinking in soft sand.
   - (J) Camels enjoy hot weather.

5. **Which additional detail would support the title of this story?**
   - (A) Nomads use camel's hair to weave cloth to make tents.
   - (B) Camels are strong animals capable of carrying loads up to a thousand pounds.
   - (C) Camel's milk and meat are often part of the nomad's diet.
   - (D) Camels can be stubborn.

6. **For what purpose would you read this passage?**
   - (F) to be entertained
   - (G) to be informed
   - (H) to be persuaded
   - (J) to purchase a product

7. **How can you tell when a dromedary needs food?**
   - (A) Its eyelids overhang the eyes.
   - (B) Its hump becomes smaller.
   - (C) It drinks more water.
   - (D) Its nostrils completely close.

8. **Which of these statements is an opinion?**
   - (F) The dromedary transports people in the Sahara Desert.
   - (G) The hump on the dromedary's back serves as its food reserve.
   - (H) The dromedary's eyelids protect its eyes from the sand.
   - (J) The dromedary is the most interesting desert animal.

STOP

Name _____ Date _____

Final English Language Arts Test

for pages 9–35

DIRECTIONS: Read the passage below, and then answer the questions that follow.

Act I, Scene 1

Cheryl enters the room carrying her lunch tray and sits across the table from her friend Heather.
CHERYL: Heather, I need an objective opinion. Tracy says I'm a liar.
HEATHER: *(crunching a carrot)* About what?
CHERYL: It doesn't matter. I'm honest, right?
HEATHER: Honest about what?
CHERYL: *(smiling)* You know, trustworthy, direct, truthful.
HEATHER: Well . . . *(hesitating)* Now don't fly off the handle, Cheryl, but what about the time you lied to your folks about your math grade?
CHERYL: Math grades don't count.

1. This passage is an example of what genre?

(A) short story
(B) play
(C) poem
(D) fable

2. The phrase *fly off the handle* is _____ .

(F) an idiom
(G) a simile
(H) alliteration
(J) personification

DIRECTIONS: Read the paragraph below and then answer the questions that follow.

An urban habitat is home to many animals. A rural habitat is also home to a variety of animals. Birds, such as pigeons and starlings, nest on tall buildings. Mice and rats build their nests in or near buildings. Squirrels, rabbits, and opossums make their homes in the wide-open spaces of city parks. Timid animals like foxes and raccoons search for food in neighborhood garbage cans at night. Perhaps the favorite city animals, though, are the ones that live in the homes of people—cats, dogs, and other animal friends we call pets.

3. What is the main idea of this paragraph?

(A) People should protect city animals.
(B) Urban animals cause many problems.
(C) Many animals live in the city.
(D) People who live in cities should not have pets.

4. What is the author's purpose for writing this paragraph?

(F) to inform people about animals that live in urban habitats
(G) to warn people about urban animals
(H) to persuade city officials about the need to protect animals
(J) to entertain people with stories about urban animals

5. Which sentence does not belong in this paragraph?

(A) Birds, such as pigeons and starlings, nest on tall buildings.
(B) An urban habitat is home to many animals.
(C) A rural habitat is also home to a variety of animals.
(D) Mice and rats build their nests in or near buildings.

6. What point of view is used in this paragraph?

(F) first person
(G) second person
(H) third person
(J) first and third person

Name _____ Date _____

DIRECTIONS: Choose the best answer.

7. Which of the following is a simile?

(A) The bread was not as soft as it should have been.
(B) The bread was left out and became stale.
(C) The bread was as hard as a rock.
(D) The bread was delicious with strawberry jam.

8. Which of the following is a metaphor?

(F) His harsh words were difficult for Dana to take.
(G) His words were hammers, pounding at Dana.
(H) Dana was upset by his harsh words.
(J) His harsh words made Dana's head pound.

DIRECTIONS: For numbers 9–11, choose the correct verb form to match each subject in the sentences.

9. Many animals _____ in trees.

(A) live
(B) lives
(C) living
(D) had live

10. The animals _____ shy and afraid of people.

(F) be
(G) is
(H) are
(J) been

11. They _____ everyone with their behavior.

(A) shock
(B) is shocking
(C) shocks
(D) shocking

DIRECTIONS: Read the passage and then choose the word that best fits each blank.

Laughter is good medicine. Scientists believe that laughter ___**(12)**___ the heart and lungs. Laughter burns calories and may help ___**(13)**___ blood pressure. It also ___**(14)**___ stress and tension. If you are ___**(15)**___ about an upcoming test, laughter can help you relax.

12.
(F) damages
(G) stresses
(H) weakens
(J) strengthens

13.
(A) raise
(B) lower
(C) eliminate
(D) elongate

14.
(F) relieves
(G) increases
(H) revives
(J) releases

15.
(A) excited
(B) enthusiastic
(C) nervous
(D) knowledgeable

Mathematics Standards

Standard 1—Number and Operations *(See pages 44–48.)*

A. Understand numbers, ways of representing numbers, relationships among numbers, and number systems.
B. Understand meanings of operations and how they relate to one another.
C. Compute fluently and make reasonable estimates.

Standard 2—Algebra *(See pages 49–53.)*

A. Understand patterns, relations, and functions.
B. Represent and analyze mathematical situations and structures using algebraic symbols.
C. Use mathematical models to represent and understand quantitative relationships.
D. Analyze change in various contexts.

Standard 3—Geometry *(See pages 55–60.)*

A. Analyze characteristics and properties of two- and three-dimensional shapes and develop mathematical arguments about geometric relationships.
B. Specify locations and describe spatial relationships using coordinate geometry and other representational systems.
C. Apply transformations and use symmetry to analyze mathematical situations.
D. Use visualization, spatial reasoning, and geometric modeling to solve problems.

Standard 4—Measurement *(See pages 61–64.)*

A. Understand measurable attributes of objects and the units, systems, and processes of measurement.
B. Apply appropriate techniques, tools, and formulas to determine measurement.

Standard 5—Data Analysis and Probability *(See pages 66–69.)*

A. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.
B. Select and use appropriate statistical methods to analyze data.
C. Develop and evaluate inferences and predictions that are based on data.
D. Understand and apply basic concepts of probability.

Standard 6—Process *(See pages 70–73.)*

A. Problem Solving
B. Reasoning and Proof
C. Communication
D. Connections
E. Representation

Name _____ Date _____

Mathematics

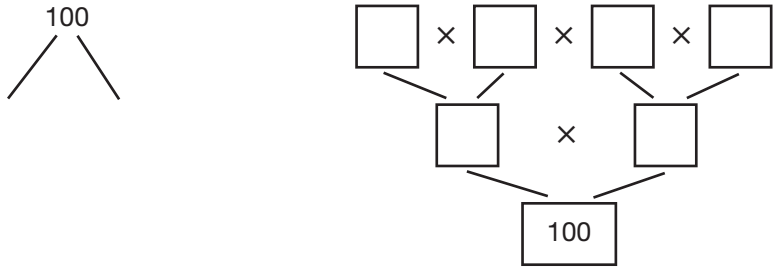
1.A

Prime Factorization

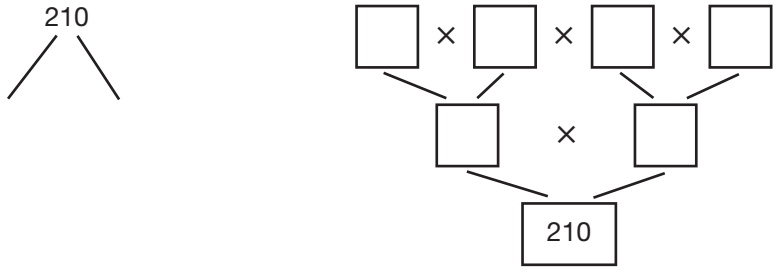
Number and Operations

DIRECTIONS: Find the prime factorization of each composite number. Write the prime factors in numerical order on the leaves of the factor tree. Check your answers by completing the factor tree.

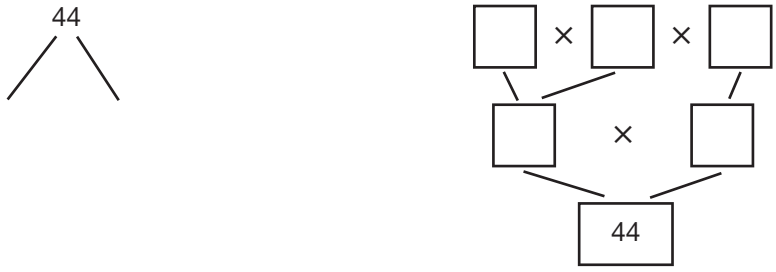
1. **Prime Factorization =** _____



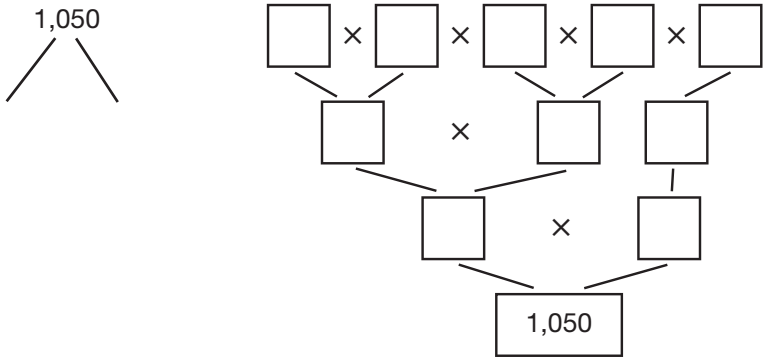
2. **Prime Factorization =** _____



3. **Prime Factorization =** _____



4. **Prime Factorization =** _____



STOP

Name _____ Date _____

Mathematics

1.A

Percents, Decimals, and Fractions

Number and Operations

Examples:

Fraction to Decimal:
The fraction bar means divide.

$\frac{3}{5} = 3 \div 5$

$$\begin{array}{r} .6 \\ 5\overline{)3.0} \\ \underline{30} \\ 0 \end{array}$$

$\frac{3}{5} = 0.6$

Decimal to Percent:
Move the decimal two places to the right.

0.08 = 8%

0.73 = 73%

Percent to Decimal:
Move the decimal two places to the left.

42% = 0.42

1.87% = 0.0187

Decimal to Fraction:
Write the digits over the appropriate place value and reduce to lowest terms.

0.35 = thirty-five hundredths = $\frac{35}{100} = \frac{7}{20}$

0.015 = fifteen thousandths = $\frac{15}{1000} = \frac{3}{200}$

Clue

Percent (%) means *per hundred.* It is a ratio that compares a number to 100. It is the number of hundredths.

DIRECTIONS: Write each fraction in decimal form.

1. $\frac{4}{5}$ _____ **2.** $\frac{3}{8}$ _____ **3.** $\frac{5}{3}$ _____ **4.** $\frac{7}{9}$ _____

DIRECTIONS: Change each percent to its decimal form.

5. 39% _____ **6.** 7% _____ **7.** 1.8% _____ **8.** 132% _____ **9.** 0.05% _____

DIRECTIONS: Change each decimal to its percent form.

10. 0.87 _____ **11.** 1.20 _____ **12.** 0.45 _____ **13.** 0.02 _____ **14.** 0.342 _____

DIRECTIONS: Change each decimal to a fraction.

15. 0.6 _____ **16.** 0.42 _____ **17.** 0.025 _____ **18.** 0.85 _____ **19.** 1.92 _____

STOP

Name _____ Date _____

Final Mathematics Test

for pages 44–73

DIRECTIONS: Choose the best answer.

1. **Which of the following are the prime factors for 30?**
   - (A) 10×3
   - (B) 15×2
   - (C) 5×6
   - (D) $3 \times 5 \times 2$

DIRECTIONS: The chart below shows how the space in a store was divided among the different departments. Use the chart to answer questions 2–3.

2. **If the total space in the store is 3,000 square feet, how many square feet of space is taken up by packaged foods?**
   - (F) 400 square feet
   - (G) 550 square feet
   - (H) 600 square feet
   - (J) 60 square feet

3. **What fraction of the space is the bakery?**
   - (A) $\frac{1}{4}$
   - (B) $\frac{1}{8}$
   - (C) $\frac{1}{5}$
   - (D) $\frac{1}{10}$

DIRECTIONS: Choose the best answer.

4. **Which of the tables follows this rule?**
   Rule: Multiply the number in column A by 24 to get the number in column B.

(F)

A	B
2	36
3	42
5	54
7	66

(H)

A	B
2	12
3	16
5	15
7	17

(G)

A	B
2	16
3	22
5	34
7	46

(J)

A	B
2	48
3	72
5	120
7	168

5. **Jacob has a bag with 13 pieces of candy. His father puts some more candy into the bag. He now has 28 pieces. Which equation shows how many pieces his father gave him?**
   - (A) $28 \div 13 = \blacksquare$
   - (B) $13 + \blacksquare = 28$
   - (C) $28 \times 13 = \blacksquare$
   - (D) $13 - \blacksquare = 28$

6. **What is the value of y if $y + 15 = 87$?**
   - (F) 72
   - (G) 82
   - (H) 92
   - (J) 102

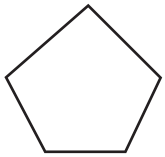
GO

Name _____ Date _____

7. 75,000 g = _____

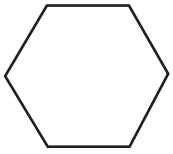
(A) 7.5 kg
(B) 75 kg
(C) 750 kg
(D) 7,500 kg

8. Which of the following figures is a trapezoid?

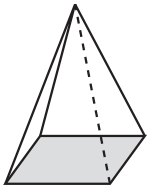
(F)


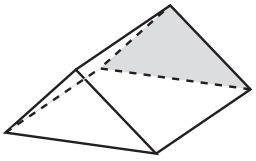
(G)

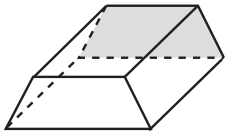
(H)

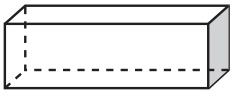
(J)


9. Which of the following is not a prism?

(A)


(B)


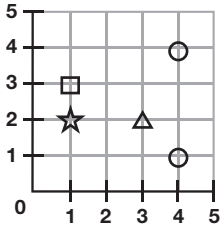
(C)


(D)


10. A box is 7 inches wide, 10 inches long, and 5 inches high. Find the volume of the box.

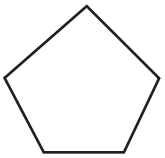
(F) 350 cubic inches
(G) 22 cubic inches
(H) 700 cubic inches
(J) 70 cubic inches

11. Which of these are the coordinates of the triangle?

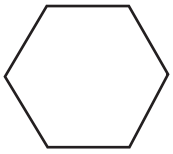


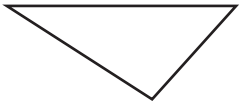
(A) (1, 2)
(B) (3, 2)
(C) (1, 3)
(D) (4, 4)

12. Which of the following figures does not have a line of symmetry?

(F)


(G)

(H)


(J)


GO

Social Studies Standards

Standard 1—Culture *(See pages 81–83.)*
Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Standard 2—Time, Continuity, and Change *(See pages 84–85.)*
Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time.

Standard 3—People, Places, and Environments *(See pages 86–87.)*
Social studies programs should include experiences that provide for the study of people, places, and environments.

Standard 4—Individual Development and Identity *(See pages 89–90.)*
Social studies programs should include experiences that provide for the study of individual development and identity.

Standard 5—Individuals, Groups, and Institutions *(See pages 91–92.)*
Social studies programs should include experiences that provide for the study of individuals, groups, and institutions.

Standard 6—Power, Authority, and Governance *(See pages 94–95.)*
Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

Standard 7—Production, Distribution, and Consumption *(See pages 96–98.)*
Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

Standard 8—Science, Technology, and Society *(See page 99.)*
Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

Standard 9—Global Connections *(See pages 101–102.)*
Social studies programs should include experiences that provide for the study of global connections and interdependence.

Standard 10—Civic Ideals and Practices *(See pages 103–104.)*
Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Name _____ Date _____

Social Studies

1.0

Cultural Diversity in the United States

Culture

DIRECTIONS: Choose the best answer.

1. **African Americans account for about what percentage of the population of the United States?**
   - (A) 50 percent
   - (B) 30 percent
   - (C) 15 percent
   - (D) 5 percent

2. **Which of the following groups has had the least amount of influence on the music, art, food, religion, and language in the United States?**
   - (F) Australians
   - (G) Africans
   - (H) Native Americans
   - (J) Europeans

3. **The dominant religion in the United States is _____ .**
   - (A) Judaism
   - (B) Christianity
   - (C) Islam
   - (D) Buddhism

4. **Which group's influence is especially evident in the southwestern United States?**
   - (F) French
   - (G) Italians
   - (H) Spanish
   - (J) Germans

5. **Jazz, an American music form, has its roots in _____ .**
   - (A) African music
   - (B) Native American music
   - (C) Spanish music
   - (D) French music

6. **In which of the following cities would you be most likely to hear Spanish being spoken?**
   - (F) Concord, New Hampshire
   - (G) Miami, Florida
   - (H) St. Paul, Minnesota
   - (J) Portland, Maine

7. ***Connecticut, Illinois,* and *Mississippi* are place names that show the influence of _____ .**
   - (A) French settlers
   - (B) Spanish settlers
   - (C) Native Americans
   - (D) African Americans

8. **The Cajuns in Louisiana speak a dialect of _____ .**
   - (F) Spanish
   - (G) French
   - (H) German
   - (J) Iroquois

STOP

Name _____ Date _____

Social Studies

1.0

Comparing Cultural Characteristics

Culture

DIRECTIONS: Examine the table below. Then, answer the questions on the next page.

Country	Age Structure (% of population by age group)	Life Expectancy at Birth	Literacy Rate
Brazil	*0–14 years:* 25.8% *15–64 years:* 68.1% *65 years and over:* 6.1%	*Total population:* 71.97 years *Male:* 68.02 years *Female:* 76.12 years	*Definition:* age 15 and over can read and write *Total population:* 86.4%
Uruguay	*0–14 years:* 22.9% *15–64 years:* 63.9% *65 years and over:* 13.3%	*Total population:* 76.33 years *Male:* 73.12 years *Female:* 79.65 years	*Definition:* age 15 and over can read and write *Total population:* 98%
Bolivia	*0–14 years:* 35% *15–64 years:* 60.4% *65 years and over:* 4.6%	*Total population:* 65.84 years *Male:* 63.21 years *Female:* 68.61 years	*Definition:* age 15 and over can read and write *Total population:* 87.2%
Guyana	*0–14 years:* 26.2% *15–64 years:* 68.6% *65 years and over:* 5.2%	*Total population:* 65.86 years *Male:* 63.21 years *Female:* 68.65 years	*Definition:* age 15 and over has ever attended school *Total population:* 98.8%
United States	*0–14 years:* 20.4% *15–64 years:* 67.2% *65 years and over:* 12.5%	*Total population:* 77.85 years *Male:* 75.02 years *Female:* 80.82 years	*Definition:* age 15 and over can read and write *Total population:* 99%
Canada	*0–14 years:* 17.6% *15–64 years:* 69% *65 years and over:* 13.3%	*Total population:* 80.22 years *Male:* 76.86 years *Female:* 83.74 years	*Definition:* age 15 and over can read and write *Total population:* 99%
Belize	*0–14 years:* 39.5% *15–64 years:* 57% *65 years and over:* 3.5%	*Total population:* 68.3 years *Male:* 66.43 years *Female:* 70.26 years	*Definition:* age 15 and over can read and write *Total population:* 94.1%

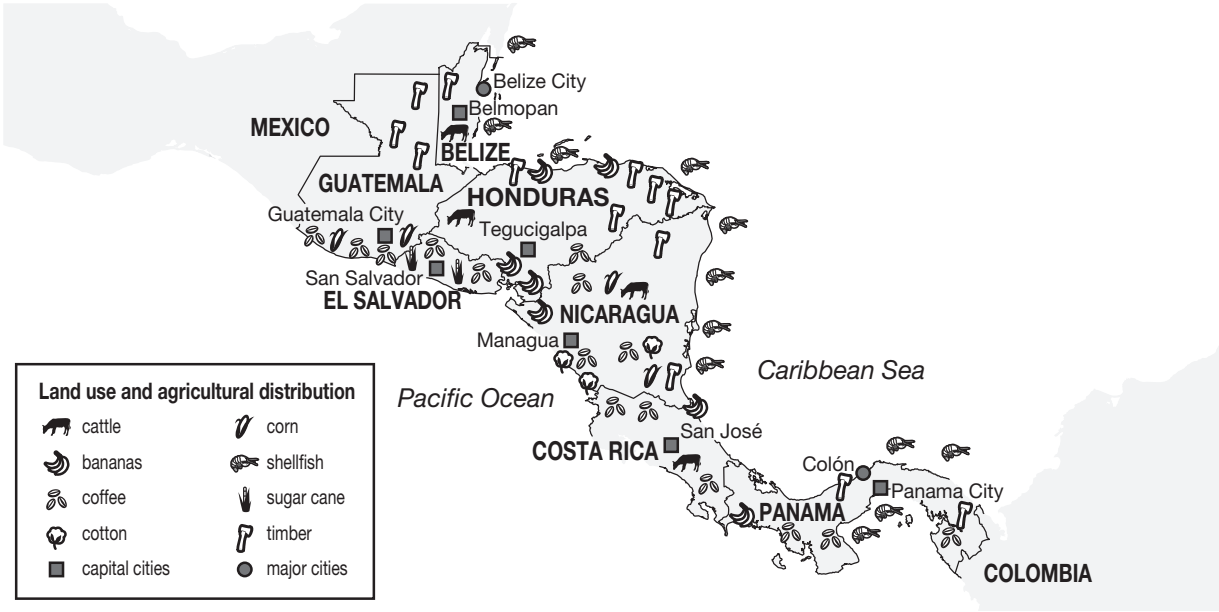
GO

Name _____ Date _____

Final Social Studies Test

for pages 81–104

DIRECTIONS: Examine the map of Central America below to choose the best answer.



1. **Which of the following is not a Central American country?**
   - (A) El Salvador
   - (B) Belize
   - (C) Nicaragua
   - (D) Guyana

2. **What is the capital city of Panama?**
   - (F) Colón
   - (G) Tegucigalpa
   - (H) Panama City
   - (J) San José

3. **What is another major city in Panama?**
   - (A) Belize City
   - (B) Managua
   - (C) San José
   - (D) Colón

4. **Cattle are not an important economic commodity in _____ .**
   - (F) Belize
   - (G) Honduras
   - (H) Guatemala
   - (J) Costa Rica

5. **The two most important agricultural commodities grown in El Salvador are _____ .**
   - (A) bananas and coffee
   - (B) sugar cane and coffee
   - (C) cotton and corn
   - (D) corn and sugar cane

6. **All of the following are important crops in Nicaragua except _____ .**
   - (F) cotton
   - (G) corn
   - (H) coffee
   - (J) sugar cane

GO

Name _____ Date _____

DIRECTIONS: Choose the best answer.

7. **An economic system in which decisions are made by the market, government, and tradition is known as a _____ economy.**
   - (A) traditional
   - (B) command
   - (C) market
   - (D) mixed

8. **The United States has a _____ economy.**
   - (F) traditional
   - (G) command
   - (H) market
   - (J) mixed

9. **Cuba is a dictatorship, so it most likely has a _____ economy.**
   - (A) traditional
   - (B) command
   - (C) market
   - (D) mixed

DIRECTIONS: Examine the table below and then answer questions 10–12.

Name of Country	Available Resources	Needed Resources
Erehwon	bananas, coffee, coal	wheat
Utopia	coal	rice
Mythos	wheat, rice	oil
Freedonia	wheat, coffee, rice	bananas

10. **Based on the information in the table, with which country is Freedonia most likely to trade?**
    - (F) Erehwon
    - (G) Utopia
    - (H) Mythos
    - (J) Freedonia is not likely to trade with any of the other countries.

11. **One way for Erehwon to get the resources it needs would be to _____ .**
    - (A) buy them from Mythos
    - (B) trade bananas with Freedonia for them
    - (C) buy them from Freedonia
    - (D) all of the above

12. **Mythos might be unwilling to trade with any of the other countries listed because _____ .**
    - (F) Mythos has all the resources it needs
    - (G) none of them want the resources Mythos has to offer
    - (H) none of them have the oil Mythos needs
    - (J) no one in Mythos likes bananas

DIRECTIONS: Choose the best answer.

13. **The power to coin money is a power that the Constitution gives to _____ .**
    - (A) both the federal government and the state governments
    - (B) the federal government alone
    - (C) the state governments alone
    - (D) neither the federal government nor the state governments

14. **The U.S. federal government is responsible for all of the following except _____ .**
    - (F) declaring war
    - (G) maintaining water treatment plants in each American city
    - (H) negotiating treaties with other countries
    - (J) providing an army and a navy

15. **The legislative branch of both federal and state governments _____ .**
    - (A) makes laws
    - (B) enforces laws
    - (C) interprets laws
    - (D) all of the above

Science Standards

Standard 1—Unifying Concepts and Processes *(See pages 114–115.)*
As a result of the activities in grades K–12, all students should develop understanding and abilities aligned with the following concepts and processes:

- Systems, order, and organization.
- Evidence, models, and explanation.
- Constancy, change, and measurement.
- Evolution and equilibrium.
- Form and function.

Standard 2—Science as Inquiry *(See pages 116–117.)*
As a result of their activities in grades 5–8, all students should develop

- Abilities necessary to do scientific inquiry.
- Understandings about scientific inquiry.

Standard 3—Physical Science *(See pages 119–121.)*
As a result of their activities in grades 5–8, all students should develop an understanding of

- Properties and changes of properties in matter.
- Motion and forces.
- Transfer of energy.

Standard 4—Life Science *(See pages 122–124.)*
As a result of their activities in grades 5–8, all students should develop an understanding of

- Structure and function in living systems.
- Reproduction and heredity.
- Regulation and behavior.
- Populations and ecosystems.
- Diversity and adaptations of organisms.

Standard 5—Earth and Space Science *(See pages 125–126.)*
As a result of their activities in grades 5–8, all students should develop an understanding of

- Structure of the Earth system.
- Earth's history.
- Earth in the solar system.

Standard 6—Science and Technology *(See page 128.)*
As a result of their activities in grades 5–8, all students should develop

- Abilities of technological design.
- Understandings about science and technology.

Standard 7—Science in Personal and Social Perspectives *(See page 129.)*
As a result of their activities in grades 5–8, all students should develop an understanding of

- Personal health.
- Populations, resources, and environments.
- Natural hazards.
- Risks and benefits.
- Science and technology in society.

Science Standards

Standard 8—History and Nature of Science *(See page 130.)*
As a result of their activities in grades 5–8, all students should develop an understanding of

- Science as a human endeavor.
- Nature of science.
- History of science.

Name _____ Date _____

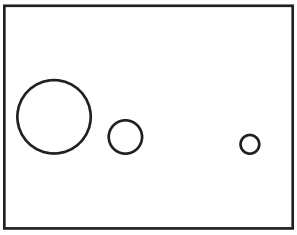
Science 1.0

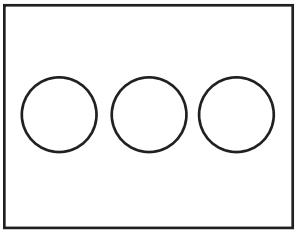
Scientific Models and Patterns of Change

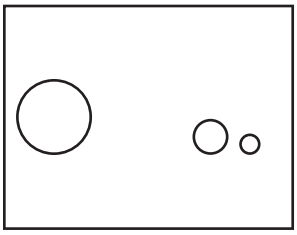
Unifying Concepts and Processes

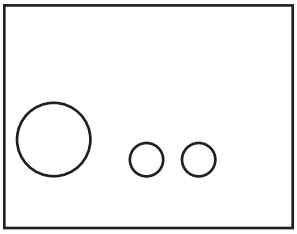
DIRECTIONS: Choose the best answer.

1. Look at the pictures below. Which is the best representation of the sun, Earth, and the Moon, overall?

Ⓐ 

Ⓑ 

Ⓒ 

Ⓓ 

2. Natalie is trying to explain the solar system to her younger brother. What three objects should she choose to best represent the sun, Earth, and the Moon?

Ⓕ a chair, a book, and a candle

Ⓖ paper, a pencil, and a crayon

Ⓗ a basketball, a softball, and a table tennis ball

Ⓙ an apple, an orange, and a lemon

3. By using these three objects to help explain a larger system, Natalie has made a _____ of the solar system.

Ⓐ scale

Ⓑ model

Ⓒ original

Ⓓ copy

4. The planet Venus is often called the *morning star.* This is because Venus sometimes rises above the horizon very early in the morning before sunrise. Before sunrise, Venus is often the brightest object in the sky. As the sun rises, Venus becomes fainter and fainter. Predict the day that Venus will rise at 6:00 A.M.

Day	Time Venus Rises
Sunday	6:24 A.M.
Monday	6:20 A.M.
Tuesday	6:16 A.M.
Wednesday	6:12 A.M.
Thursday	6:08 A.M.

Ⓕ Thursday

Ⓖ Friday

Ⓗ Saturday

Ⓙ Sunday

STOP

Name _____ Date _____

Science 1.0

Identifying Simple Systems

Unifying Concepts and Processes

DIRECTIONS: Choose the best answer.

1. **Children are trying to get supplies up into their tree house. The simple machine which would be most useful would be a _____ .**
   - (A) pulley
   - (B) lever
   - (C) wheel and axle
   - (D) screw

2. **Which of the following simple machines makes up the base of a lightbulb?**
   - (F) wheel and axle
   - (G) lever
   - (H) screw
   - (J) pulley

3. **A bicycle contains many different simple machines. Which of the following simple machines is the pedal assembly?**
   - (A) wheel and axle
   - (B) lever
   - (C) screw
   - (D) pulley

4. **A knife or a chisel is an example of what type of simple machine?**
   - (F) an inclined plane
   - (G) a lever
   - (H) a wedge
   - (J) a pulley

5. **A slanted surface used to raise an object is _____ .**
   - (A) an inclined plane
   - (B) a screw
   - (C) an effort ramp
   - (D) an efficiency board

6. **Which of these would not be part of an aquarium filter system?**
   - (F) water
   - (G) tubing
   - (H) food
   - (J) filter

7. **A nutcracker is an example of what type of simple machine?**
   - (A) screw
   - (B) wedge
   - (C) pulley
   - (D) lever

8. **What simple machine does not use a force, a load, and a turning point to do work?**
   - (F) an inclined plane
   - (G) a pulley
   - (H) a lever
   - (J) a screw

STOP

Name _____ Date _____

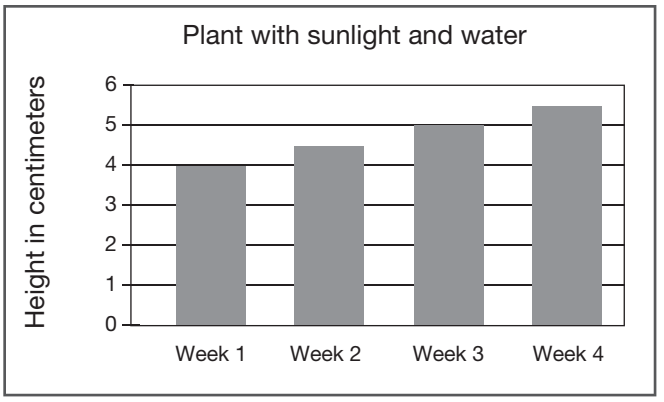
Final Science Test

for pages 114–130

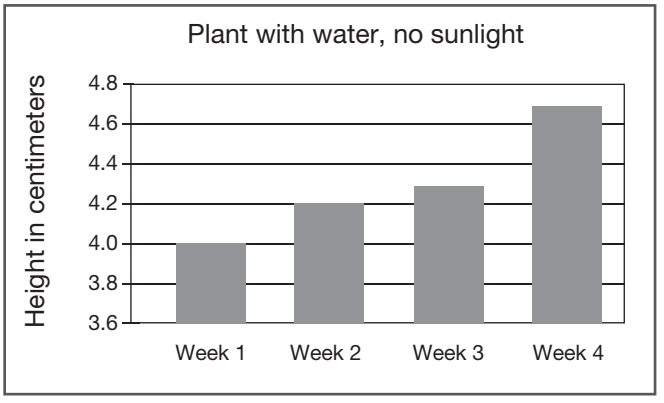
DIRECTIONS: Read about Zoe's experiment and study her graphs. Then, answer questions 1 and 2.

Zoe wanted to find out how sunlight and water affect a plant's growth. She did an experiment with three different scenarios. Plant A received both water and sunlight. Plant B received water, but no sunlight. Plant C received sunlight, but no water. Her results are graphed below.

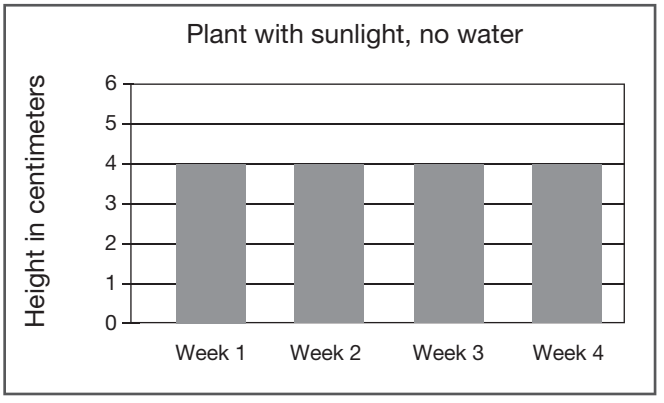
Plant A



Plant B



Plant C



1. **Zoe might have decided to make graphs of her data because it made it easier to _____ .**
   - (A) keep her data organized
   - (B) compare the growth of each plant
   - (C) draw conclusions about her data
   - (D) all of the above

2. **What conclusion can Zoe draw from her experiment?**
   - (F) Plants grow best if they have water, but no sunlight.
   - (G) Plants grow best if they have sunlight, but no water.
   - (H) Plants grow best if they have both water and sunlight.
   - (J) Plants don't need water or sunlight in order to grow.

DIRECTIONS: Choose the best answer.

3. **Which of these is an example of camouflage?**
   - (A) The stick insect resembles the twig on which it sits.
   - (B) The young joey grows and develops in its mother's pouch.
   - (C) The anteater has a long, slender snout and a long tongue, which it can thrust into anthills.
   - (D) The porcupine is covered with long sharp quills.

4. **Which of these would not be found in a desert ecosystem?**
   - (F) cactus
   - (G) lizard
   - (H) otter
   - (J) tortoise

GO

Name _____ Date _____

5. **Study the chart below. What will the moon phase probably be on March 27?**

Date	Moon Phase
December 29	Full moon
January 5	Last quarter
January 11	New moon
January 19	First quarter
January 27	Full moon
February 3	Last quarter
February 10	New moon
February 18	First quarter
February 26	Full moon

(A) full moon
(B) last quarter
(C) new moon
(D) first quarter

6. **Baseball pitchers use several forces to change the motion of the ball. One force is the strong push from the pitcher's arm that starts the ball moving toward home plate. What force pulls the ball down as it moves?**

(F) velocity
(G) friction
(H) inertia
(J) gravity

7. **When water melts from an ice cube, it is an example of a physical change. The water changes from a _____ .**

(A) solid to a gas
(B) liquid to a vapor
(C) solid to a liquid
(D) liquid to solid

8. **Which of these is the innermost layer of Earth?**

(F) mantle
(G) core
(H) crust
(J) trench

9. **Tuesday afternoon, there was a summer shower in Dallas. The next day, Josh noticed the water puddle on the sidewalk in front of his house was becoming smaller and smaller. Which of the following explains what happened to the water?**

(A) It condensed.
(B) It evaporated.
(C) It melted.
(D) It froze.

10. **When the wind blows across a body of water, _____ between the water and air causes the water to move.**

(F) a turbine
(G) gravity
(H) friction
(J) density

11. **Acid rain forms when water vapor in the atmosphere mixes with _____ .**

(A) oxygen
(B) hydrogen
(C) sulfur oxides
(D) nitrogen

12. **When water enters a crack in a rock and then freezes, what will possibly happen to the rock?**

(F) The crack might get larger and split the rock.
(G) The rock might become stronger due to the ice.
(H) The rock might melt and change into an igneous rock.
(J) not here

13. **Which resource could be conserved by recycling a stack of newspapers?**

(A) rocks
(B) trees
(C) plastic
(D) oil

GO

Answer Key

Pages 9–10
1. A
2. J
3. D
4. H
5. B
6. G
7. B
8. J

Pages 11–12
1. D
2. F
3. B
4. G
5. D
6. H
7. D
8. F
9. D

Pages 13–14
1. play
2. poetry
3. fable
4. B
5. H
6. A
7. J
8. B
9. J
10. myth
11. science fiction
12. realistic fiction
13. nonfiction

Page 15
1. D
2. G
3. B
4. F
5. C
6. H
7. D
8. G
9. D

Page 16
1. B
2. F
3. C
4. J
5. C
6. H

Page 17 Mini-Test 1
1. B
2. G
3. C
4. F
5. D
6. F
7. A

Page 18
1. friend—C, Jim—P, city—C
2. week—C, Jim—P, Natural History Museum—P
3. Uncle Jasper—P, Dallas Museum of Art—P
4. Jim—P, paintings—C, museum—C
5. Jim—P, Texas State Fair—P
6. fair—C, Fair Park—P, October—P

8–12. Answers will vary, but each sentence should include a proper noun.

Paragraphs will vary but should tell about a time when the student and a relative visited a special place. All common and proper nouns should be circled.

Page 19
1. have
2. attract
3. are, are
4. protect
5. have
6. climb
7. eat
8. are
9. is
10. has

The corrected verbs are: are, start, says, goes, start, is, is, gets, knows, has, get, are, means, is, don't, bites, looks, says, are, gives.

Page 20

are, is, fly, are, catch, tie, take, dive, keep, are, perch, have
1. are
2. are
3. like
4. are
5. are
6. are
7. is
8. are

Page 21
1. compound
2. simple
3. compound
4. simple
5. simple
6. compound
7. B
8. F
9. A

Page 22
1. A
2. J
3. C
4. F

Page 23
1. B
2. F
3. B
4. H

Page 24
1. 2
2. 3
3. 1
4. 3
5. 2
6. 2
7. 3
8. 1
9. 3
10. 1

Page 25
1. buy
2. cents
3. due
4. it's
5. there
6. here
7. they're
8. read
9. where
10. Proclamation, Appalachian Mountains
11. Revolutionary War, Quebec, North, Florida, South
12. Stamp Act
13. Boston Tea Party, Tea Act
14. Gadsden Purchase

Page 26
1. A
2. F
3. C
4. F
5. A
6. H
7. B
8. F
9. C

Page 27

1–8. Answers will vary. Students should rewrite the sentences using the figurative language of their choice.

Page 28 Mini-Test 2
1. C
2. J
3. C
4. They're
5. its
6. are
7. has
8. F
9. C
10. H

Page 29

1. B
2. H
3. D
4. H
5. A
6. H

Pages 30–31

1. Answers will vary. Students should define three words from the passage using an online dictionary.
2. Students' responses will vary but should reflect the research that the students did online.
3. Charles Blondin was the pseudonym of Frenchman Jean François Gravelet.

Page 32 Mini-Test 3

1. D
2. G
3. B
4. H
5. A
6. Answers will vary. Students might indicate Internet sites, science books, library books on insects, or encyclopedia articles.

Page 33

Students' responses will vary. Brief descriptions of the historical works follow.

- *Beowulf*—Old English epic poem
- Anansie tales—West Indian/African folktales
- *The Twenty-Two Goblins*—Indian folklore series
- "The Two Frogs"—Japanese folktale
- *The Nose*—Russian short story
- *A Modest Proposal*—Irish satirical essay
- "The Animals Sick of the Plague"—French fable
- "Ode on a Grecian Urn"—English poem

Page 34

Answers will vary. In the first paragraph, students should identify three organizations. In the second paragraph, students should give reasons why they would be interested in volunteering for these organizations. In the concluding paragraph, students should explain what contributions they would make to these organizations as volunteers.

Page 35

1. Students should indicate what they believe are the effects of violence in the media.
2. Students should indicate any graphs, charts, or other statistical materials that support the topic of the composition.
3. Students should include sources to support the topic.
4. Students should provide well-thought-out solutions. Compositions should include a clear statement of purpose. Students should define and defend their opinions with at least two supporting details. Compositions should conclude with a summary statement.

Page 36 Mini-Test 4

Paragraphs will vary. Students should identify the problem and explain why they think it is a serious problem. Students should also explain what they think world leaders could do to help solve the problem.

Pages 39–41 Final English Language Arts Test

1. B
2. F
3. C
4. F
5. C
6. H
7. C
8. G
9. A
10. H
11. A
12. J
13. B
14. F
15. C
16. H
17. A
18. J
19. B
20. H
21. A
22. H
23. B

Page 44

1. $2 \times 2 \times 5 \times 5$
2. $2 \times 3 \times 5 \times 7$
3. $2 \times 2 \times 11$
4. $2 \times 3 \times 5 \times 5 \times 7$

Page 45

1. 0.8
2. 0.375
3. 1.67
4. 0.78
5. 0.39
6. 0.07
7. 0.018
8. 1.32
9. 0.0005
10. 87%
11. 120%
12. 45%
13. 2%
14. 34.2%
15. $\frac{6}{10}$ or $\frac{3}{5}$
16. $\frac{42}{100}$ or $\frac{21}{50}$
17. $\frac{25}{1000}$ or $\frac{1}{40}$
18. $\frac{85}{100}$ or $\frac{17}{20}$
19. $\frac{192}{100}$ or $1\frac{23}{25}$

Page 46

1. B
2. H
3. D
4. G
5. B
6. G
7. C
8. G

Page 47

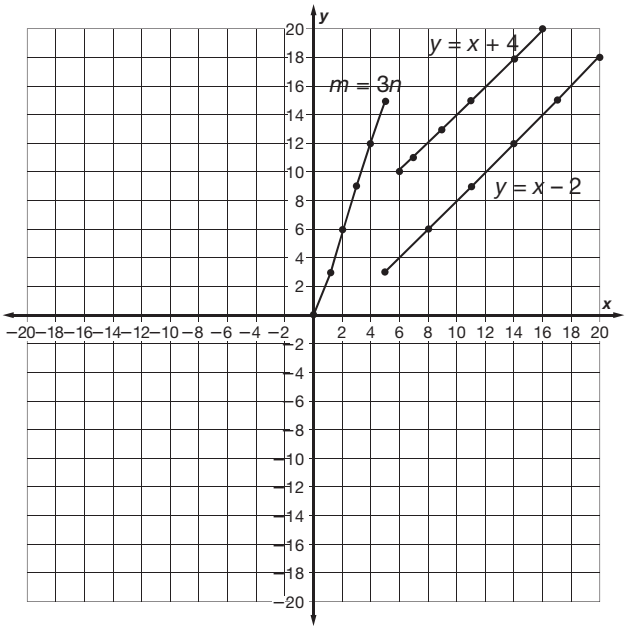
1. C
2. F
3. C
4. G
5. A
6. J

Page 48

1. 91
2. 34
3. 17
4. −14
5. −10
6. 16
7. 76
8. 9
9. 0
10. 1

Page 49

1. 0, 3, 6, 9, 12, 15
2. 3, 9, 15, 21, 27, 33
3. $x + 4$
4. $4x$
5. $x - 2$
6.



Page 50

1. A
2. H
3. B
4. H
5. B
6. G
7. B

Page 51

1. C
2. J
3. A
4. H
5. A
6. H
7. A

Page 52

1. B
2. G
3. B
4. H
5. D
6. G
7. B
8. F
9. D

Page 53

1. C
2. H
3. D
4. F
5. A

Page 54 Mini-Test 1

1. B
2. J
3. C
4. H
5. A
6. H
7. 21, 23, 25

Page 55

1. rectangle; 90°
2. parallelogram; 128°
3. square; 90°
4. trapezoid; 54°
5. trapezoid; 120°
6. parallelogram; 120°

Page 56

1. pyramid
2. prism
3. pyramid
4. prism
5. neither
6. pyramid
7. pyramid
8. prism
9. prism

Page 57

1. F = (2, 6),
   L = (5, 6),
   A = (5, 4),
   G = (5, 2)
2. B = (−2, 2),
   O = (1, 2),
   X = (1, −1),
   D = (−2, −1)
3. S = (2, −3),
   H = (2, −5),
   A = (−2, −5),
   P = (−2, −6),
   E = (−5, −6)

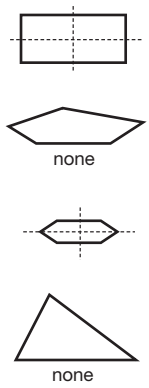
Page 58

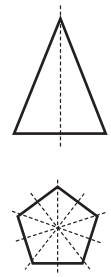
1. A
2. 8 left, 2 down
3. reflection across the *y*-axis
4. reflection across the *x*-axis

Page 59

1. yes
2. yes
3. yes
4. yes
5. no
6. no

7–12.





Page 60

1. C
2. G
3. D
4. F
5. 180 in.^{3}
6. 198 mm^3
7. 216 m^3
8. 20 in.^{3}

Page 61

1. B
2. G
3. D
4. G
5. B
6. G
7. D
8. J

Page 62

1. C = 25.12 in.
   A = 50.24 in.^{2}
2. C = 314 mm
   A = 7,850 mm^2
3. C = 9.42 in.
   A = 7.065 in.^{2}
4. C = 62.8 ft.
   A = 314 ft.^{2}
5. C = 5.024 cm
   A = 2.0096 cm^2
6. C = 3.14 mm
   A = 0.785 mm^2
7. C = 125.6 mm
   A = 1,256 mm^2
8. C = 47.1 in.
   A = 176.625 in.^{2}
9. C = 13.188 m
   A = 13.8474 m^2

Page 63

1. right 60°
2. obtuse 110°
3. obtuse 20°
4. acute 50°
5. right 50°
6. acute 71°
7. 127°

8. 75°
9. 55°
10. 105°
11. 90°
12. 115°

Page 64

1. B
2. H
3. C
4. G
5. A
6. G
7. C
8. G

Page 65 Mini-Test 2

1. reflection across *y*-axis
2. B
3. H
4. C
5. H
6. C
7. rectangle or square

Page 66

Math Test Scores (out of 50 points)	
Stem	**Leaf**
3	5, 7, 8
4	1, 3, 4, 5, 5, 7, 8, 9
5	0, 0, 0

The median grade for the math test was 45.

Page 67

1. Mean: 44.2
   Median: 45
   Mode: 45
   Range: 50
2. Mean: 48
   Median: 41
   Mode: 35
   Range: 55
3. Mean: 64.1
   Median: 60
   Mode: 85
   Range: 80
4. Mean: 62.7
   Median: 60
   Mode: 60
   Range: 56
5. Store 3 does not have the best variety of prices. Only one brand of shoe was low, creating a large range. However, the average shoe costs $64.1 and half the shoes are over $55.
6. Store 1
7. Store 2 has the best variety of low-priced shoes. The median of $41 tells us that half the shoes cost less than $41.

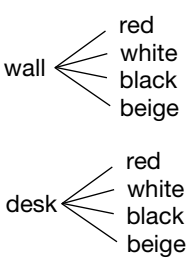
Page 68

1. B
2. J
3. Students' answers will vary but should generally state that increasing the sample size (i.e., picking cards 100 times rather than 2 times) should cause Jose's prediction of the empirical probability to more closely resemble the theoretical probability of $\frac{12}{52}$.

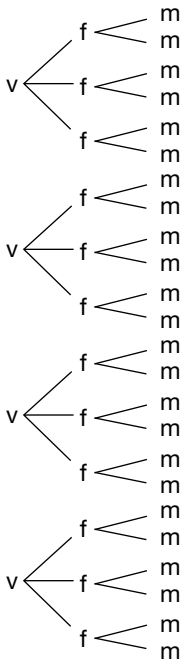
Page 69

Students are to show probability outcomes for a number of situations. They may choose different ways to show the outcomes. Sample answers below illustrate the outcomes as tree diagrams.

1.



2.



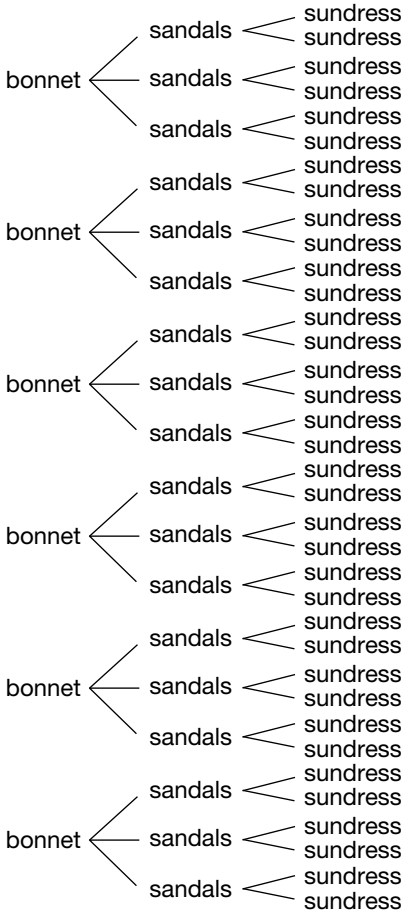
Page 70

1. C
2. H
3. D
4. F
5. B
6. H

Page 71

1. A
2. H
3. B
4. J
5. B
6. F
7. D
8. F

3.



Page 72
1. C
2. F
3. C
4. F
5. B

Page 73
1. B
2. J
3. C
4. G
5. A
6. G
7. A

Page 74 Mini-Test 3
1. B
2. H
3.

Stem	Leaf
7	0, 4, 5, 6
8	1, 6, 9
9	2, 4, 7

4. A
5. F
6. A
7. F

Pages 76–78 Final Mathematics Test
1. D
2. H
3. B
4. J
5. B
6. F
7. B
8. H
9. A
10. F
11. B
12. J
13. B
14. H
15. C
16. H
17. A
18. G
19. B
20. J
21. B
22. H

Page 81
1. C
2. F
3. B
4. H
5. A
6. G
7. C
8. G

Pages 82–83
1. A
2. G
3. D
4. G
5. C
6. G
7. B

Page 84
1. D
2. B
3. F
4. A
5. E
6. C

Page 85
1. B
2. G
3. C
4. J

Page 86
1. A
2. G
3. A
4. F
5. C
6. J

Page 87
1. D
2. G
3. C
4. J
5. B
6. H

Page 88 Mini-Test 1
1. C
2. J
3. C
4. F

Page 89
1. Paragraphs will vary. Students should include the elements of their perfect day.
2. Answers will vary. Students should explain how the elements of their perfect day reflect their values.
3. Students' responses will vary, but students should describe who or what has influenced the values they have.

Page 90
1–5. Students' answers will vary depending on the region of the country in which they live and their personal preferences and family traditions.

Page 91
1. D
2. F
3. C
4. F

Page 92
1. They worked for laws to establish safety precautions in factories, to allow workers to collect money for work injuries, and to set up minimum wages.
2. They set up settlement houses to provide medical care and to work with slum residents to help improve their living conditions.
3. Answers will vary, but students should suggest conditions or issues in their school or community that they think need improvement.

Page 93 Mini-Test 2
1. B
2. J
3. A
4. J
5. Answers will vary, but students should list at least three ways that the region where they live has influenced their identity.

Page 94
1. A
2. J
3. The legislative branches make laws. In the federal government, this is the Congress; in most states, it is the General Assembly. The executive branches enforce laws. In the federal government, the executive branch is led by the president; in the states, it is led by the governor.

Page 95
1. B
2. J
3. C

Pages 96–97
1. B
2. H
3. B
4. F
5. D

6. F
7. D
8. H
9. B
10. J

Page 98

1. B
2. J
3. B
4. J
5. B
6. J
7. N
8. S
9. L
10. N
11. L
12. L
13. S

Page 99

1. B
2. G
3. D
4. H
5. A
6. J

Page 100 Mini-Test 3

1. A
2. H
3. D
4. F
5. A
6. J
7. C
8. H

Pages 101–102

1. C
2. J
3. C
4. J
5. A
6. H
7. B
8. H
9. Honduras has the least industrialized economy. Its main exports are basic agricultural items. This makes the country very dependent on its trading partners for many of the resources it needs.

Page 103

1. Students' paragraphs will vary but should describe how freedom of expression is important in a democracy.
2. Students' paragraphs will vary but should describe ways that their lives would be different if one of these freedoms was taken away.

Page 104

1. C
2. J
3. D
4. F
5. A
6. H
7. C
8. G

Page 105 Mini-Test 4

1. B
2. J
3. A
4. J
5. B
6. H
7. D
8. J

Pages 108–110 Final Social Studies Test

1. D
2. H
3. D
4. H
5. B
6. J
7. D
8. J
9. B
10. F
11. D
12. H
13. B
14. G
15. A
16. J
17. C
18. J
19. B
20. J
21. C
22. G
23. D
24. F
25. C

Page 114

1. C
2. H
3. B
4. H

Page 115

1. A
2. H
3. A
4. H
5. A
6. H
7. D
8. F

Page 116

1. A
2. G
3. A
4. H
5. D
6. F

Page 117

1. B
2. H
3. Ryan needs to analyze the data he collected, and then draw conclusions from the data. He should decide if the conclusions support his original hypothesis.
4. Answers will vary. Students might suggest that Ryan present his findings in graph form along with his written report.

Page 118 Mini-Test 1

1. A
2. G
3. A
4. F
5. B
6. J
7. D

Page 119

1. B
2. H
3. C
4. G
5. C
6. F
7. A
8. H

Page 120

1. C
2. G
3. C
4. F
5. B
6. J

Page 121

1. B
2. F
3. C
4. G
5. A

Page 122

1. producer
2. consumer
3. decomposer
4. consumer
5. consumer
6. producer
7. decomposer
8. producer
9. consumer
10. producer
11. producer
12. decomposer
13. consumer
14. producer

15. Answers will vary, but students should correctly describe an ecosystem, the unique organisms found within that ecosystem, the roles played by those organisms, and any related adaptations.

Pages 123–124

1. B
2. A
3. E
4. D
5. C
6. A
7. J
8. C
9. G
10. b
11. f
12. e
13. l
14. g
15. a
16. d
17. j
18. h
19. i
20. k
21. c

Page 125

1. D
2. G
3. C
4. G
5. C
6. F

Page 126

1. C
2. J
3. C
4. F
5. A
6. G

Page 127 Mini-Test 2

1. C
2. H
3. D
4. G
5. A
6. J
7. A
8. G
9. B

Page 128

1. C
2. J
3. A
4. G
5. B
6. G
7. D
8. J

Page 129

1. L
2. (blank)
3. (blank)
4. (blank)
5. L
6. (blank)
7. L
8. (blank)
9. (blank)
10. L
11. L
12. (blank)
13. Answers will vary. Students might describe any skills, hobbies, or other unique behaviors that they exhibit.

Page 130

1. C
2. J
3. A

Page 131 Mini-Test 3

1. D
2. H
3. C
4. G
5. A
6. H
7. D
8. H

Pages 133–135 Final Science Test

1. D
2. H
3. A
4. H
5. A
6. J
7. C
8. G
9. B
10. H
11. C
12. F
13. B
14. G
15. B
16. H
17. A
18. G
19. C
20. G
21. D