# Nicholas County Middle School: NTI Days

## 8th Grade Packet

Call or email with any questions. NCMHS (859)289-3780

Each day’s work is due 3 DAYS AFTER THE NTI DAY!

Math: Heather Mulholland ➔ heather.mulholland@nicholas.kyschools.us Ext. 2347  
Social Studies: Melissa Harmon ➔ melissa.harmon@nicholas.kyschools.us Ext. 2348  
English: Mallory Harmon ➔ mallory.harmon@nicholas.kyschools.us Ext. 2349  
Science: Barbara Allison ➔ barbara.allison@nicholas.kyschools.us Ext. 2338

### Day 1:

<table>
<thead>
<tr>
<th>Math</th>
<th>Social Studies</th>
<th>English</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solve using the Order of Operations</td>
<td>Complete CNN 10 Student News graphic organizer Day 1</td>
<td>“For Lizzo’s hit &quot;Truth Hurts&quot; what is meaningful...”</td>
<td>Read article, “Water is Everything.”  Answer Comprehension Questions 1-10.</td>
</tr>
</tbody>
</table>

### Day 2:

<table>
<thead>
<tr>
<th>Math</th>
<th>Social Studies</th>
<th>English</th>
<th>Science</th>
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</thead>
<tbody>
<tr>
<td>Simplify by Combining Like Terms</td>
<td>Complete CNN 10 Student News graphic organizer Day 2</td>
<td>“No magic wand...”</td>
<td>Read article, “The Great Barrier Reef.” Answer questions 1-10.</td>
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### Day 3:

<table>
<thead>
<tr>
<th>Math</th>
<th>Social Studies</th>
<th>English</th>
<th>Science</th>
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</thead>
<tbody>
<tr>
<td>Simplify using The Distributive Property</td>
<td>Complete CNN 10 Student News graphic organizer Day 3</td>
<td>“Mistaken text from a stranger...”</td>
<td>Read article, “Introduction to the Oceans.” Answer questions 1-5.</td>
</tr>
</tbody>
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### Day 4:

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<thead>
<tr>
<th>Math</th>
<th>Social Studies</th>
<th>English</th>
<th>Science</th>
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<tbody>
<tr>
<td>Solve and Check each Equation</td>
<td>Complete CNN 10 Student News graphic organizer Day 4</td>
<td>“Science explains what drives today’s celebrity obsessed culture”</td>
<td>Read article, “Air Pressure.” Answer Questions 1-5.</td>
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### Day 5:

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<tr>
<th>Math</th>
<th>Social Studies</th>
<th>English</th>
<th>Science</th>
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</thead>
<tbody>
<tr>
<td>Solve and Check each equation</td>
<td>Complete CNN 10 Student News graphic organizer Day 5</td>
<td>“The Celebrated Jumping Frog...”</td>
<td>Read article, “Hydrologic Cycle.” Answer questions 1-5.</td>
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</tbody>
</table>
8th Grade NTI: Pre-Algebra

DAY ONE

Name: ___________________________________________

7.EE.B.3 – Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically.

Directions – Simplify the expressions using The Order of Operations. Show each step in the process. REMEMBER: First, Parenthesis. Next, Exponents. Then, Multiplication and Division (whichever comes first left to right). Finally, Addition or Subtraction (whichever comes first left to right).

An example is done here for you.

\[ \frac{2 \left[ (7 \cdot 3) + 6 \right]}{26 \div 13} = \frac{2 \left[ 21 + 6 \right]}{2 \cdot 20 \div 13} = \frac{2 \left[ 27 \right]}{40 \div 13} = \frac{54}{2} = 27 \]

<table>
<thead>
<tr>
<th>(12 + (36 \div 9))</th>
<th>(28 \div (10 - 8))</th>
<th>((8 + 3) \cdot (16 - 7))</th>
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</thead>
<tbody>
<tr>
<td>((20 \cdot 6) \div (6 + 2))</td>
<td>(35 + \frac{50 + 25}{5 \cdot 5})</td>
<td>(3 \left[ 4 (9 - 2) \right])</td>
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<tr>
<td>([48 + 2] \div 5 - 10)</td>
<td>(80 - \left[ 3 (8 + 7) \right])</td>
<td>([45 - (3 \cdot 2)] \div 3)</td>
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<tr>
<td>([5 (20 - 2)] \div \frac{30}{2})</td>
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**ANSWER BANK**

| 14 | 84 | 15 | 35 | 6 | 16 | 10 | 13 | 99 | 38 |
8th Grade NTI: Pre-Algebra

Name:

8.EE.7.C – I can solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

Directions – Use the Distributive Property in each expression. Simplify the expressions until they cannot be simplified anymore. REMEMBER: Multiply the number in front of the parenthesis by EVERYTHING inside the parenthesis. An example is done here for you.

\[-9 - 3(-7 - 8r)\]
\[-9 + 21 + 24r\]
\[24r + 12\]

<table>
<thead>
<tr>
<th>Expression 1</th>
<th>Expression 2</th>
<th>Expression 3</th>
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</thead>
<tbody>
<tr>
<td>2(4 - 5k)</td>
<td>-3(7c - 8)</td>
<td>-9(8y + 2)</td>
</tr>
<tr>
<td>-5(3 - 4g)</td>
<td>-2(9b + 5) - 3</td>
<td>-8(9 - 4h) + 6h</td>
</tr>
<tr>
<td>-3(-3 - 7m)</td>
<td>8 + 7(-4r + 2)</td>
<td>-5c - 3(7 + 9c)</td>
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<tr>
<td>3(-2n - 5) - 2(-3n + 5)</td>
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**ANSWER BANK** (not all answers are used)

<table>
<thead>
<tr>
<th>Answer 1</th>
<th>Answer 2</th>
<th>Answer 3</th>
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</thead>
<tbody>
<tr>
<td>-21c + 24</td>
<td>20g - 15</td>
<td>-3k + 6</td>
</tr>
<tr>
<td>-18b - 13</td>
<td>-10k + 8</td>
<td>-72y + 18</td>
</tr>
<tr>
<td>-32c - 21</td>
<td>-28r + 22</td>
<td>56m + 24</td>
</tr>
<tr>
<td>-30h - 72</td>
<td>22c + 21</td>
<td>38h - 72</td>
</tr>
<tr>
<td>-25</td>
<td>-72y - 18</td>
<td>12n + 25</td>
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8th Grade NTI: Pre-Algebra

8.EE.7.C – I can solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

Directions – Solve each equation. Show each step in the process. Check ALL answers by substituting! An example is done here for you.

\[-10 = 10(8 - 9)\]

\[
\begin{align*}
-10 & = 10K - 90 \\
\frac{-10 + 90}{80} & = \frac{10K}{10K} \\
8 & = K
\end{align*}
\]

Check: \[-10 = 10(8 - 9)\]

\[
\begin{align*}
-10 & = 10(-1) \\
-10 & = -10 \checkmark
\end{align*}
\]

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<tr>
<th>2x + 5 = 13</th>
<th>4x - 3 = 9</th>
<th>-x + 5 = 1</th>
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<tr>
<th>2x - 1 = 7</th>
<th>4x + 3 = -5</th>
<th>3(x + 2) = 15</th>
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<th>2(2x - 1) = 10</th>
<th>2x + 5x + 6 - 1 = 19</th>
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<tr>
<th>(\frac{1}{4}(8x + 12) = 7)</th>
<th>-3(3r + 4) = -24</th>
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**ANSWER BANK**

| 3 | 4 | 1\(\frac{1}{3}\) | 2 | 4 | 3 | 3 | 4 | 2 | -2 |
8th Grade NTI: Pre-Algebra

8.EE.7.C – I can solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

Directions – Solve each equation. Show each step in the process. Check ALL answers by substituting! An example is done here for you.

\[3n - 5 = -8(6 + 5n)\]

\[
\begin{array}{c|c}
3n & 40n \\
\hline
43n & 148 \\
\hline
\end{array}
\]

\[
\frac{51 - 148}{-43}
\]

\[
\frac{43}{43}
\]

\[n = -1\]

Check: \[3(-1) - 5 = -8(6 + 5(-1))\]

\[-3 - 5 = -8(1)\]

\[-8 = -8\checkmark\]

\[8x - 2 = -9 + 7x\]

\[a + 5 = -5a + 5\]

\[5p - 14 = 8p + 4\]

\[-18 - 6k = 6(1 + 3k)\]

\[5n + 34 = -2(1 - 7n)\]

**ANSWER BANK**

-6  4  -1  0  -7
Copyright law protects your work and two other antioxidants in April 2017. They say "The truth hurts. What is meaningful collaboration? For Lizzo's hit " Truth Hurts”..."
A Day in the Life

A day in the life of London, England, is a vibrant and diverse experience. The city is a melting pot of cultures, offering a unique blend of history, modernity, and artistry.

The day begins with a cup of coffee at a local café, surrounded by the sounds of the city and the aroma of fresh brews. This is followed by a walk through the iconic St. James's Park, where one can enjoy the green space amidst the urban landscape.

Next, a visit to the British Museum provides insights into ancient civilizations and contemporary art. The museum houses a vast collection of artifacts and artworks, making it a must-see destination for art and history enthusiasts.

Lunchtime is spent exploring the bustling Borough Market, a popular destination for fresh produce and local delicacies. A meal here is complemented by a stroll through the Southbank Centre, featuring a variety of performances and exhibitions.

The afternoon is dedicated to shopping at Harrods, a luxury department store offering a wide range of products from around the world. This is followed by a visit to the Tate Modern, a renowned contemporary art museum, where one can appreciate modern art and its evolution.

Dinner is at a traditional British pub, where one can enjoy local dishes and play games of darts with locals. The night concludes with a walk along the serene South Bank, where the city's skyline is beautifully illuminated by the lights of the Millennium Bridge.

This day in London is just a glimpse into the vibrant city, with much more to explore and discover. The city's rich history, diverse culture, and modern amenities make it an ideal destination for visitors from around the globe.
Harry Potter: Around the World, the Harry Potter story continues to captivate and inspire fans everywhere. From the towering castles of England to the bustling streets of New York, the magical world of Harry Potter expands and evolves with each new adventure. This page features a special look at how the story of Harry Potter has touched the lives of people around the world, showcasing the creativity and dedication of fans who have brought the world of witchcraft and wizardry to life in their own unique ways.

In Japan, the Harry Potter story has become a cultural phenomenon, with fans creating their own magical worlds and characters. In Brazil, the story has sparked a boom in book sales and a growing interest in the Harry Potter universe. And in India, the story has inspired a new generation of readers to explore their own imaginations and embrace the power of storytelling.

As the popularity of Harry Potter continues to grow, fans around the world are discovering new ways to connect with the story and its characters. Whether through art, music, or creative writing, the Harry Potter story lives on, inspiring fans to explore their own imaginations and discover the magic that exists within each of us.

Join us as we explore the many ways in which the Harry Potter story has touched the lives of fans around the world, and discover the magic that continues to be a part of our stories.

Harry Potter: Around the World...
Mistaken text from a stranger. Leads Arizona.

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Man to raise money for sick boy.
Science explains what drives today’s celebrities.

Day 1

Newseum
A deputy week made a hunter to rabbit end from fiction, 429 Design.

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Day 5

The Celebrated Jumping Frogs of Calaveras

By Mark Twain

From 'The Celebrated Jumping Frogs of Calaveras'

...and tells the story of the frogs jumping and the calumet...
The text is in English and contains natural language.
Social Studies

Go to https://www.cnn.com/cnn10 and watch today's student news section.
Complete graphic organizer below after watching CNN Student News.

Day 1

<table>
<thead>
<tr>
<th>News Story Name</th>
<th>Summary (key ideas from each story in 2-3 complete sentences)</th>
<th>Historical Connection (How does this event tie/relate to an event of the past?)</th>
<th>Emoji (Opinion of each story or how it made you feel)</th>
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<tbody>
<tr>
<td>Story 1-</td>
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<tr>
<td>Story 2-</td>
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Social Studies
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Complete graphic organizer below after watching CNN Student News.

Day 2

<table>
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<tr>
<td>Story 2-</td>
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### Social Studies

Go to [https://www.cnn.com/cnn10](https://www.cnn.com/cnn10) and watch today's student news section. Complete graphic organizer below after watching CNN Student News.

**Day 3**

<table>
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Social Studies
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Complete graphic organizer below after watching CNN Student News.

<table>
<thead>
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**Social Studies**
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**Day 5**

<table>
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Ocean Currents and Climate

Ocean Currents

Water travels from one place to another because of the movement of ocean currents. Ocean currents are driven by wind, the Coriolis effect, and differences in water temperature. Ocean currents can be very large and can move large amounts of water over long distances. For example, the Gulf Stream is a powerful ocean current that flows from the Gulf of Mexico to the Atlantic Ocean. It plays a significant role in the climate of the eastern United States, bringing warm water to the region.

Water and Temperature

Water is a unique substance that expands when it freezes, which is why ice floats on water. This property is important in the formation of icebergs and glaciers. Water also has a high heat capacity, which means it can absorb or release a large amount of heat without a significant change in temperature. This property is important in regulating the climate and preventing large temperature changes on a daily or seasonal basis.

The Global Conveyor Belt

The Global Conveyor Belt is a system of ocean currents that transport heat and moisture around the world. The conveyor belt is driven by the movement of water in the ocean, which is influenced by wind and temperature differences. The conveyor belt has a significant impact on the climate of the world, and changes in the conveyor belt could have significant consequences for the planet.

Water is Everywhere

Water is a vital resource that is essential for life on Earth. It is found in oceans, lakes, rivers, and in the atmosphere. Water is also an essential component of all living things, and it is involved in many biological processes. Water is a dynamic system that is constantly in motion, and its movement is influenced by a variety of factors, including wind, temperature, and geography.

ReadingWise
Global Warming

Scientific evidence has shown that the earth has warmed since 1880. Global warming is caused mainly by an increase in carbon dioxide levels in the atmosphere. The increased temperatures have caused many of the ice caps in the North and South Poles to melt, disrupting the global conveyor belt. Even though the phenomenon is called "global warming," it is more accurately described as climate change—if the ice caps melt, there will be less dense water to move around the globe. And if there's less dense (and therefore cold) water to circulate around the earth, the Gulf Stream will be slowed down. This will result in a cooling of the Caribbean and Western Europe. Thus, global warming can in fact result in colder temperatures in some areas.
1. How does ice in the North and South Poles affect the movement of ocean currents?
   - D. Especially
   - C. In coastal
   - B. On the other hand
   - A. Therefore

2. Choose the answer that best completes the sentence below.
   - D. minor
   - C. additional
   - B. essential
   - A. unimportant

3. As used in the passage, what does the word "saltier" mean?

Water: Only do we think it for survival, the majority of the human body is also composed of...  
6. Read the following sentence from the passage: Water is vital for our existence. Not...  

8. What is the passage mostly about?
Visitors to the Reef: Humpback Whales

Humpback whales are among the most curious and vocal of all cetaceans. They are known for their playful behavior near the surface and their deep, resonant calls that can travel for miles under water. Humpbacks are often seen in groups called pods, which can number in the hundreds. They are a favorite attraction for divers and snorkelers, as they are known to approach boats and even interact with humans. Their large size and distinctive humps on their backs make them easily recognizable.

Sea Anemones

Sea anemones are found on the reef, where they attach themselves to hard surfaces like rocks and coral. They are known for their bright colors and their ability to extend long, stinging tentacles that can paralyze small prey. Sea anemones play an important role in the reef ecosystem, helping to keep the water clear by filtering out small organisms and detritus.

Symbolic Relationships in the Reef: Colour and Form

The Great Barrier Reef

Located off the coast of Queensland, Australia, the Great Barrier Reef is the world's largest coral reef system. It stretches over 2,300 kilometers and is home to an incredible diversity of marine life. The reef is under threat from climate change, overfishing, and pollution, making it a priority for conservation efforts.
The Future of the Great Barrier Reef

Heaven knows, there's no danger of it disappearing in our lifetimes. But according to the Great Barrier Reef Marine Park Authority, there could be a major threat to the Great Barrier Reef by the middle of the century. This threat is not natural, but it is caused by humans. The Great Barrier Reef is a vital part of the marine ecosystem, and it's under threat from climate change, overfishing, and pollution.

Climate change is causing ocean temperatures to rise, which is altering the pH levels of the water. This can affect the coral's ability to grow and reproduce. Overfishing is also a problem, as it depletes the populations of some of the reef's most important species, like fish and crustaceans.

Pollution is another issue. Plastic pollution, for example, can harm marine life by ingesting it or getting entangled in it. Chemical pollution, like the runoff from agriculture and urban areas, can also be harmful. These pollutants can change the chemical composition of the water, which affects the ability of the coral to live.

If we don't take action now, the Great Barrier Reef could be in serious trouble. It's not too late to make a difference, however. By reducing our carbon footprint, protecting the reef, and supporting conservation efforts, we can help ensure that the Great Barrier Reef will be around for generations to come.

The Great Barrier Reef is important for many reasons. It is home to a diverse range of marine life, and it also acts as a natural barrier, protecting the coast from storms. It's not just good for the environment, but for the economy as well. The tourism industry relies heavily on the reef, and it's estimated that the Great Barrier Reef contributes over $6 billion to the Australian economy each year.

So let's take action now. It's easy to feel like our individual actions don't matter, but every small change can make a difference. Let's support conservation efforts, reduce our plastic use, and be mindful of our carbon footprint. Together, we can help ensure that the Great Barrier Reef will continue to thrive for years to come.
1. What is the Great Barrier Reef?
   A. a mammal that comes to the ocean's surface to breathe every seven to 15 minutes
   B. something that is made out of the same material as human fingernails and enables whales to strain small fish from seawater
   C. the world's largest coral reef, located off the northeastern coast of Australia
   D. a large part of the Amazon rainforest located in the country of Brazil

2. The danger that the Great Barrier Reef now faces is an effect. What is one cause of the danger it faces?
   A. the humpback whale
   B. a symbiotic relationship
   C. pollution
   D. clownfish

3. Many animals live in and around the Great Barrier Reef. What evidence from the passage supports this statement?
   A. "Rivers coming from northern Australia can bring pollution from farm run-off when there are floods. Farm runoff pollution includes animal waste, fertilizer, and pesticides. In recent years, pollution from these rivers has become worse because there are fewer coastal wetlands."
   B. "The Great Barrier Reef is home to over 1,500 species of fish. But it's not just fish that live in the reef. The reef also provides food and shelter to sponges, whales, dolphins, marine turtles and mollusks."
   C. "Many ships pass through the Great Barrier Reef when they are bringing cargo to and from Australia. It can be tricky for captains to navigate through these waters, and, as of 2013, there were over 1,600 known shipwrecks in the Great Barrier Reef."
   D. "Where are the most biologically diverse places on the planet? If I asked you this question, you might guess the Amazon rainforest in Brazil or the jungles of India."

4. Based on information in the passage, what is a symbiotic and mutualistic relationship?
   A. a biologically diverse place, such as a jungle in India
   B. an underwater structure that secretes a hard substance called calcium carbonate
   C. an animal that visits an area seasonally to breed and give birth
   D. a relationship between two animals in which each animal helps the other

5. What is this passage mainly about?
   A. sea anemones and clownfish
   B. humpback whales and their young
   C. the Great Barrier Reef
   D. rising ocean temperatures

6. Read the following sentence: "Around a quarter of all marine species live in coral reefs, and they play an important role in supporting diversity in the ocean."
   What does the word diversity mean?
   A. many different kinds of things
   B. a serious threat to ocean life
   C. a hard outer layer that protects coral
   D. something that can be seen from outer space

7. Choose the answer that best completes the sentence below.
   The Great Barrier Reef is the largest coral reef on Earth; ______, it may disappear within your lifetime.
   A. consequently
   B. before
   C. as an illustration
   D. however

8. What is an ecosystem?

9. What are some of the animals that live in the ecosystems of the Great Barrier Reef?

10. The passage states that "rising ocean temperatures also affect the ecosystems in the coral reef, throwing off the delicate balance that allows so many species to coexist." Explain how rising ocean temperatures, pollution, or human interference could throw the ecosystems of the Great Barrier Reef off balance. Support your answer with evidence from the passage.
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The Earth’s oceans are vast and play a crucial role in supporting life on our planet. They cover approximately 71% of the Earth's surface and are essential for regulating the climate, providing oxygen, and supporting biodiversity.

### Table: Ocean Salinity

<table>
<thead>
<tr>
<th>Ocean Basin</th>
<th>Salinity (ppm)</th>
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<tbody>
<tr>
<td>Atlantic</td>
<td>34.8%</td>
</tr>
<tr>
<td>Pacific</td>
<td>34.0%</td>
</tr>
<tr>
<td>Indian</td>
<td>35.0%</td>
</tr>
<tr>
<td>Arctic</td>
<td>33.0%</td>
</tr>
<tr>
<td>Antarctic</td>
<td>33.5%</td>
</tr>
</tbody>
</table>

### Diagram: Ocean Levels

![Diagram of ocean levels]

The ocean levels are constantly changing due to factors such as melting ice caps, changes in temperature, and ocean currents. These changes can have significant impacts on coastal communities and ecosystems.

---

**Introduction to the Oceans**

The ocean is a vital and complex ecosystem that provides numerous resources and services to humankind. It is essential for regulating the Earth's climate, supporting biodiversity, and providing food and resources. Understanding the ocean's dynamics and the challenges it faces is crucial for the sustainable use of its resources and the well-being of our planet.
1. What covers nearly 71% of the earth's surface and contains more than 97% of the earth's water?
   A. the ocean
   B. the world's population
   C. the atmosphere
   D. weather events

2. What does the author try to persuade readers about?
   A. the importance of the weather to us and the ocean
   B. the importance of weather events to us and the ocean
   C. the importance of the ocean to us and the weather
   D. the importance of people to the ocean and the weather

3. The ocean is very important to everyone in the world. What evidence from the text best supports this conclusion?
   A. "We must consider the ocean because nearly 71% of the earth's surface is covered by it."
   B. "We must consider the ocean and its impact as more than one-half of the world's population lives within 60 miles (100 km) of the ocean."
   C. "We must consider the ocean as its ability to absorb, store, and release heat into the atmosphere is huge and often directly affects us."
   D. "Major climate events, such as El Niño, result from ocean temperature changes."

4. Read these sentences from the text.
   We must consider the ocean as its ability to absorb, store, and release heat into the atmosphere is huge and often directly affects us.
   Major climate events such as El Niño result from ocean temperature changes. These temperature changes then have impacts on weather events such as hurricanes, typhoons, floods and droughts, which, in turn, affect the prices of fruits, vegetables, and grains.

   Based on the text, what can you infer about the way the ocean affects us?
   A. The ocean affects our body temperatures.
   B. The ocean affects our ability to store heat.
   C. The ocean affects us directly and indirectly.
   D. The ocean does not affect us at all.

5. What is the main idea of this text?
   A. The ocean is important because it affects us, covers most of the earth's surface, and affects weather and climate.
   B. The ocean covers about 71% of the earth's surface and contains more than 97% of the earth's water.
   C. The ocean can hold more heat than the atmosphere, and it can absorb, store, and release heat into the atmosphere.
   D. Changes in the ocean temperature cause major climate events and impact weather events.
Air pressure is the force exerted by the weight of the atmosphere on the Earth's surface. This force is created by the weight of the air molecules that are constantly moving in the atmosphere. The pressure is always present, regardless of the weather conditions.

The air pressure is measured in units of force per unit area, typically in millibars (mBar) or inches of mercury (inHg). The standard atmospheric pressure at sea level is approximately 1013.2 mBar or 29.92 inHg.

The air pressure is affected by the altitude, with the pressure decreasing as the altitude increases. This is because there are fewer air molecules at higher altitudes, resulting in less weight pressing down on the surface.

The air pressure is also affected by temperature, with the pressure increasing as the temperature decreases and vice versa. This is because the density of air is affected by temperature, with the air molecules moving more slowly at lower temperatures, resulting in a higher density and therefore a higher pressure.

Air pressure is important for various applications, including weather forecasting, aviation, and meteorology. It is used to predict weather patterns, determine aircraft flight levels, and measure atmospheric conditions.

Air pressure is also used to measure the force acting on objects, such as the force of gravity acting on a satellite or the force exerted by air pressure on a balloon.

In conclusion, air pressure is a fundamental concept in atmospheric science, and understanding its behavior is crucial for many applications.
1. According to the text, what is pressure?
   A. The speed at which molecules travel in a container
   B. The direction at which molecules travel when they strike a surface
   C. Force that atoms and molecules exert when they strike a surface
   D. Layer of atoms and molecules in a container

2. Based on the text, what is the effect of adding molecules or heat to a container?
   A. The container's air pressure would decrease.
   B. The container's air pressure would increase.
   C. The container's air pressure would stay the same.
   D. There would be no more air pressure in the container.

3. Read these sentences from the text.

   "In the International Space Station, the density of the air is maintained so that it is similar to the density at the earth's surface. Therefore, the air pressure is the same in the space station as the earth's surface (14.7 pounds per square inch)."

   What can you conclude about the International Space Station?
   A. Without air pressure maintenance, air pressure in the International Space Station is different from the earth's surface.
   B. Without air pressure maintenance, air pressure in the International Space Station is the same as in the earth's surface.
   C. With air pressure maintenance, air pressure in the International Space Station is different from the earth's surface.
   D. With air pressure maintenance, there is no air pressure in the International Space Station.

4. Read these sentences from the text.

   "In the International Space Station, the density of the air is maintained so that it is similar to the density at the earth's surface. Therefore, the air pressure is the same in the space station as the earth's surface (14.7 pounds per square inch)."

   Based on the text, what can you infer about the International Space Station?
   A. Heat or the number of molecules in the International Space Station is greater than in the earth's surface.
   B. Heat or the number of molecules in the International Space Station is less than in the earth's surface.
   C. Heat or a number of molecules was added or subtracted in the International Space Station.
   D. There is no heat or molecule in the International Space Station.

5. What is the main idea of this text?

   A. Air pressure is the same in the International Space Station as in the earth's surface because the density of air is maintained in the station.
   B. Air pressure in a container can be increased by adding molecules or heat, and it can be decreased by subtracting molecules or heat.
   C. Air pressure on Earth decreases as elevation increases because the number of molecules decreases with height.
   D. Air pressure is observed by the exerted force of atoms and molecules, and it can be changed by adding or subtracting molecules or heat.
1. What is the hydrologic cycle?
   A. process whereby water vapor in the atmosphere is changed into a liquid state
   B. evaporation of water from plants through stomata
   C. change of state in a substance from liquid to a gas
   D. continuous circulation of water in the Earth-Atmosphere system

2. What does the text list?
   A. the most important processes involved in the hydrologic cycle
   B. the least important processes involved in the hydrologic cycle
   C. the reasons why the hydrologic cycle is important
   D. the reasons why the hydrologic cycle is not important

3. Some of the hydrologic cycle processes are connected. What evidence from the text supports this conclusion?
   A. "Runoff occurs when there is excessive precipitation and the ground is saturated (cannot absorb any more water). . . . There is some evaporation from runoff into the atmosphere but for the most part water in rivers and lakes return to the oceans."
   B. "Precipitation is the primary way we receive fresh water in earth. On average, the world receives about 385" (980 mm) each year over both the oceans and land masses."
   C. "Condensation is the process whereby water vapor in the atmosphere is changed into a liquid state. In the atmosphere condensation may appear as clouds or dew. Condensation is the process whereby water appears on the side of an uninsulated cold drink can or bottle."
   D. "Evaporation is the change of state in a substance from a liquid to a gas. In meteorology, the substance we are concerned about the most is water."

4. Read these sentences from the text.
   Precipitation is the result when the tiny condensation particles grow too large . . . and thus fall to the earth . . .
   Precipitation is the primary way we receive fresh water in earth.

   [ . . . ]
   With evaporation only pure water [is] evaporated, and therefore any contaminates and salts are left behind.

What can you infer about water in the air?
   A. Water in the air contains contaminates.
   B. Water in the air does not have contaminates.
   C. Water in the air is very large.
   D. Water in the air is very salty.

5. What is the main idea of this text?
   A. Water changes from a liquid to a gas in a process called evaporation, which requires energy.
   B. Water vapor changes into clouds or dew in the atmosphere through a process called condensation.
   C. Water on Earth moves in a cycle from the ground to the atmosphere and back again through many processes.
   D. We get fresh water through the process of precipitation, which can be in the form of rain, hail, snow, or sleet.