



Welcome New Year 2 Student

We hope you are looking forward to the 2024-25 school year as much as we are! It promises to be an exciting year filled with interesting field trips, celebrations, projects and learning activities.

As you know, our school is an authorized International Baccalaureate middle school, and as such all students in attendance will be participating in the IB Middle Years Programme. You will find that ours is a rigorous and enriching academic program that will challenge you to meet high expectations and prepare yourself for high school and beyond.

We are providing you with a general list of supplies that you will need for your year 2 classes. ***Other items may be required at a later date for specific subjects.***

| | |
|--|---|
| Scientific Calculator (TI30Xa preferred) | Wired earbuds/headphones (NOT wireless) |
| Glue sticks | Plastic Folders (with pockets & prongs) |
| Blue, Black, Green & Red Ink Pens | No. 2 Pencils; Pencil Sharpener with Cover |
| Yellow, Blue and Green Highlighters | Colored Pencils |
| 2 Spiral Notebooks for Math (8.5" x 11", >100 pgs) | Graph Paper |
| 5-7 Composition Notebooks | Loose-leaf Notebook Paper |
| One 1 ½ -inch 3-ring binder for Civics | 2 Packages Tab Dividers (for binder sections) |
| One 1-inch 3-ring binder for Language Arts | Supply case/pouch |
| Flash drive (helpful, not required) | |

*** Agenda book – required & must be purchased at Williams in August**

Locker costs will be \$2.00 for hall lockers.

Williams is a mandatory uniform school. Please review the uniform policy and information contained in this packet. NOTE: Williams PTSA will be selling Williams Spirit Gear (uniform shirts, spirit shirts, hoodie sweatshirts) at our Back-to-School Open House scheduled for August 8, 2024. Order forms for PTSA Spirit Gear are also available in the Student Affairs Office. Students are not required to wear uniform shirts sold by PTSA. Uniforms must comply with uniform policy in this packet, however.

We look forward to an exciting year filled with continued academic excellence. Please look for more information later in the summer regarding our August Orientation. You may also visit our website at <http://williams.mysdhc.org/> for updates, as well as a copy of this packet if needed.

Thank you!

The Year 2 Team

HILLSBOROUGH COUNTY PUBLIC SCHOOLS

IMMUNIZATION REQUIREMENTS FOR 2024-25 SCHOOL YEAR

Students from Pre-kindergarten through 12th grade who are coming into a Florida school for the first time must present a immunization record (DH 680) and a current Florida School Entry Physical Examination, Form (DH 3040). The immunization record must show that the student has met the minimum state requirements for that grade. Immunizations are provided at no charge by the Department of Health, Hillsborough County.

Immunization Requirements for Kindergarten through sixth grade

Students entering kindergarten must submit an updated immunization record and a school entry physical examination

5 doses DTaP (diphtheria-tetanus-pertussis)

* 4-5 doses Polio (Kindergarten)

2 doses MMR (measles-mumps-rubella)

3 doses Hepatitis B

* 2 doses Varicella (chicken pox)

* Note. KG — If the fourth dose of polio vaccine is administered prior to the fourth birthday, a fifth dose of polio vaccine is required for kindergarten entry only.

* * Varicella vaccine is not required if Varicella disease is documented (the year the child had the disease must be included) by a Licensed Physician, Advanced Registered Nurse Practitioner or Physician Assistant.

Immunization Requirements for students entering seventh through twelfth grade

Students entering seventh grade must submit an updated immunization record with a Tdap. All students from seventh through twelfth grade immunization record must that the student has met the minimal state requirements:

5 doses DTaP (diphtheria-tetanus-pertussis)

4 doses Polio (IPV or OPV)

2 doses MMR< (measles-mumps-rubella)

3 doses Hepatitis B

1 dose Tdap (tetanus, diphtheria, pertussis)

2 doses Varicella (chickenpox) or has had the disease as documented by a healthcare provider

* Note.1 dose Tdap (tetanus- diphtheria- pertussis) for seventh grade is required.

* An updated DH 680 form to include Tdap must be obtained for submission to the school.

* Varicella vaccine is not required if Varicella disease is documented (the year the child had the disease must be included) by a Licensed Physician, Advanced Registered Nurse Practitioner or Physician Assistant.

Additional Immunization Recommendations:

Four vaccines which are not mandated for your child's grade level, but are recommended by the Advisory Committee on Immunization Practices (ACIP) should be discussed with your health care provider are: meningococcal meningitis, hepatitis A series, Influenza and Human Papilloma (HPV) Vaccine series.

MENINGOCOCCAL DISEASE

A dose of Meningococcal (MCV4) is recommended for children and adolescents 11-18 years of age. This vaccine is 85-90% effective in preventing meningococcal disease. Meningococcal disease is a serious illness caused by bacteria. The disease is spread by airborne respiratory droplets (cough or sneezes). Symptoms of meningococcal disease are often mistaken for less serious illnesses such as the flu. Common symptoms may include: fever greater than 101.4, red to purple colored rash, nausea, vomiting, generalized muscle aches, severe headaches, confusion, sensitivity to light, and/or stiff neck. It is a leading cause of bacterial meningitis in children 2-18 years old in the United States. The vaccine is available at the department of health, Hillsborough County, if it is not provided by your child's healthcare provider's office. For those who have never gotten MCV4, a dose is recommended at high school entry but not required in the State of Florida. Most colleges and universities require this vaccine. Please check the college or university policy you plan to attend. In addition, this is highly recommended if you are living in a dormitory type of residence. MCV4 is contraindicated to anyone that experience a severe allergic reaction after a previous dose or to any components of vaccines.

Human Papilloma Virus Disease

The Human Papilloma Virus (HPV) cause the majority of genital warts, and cancers. HPV vaccine has been shown to protect against 80% of the most common types of cervical cancer and oral cancers and decrease genital warts. While it is recommended for ages 11-12 years of age, this vaccine has been approved for both males and females beginning at nine years of age. The most frequent reported symptoms of HPV vaccine are chronic pain with paresthesia, headaches, fatigue and orthostatic intolerance.

If you have private health insurance or Medicaid, contact your health care provider. If you do not have private health insurance or Medicaid, contact the Florida Department of Health, Hillsborough County Immunization Clinic for further information.

FLORIDA DEPARTMENT OF HEALTH, HILLSBOROUGH COUNTY IMMUNIZATION CLINIC
Sulphur Spring Health Center 8605 N. Mitchell, Tampa 813-307-8077

News to Know:

First Day of School

AUGUST 12TH, 2024

Open House — August 8th

* Receive your schedule

* Meet your teachers

* Find your classrooms

Canvas

Canvas is our social learning platform! Information through this system will be available when the school year begins.

Your participation is a key to your child's success!

Important school phone numbers:

- Main school number (813) 744-8600
- School nurse 744-8600 ext. 233
- Ms. Thompson (counselor for students last name A-L), 744-8600 ext. 229
- Ms. Brown (counselor for students last name M-Z), 744-8600 ext. 227

Calling all Athletes!

Extramural Sports Program

- after-school
- open to ALL grade levels
- both boys' and girls' teams
- compete against other middle schools

1st Season: Basketball; Boys & Girls

2nd Season: Volleyball: Boys & Girls

3rd Season: Track; Boys & Girls

4th Season: Soccer; Boys & Girls

5th Season: Flag Football: Boys & Girls

Eligibility requirements/student forms:

- Maintain a 2.0 academic average
- Completed **ONLINE** District sports packet (see below)
 - *Your completed sports packet is valid for the entire year*
- Athletic paperwork for **BASKETBALL** due ONLINE mid-late August.

ATHLETIC FORMS ARE ONLY AVAILABLE ONLINE. PLEASE VISIT THE WILLIAMS DISTRICT WEBSITE FOR INSTRUCTIONS ON HOW TO COMPLETE REQUIRED PAPERWORK:

<https://www.hillsboroughschools.org/domain/2320>

Guide for getting started with paper work:

[https://www.hillsboroughschools.org/cms/lib/FL50000635/Centricity/Domain/2320/Step by Step Guide to Plane t High School.pdf](https://www.hillsboroughschools.org/cms/lib/FL50000635/Centricity/Domain/2320/Step%20by%20Step%20Guide%20to%20Plane%20t%20High%20School.pdf)

Stay Informed!

Williams' families can stay informed by checking the Williams Middle Magnet School website located at:
<https://www.hillsboroughschools.org/williams>

Get the latest Williams news on Twitter @WilliamsIBMYP and Facebook: Williams Middle Magnet School



2024-2025 Student Academic Calendar

Board Approved 9/19/23

| | |
|--|---|
| Students' First Day of School | Monday, August 12, 2024 |
| Labor Day/Non-Student Day | Monday, September 2, 2024 |
| End of 1st Grading Period | Friday, October 11, 2024 |
| Non-Student Day | Monday, October 14, 2024 |
| Veterans Day/Non-Student Day | Monday, November 11, 2024 |
| Fall Break/Non-Student Days | Monday, November 25 - Friday, November 29, 2024 |
| Students Return to School | Monday, December 2, 2024 |
| End of 2nd Grading Period/1st Semester | Friday, December 20, 2024 |
| Winter Break/Non-Student Days | Monday, December 23, 2024 - Friday, January 3, 2025 |
| Non-Student Day | Monday, January 6, 2025 |
| Students Return to School | Tuesday, January 7, 2025 |
| Martin Luther King, Jr./Non-Student Day | Monday, January 20, 2025 |
| Florida State Fair/Non-Student Day | Friday, February 14, 2025 |
| Presidents' Day/Non-Student Day | Monday, February 17, 2025 |
| Strawberry Festival/Non-Student Day | Monday, March 3, 2025 |
| End of 3rd Grading Period | Friday, March 14, 2025 |
| Spring Break/Non-Student Days | Monday, March 17 - Friday, March 21, 2025 |
| Students Return to School | Monday, March 24, 2025 |
| Non-Student Day | Friday, April 18, 2025 |
| Memorial Day/Non-Student Day | Monday, May 26, 2025 |
| Last Day of School End of 4th Grading Period/2nd Semester | Friday, May 30, 2025 |

Hurricane Day(s) if needed: October 14, November 11, November 25-27, and November 29

Student Early Release Day schedule has not been finalized. The last day of school is a 2.5-hour early release.

Williams Middle Magnet School Uniform Policy

Williams IB Middle Magnet School's uniform policy promotes a positive learning environment and contributes to school spirit and safety. The wearing of uniforms at our school is a direct result of our School Improvement Plan whereby stakeholders requested and received district approval for the school to become a **mandatory uniform school**.

The Student Uniform shall consist of the following:

- Shirts** Only navy collared polo shirts shall be worn. **Solid white, black, or gray undershirts may be worn underneath, but they must be tucked in.** Only the top two buttons of the polo may remain unbuttoned.
- Bottoms** Only khaki beige pants, mid-thigh shorts, skirts, skorts, capris, and jumpers may be worn. No jeans are allowed on any day. All pants and shorts must be worn fastened at the waistline. Pants should not drape on the ground, should not have frayed bottoms, should not have holes or be cut-offs. Pants with colored stripes or designs are not allowed.
- *Note** Short shorts or mini-skirts are not acceptable by established School Board Dress Code. The correct length for any type of shorts or skirt is mid-thigh, which is half-way between the top of the leg and the top of the knee **when seated**. All leggings must be a solid color.
- Feet** **Closed toe shoes must be worn. Flip-flops, shower shoes, skate shoes, Crocs, or similar type shoes, including slippers, are not permitted.** High heels or platform shoes are not permitted.
- Head Gear** Hoods, hats, and bandanas are **NOT** permitted.
- Outer-wear** Wearing an oversized outer garment, pullover garment or long-sleeved shirt over the school uniform is **NOT acceptable. NO PULLOVER SWEATSHIRTS OR HOODED SWEATSHIRTS** (exception – Williams Middle Magnet School hooded sweatshirt). **Solid black or navy blue full zipper/buttons(top to bottom).** **Hoods are not to be worn in school.**
- Logos** Only official IB or Williams' logos will be allowed. Prints, plaids, stripes, or other graphic designs are not permitted on any uniform clothing.
- Fridays** Only on Fridays and field trips will students be permitted to wear team T-shirts or any official Williams shirt. PE shirts are not allowed to be worn other than in PE classes. Khaki bottoms shall always be worn.
- Early Release Days** Only on last Monday of each month will students be permitted to wear **college and university t-shirts**. **All logos shall be official logos of the college or university.** Khaki bottoms shall always be worn.



Consequences for Non-compliance with the Uniform Policy

First Offense: Verbal warning to student. Student changes into loaner-shirt if available.

Second Offense: Letter or email contact with parent. Student changes into loaner-shirt if available.

Third Offense: Detention will be assigned. Student changes into loaner-shirt if available.

Fourth and Further Offenses: **A referral is written for willful disobedience.** Student changes into loaner-shirt if available. A mandatory parent conference is conducted; In-School Suspension assigned.

Any student wearing inappropriate clothing, including shoes, that violates School Board Dress Code will wait in a designated area for a change of clothing brought by a parent/guardian and be subject to the same consequences listed above for uniform violations.

**** Students are required to be in uniform before entering the Williams campus and to remain in uniform while on the Williams campus unless otherwise instructed by a teacher or supervision adult.**



Hillsborough Out of School Time

Middle School 6th-8th Grade

June 3, 2024- August 2, 2024

Monday - Thursday 7:00am-6:00pm

\$90 Weekly
Per Student
\$30 Registration
Per Student
*Includes Breakfast, Lunch,
Snack & All Field Trips

Our Activities

STEAM, Outdoor
Activities, Indoor
Games, Vendors,
Field Trips & More

Registration



OPEN SITES
Barrington
Eisenhower
Farnell
Hill
Mulrennan
Williams

Sites Subject to Change

www.hillsboroughschools.org/host

Incoming Year 2 “Reading in the Sunshine”

The summer reading assignment for incoming Williams's year 2 students includes a focus on our commitment to the IB Student Learner Profile Traits and our desire to meet the needs of all students.

Every incoming year 2 student is required to read **Dry, a novel by Neal Shusterman and Jarrod Shusterman**. The summer reading assignment is due to your Language Arts Teacher at the start of school in the fall. *Students are encouraged to read as many books as they like, but they only need to complete the reading assignment for this one book.*

Plan ahead by ordering the book online, from your local bookstore, or reserving it at your public library.

Students also have free access to the books (using their student number) through Axis360 and the Hillsborough County Public Library Cooperative.

Summer Reading Assignment Student Checklist

Required

_____ Read Dry, by Neal Shusterman and Jarrod Shusterman.

_____ Complete the four questions about the book. Be prepared to turn in the assignment to your Language Arts teacher in the fall.

Optional Extra Credit: Williams Middle Magnet would like to celebrate reading, so we would love to offer you some extra credit to start the school year. Pick any of the SSYRA reading books from the Sunshine State Young Readers Award Books 2024-2025 List for Grades 6-8.

For each one that you read, answer the following two questions: What did you like about the book? What do you wish you could have changed about the book?

Always back up both of your answers with evidence (quotes) from the books (with proper internal citations): i.e.: “It was only dark for a second. Maybe not even that, but it’s enough to make everyone stop eating. Everyone is frozen. What’s that expression? Waiting for the other shoe to drop? But it doesn’t. The lights are on, they stay on. But it doesn’t change the fact that they blinked,” (Schusterman 40). Notice where the quotation marks are, where the comma is at the end of the quotation, and the citation with the last name of the author of the book and the page where the quote is located.

This summer packet will be available on our school website at <https://www.hillsboroughschools.org/williams>

Directions:

| The IB learner profiles listed below represent 10 attributes valued by IB schools. Please use the list to respond to #1 & #2. | |
|---|--|
| IB Learner - Profile Traits | IB learners: |
| Inquirers | question the world around them and actively enjoy learning. |
| Knowledgeable | explore concepts, ideas and issues which have global importance. |
| Thinkers | take initiative and apply critical thinking skills and creativity to solving problems. |
| Communicators | express ideas and information confidently and creatively |
| Principled | are honest and have a sense of fairness and justice in their interactions with others. |
| Open-minded | are open to different perspectives, values and traditions of other individuals and cultures. |
| Caring | show compassion and respect towards the needs and feelings of others. |
| Risk-Taker | exhibit independence to explore new ideas. They are courageous in defending their beliefs. |
| Balanced | appreciate the importance of nurturing both the mind and body. |
| Reflective | think about their own learning and recognize strengths and weaknesses within themselves. |

- 1) Describe ONE IB Learner profile trait that is portrayed by the main character in the novel you chose.
- 2) Choose another IB learner trait that is portrayed by any other character in your novel.
- 3) Reflect on the choices made by the characters of your novel. Cite one specific choice and analyze how this choice impacted his/her life or the lives of the people around them.
- 4) Evaluate your novel as a whole. What do you think is the overall lesson (aka themes) the author is trying to teach to the reader?



Sunshine State Young Readers Award Books 2023-2024 List for Grades 6-8

96 Miles by J. L. Esplin

Twenty-one days without power. Two brothers on a desperate trek. Seventy-Two hours before time runs out. The Lockwood brothers are supposed to be able to survive anything. Their dad, a hardcore believer in self-reliance has stockpiled enough food and water at their isolated Nevada home to last for months. But when they are robbed of their supplies during a massive blackout while their dad was out of town, John and Stew must walk 96 miles in the stark desert sun to get help. Along the way, they're forced to question their dad's insistence on self-reliance and ask just what it is that we owe to our neighbors, to our kin, and to ourselves.

Born Behind Bars by Padma Venkatraman

Kabir has been in jail since the day he was born. His mom is serving time for a crime she didn't commit. He's never met his dad so the only family he has are their cellmates. The only place he feels the least bit free is in the classroom where his kind teacher regales him with stories of the wonders of the outside world. He escapes from an uncle that plans to sell him and runs away as fast as his legs will carry him. This is not the world Kabir dreamed of but he's discovered that he's not the type to give up. Kabir is ready to show the world that he and his mother deserve a place in it.

A Duet for Home by Karina Van Glaser

It's June's first day at Huey House, and as if losing her home weren't enough, she also can't bring her cherished viola inside. Before the accident last year, her dad saved \$10 money for a year to buy her viola, and she's not about to give it up now. Tyrell has been at Huey House for three years and gives June a good glimpse of the good things about living there: friendship, hot meals, and a classical musician next door. Can he and June work together to oppose the government, or will families be forced out of Huey House before they are ready?

Escape by K. R. Alexander

Westworld meets Charlie and the Chocolate Factory meets Jurassic Park as kids win a chance to enter the place of their dreams and finds that it quickly turns into a nightmare. It's all anyone talks about and it's all Cody dreams about. It's the biggest adventure park in the world, and it's more than mere rides and roller coasters. At ESCAPE, you can do anything you want, be anyone you want, and there are no adults to tell you no. Simulations turn deadly. His fantasy world glitches, and the games become races for survival.

Hush-A-Bye by Jody Lee Mott

Like most kids with younger siblings, Lucy loves her sister Antonia, but is all too frequently annoyed with her as well. The two spend most of their time together since their mother works so hard. Without friends, Lucy can't help but feel lonely. She's always tried to ignore the bullying and teasing at school about her family being poor. When the girls find the old muddy doll head in the river, Antonia claims it as her newest treasure. At night Lucy hears her talking to Hush-A-Bye and does she hear the doll talking back? Find out what happens in this creepy but exciting mystery!

Invisible by Christina Diaz Gonzalez

Can five overlooked kids make one big difference? There's George: the brain. Sara: the loner. Dayara: the tough kid. Nico: the rich kid and Miguel: the athlete. They're stuck together when they're forced to complete their school's community service hours. Although they're sure they have nothing in common with one another, some people see them as all the same, just five Spanish-speaking kids. Then they meet someone who truly needs their help, and they must decide whether they are each willing to expose their own secrets to help or if remaining invisible is the only way to survive middle school.

Linked by Gordon Korman

Linked is set in Chokecherry, Colorado, a small town where everyone knows everyone and all the students have been together since Kindergarten. There are a few new kids, one of whom is Jewish, whose parents work as paleontologists digging for dinosaur fossils in town. The small town is thrown into an uproar when a swastika is painted in the school building. Dana, Michael and Caroline are dealing with the impact of the swastikas and working to create six million paper links to represent the Jews killed in the Holocaust. Read to find out who was responsible and why!



Long Lost by Jacqueline West

A mysterious book leads a girl into a century-old supernatural mystery. When Fiona's family moves across Massachusetts to Lost Lake, a small town that's far closer to her older sisters Arden's figure skating club, Fiona presents both being uprooted and the constant focus on her accomplished sibling. Find out what happens when another set of sisters from long ago are introduced to the equation.



The Monster Missions by Laura Martin

Berkeley and her best friend, Garth, live on an old cruise ship, scavenging for supplies from drowned cities left behind on the ocean floor after the sea swallowed up all the land. They think they've seen every kind of aquatic creature, but they never expected to find sea monsters. After awakening a Hydra, Berkeley and Garth are sent to live on a submarine, where they study and hunt sea monsters. But the Hydra wants revenge on their home ship, and if it succeeds, their families will go down with it. They must find a way to save the ship! Will they succeed?



Scout Is Not a Band Kid by Jade Armstrong

When Scout learns that her favorite author is doing an exclusive autograph session at the end of the year, she's determined to be there! She officially needs a plan, and when she finds out that her school's band is heading to the same location for their annual trip, an idea takes shape. Being a band kid can't be that hard, right? As it turns out, learning how to play an instrument when you can't even read music is much, much, MUCH tougher than expected. Will she be able to master the trombone, and get to her favorite author's book signing? Find out by reading *Scout Is Not a Band Kid*!



Skandar and the Unicorn Thief by A. F. Steadman

Mainlanders believed unicorns were only a myth. But when the islanders revealed their secret, unicorns are real, mainlanders learned "unicorns don't belong in fairy tales; they belong in nightmares." Unicorns are dangerous, bloodthirsty and immortal. They become slightly less vicious when bonded with a rider so desisted children are found and trained to channel the magical creature's magic. At 13, children take the Hatchery exam and those who pass may attempt to open the Hatchery door on the Island and find a unicorn egg. Skandar has watched years of rider/unicorn pairs competing in the Chaos Cup and dreams of joining their ranks. Will he be given the chance to make his dreams come true?



Treasure Tracks by S. A. Rodriguez

Fernando "Firi" joins his grandfather on a secret quest to find a long-lost treasure swept to sea. But when their first mission takes a near-deadly turn, leaving his abuelo weak and unable to speak, Firi's left to navigate the hunt alone. With danger lurking at every turn, Firi dives into the mission in order to save abuelo's life. If he can't succeed, will he lose abuelo for good? Find out how this story ends in *Treasure Tracks*!

Valentina Salazar is NOT a Monster Hunter by Zoraida Cordova

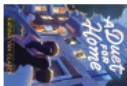
It takes a special person to end up in detention on the last day of school. It takes a really special person to accidentally burn down the school yard while chasing a fire-breathing chipmunk. But nothing about Valentina has ever been normal. The Salazars are protectors, tasked with rescuing the magical creatures who sometimes wander into our world, from grumpy unicorns to chupacabras to the occasional fire-breathing chipmunk. Read this book to find out what Valentina is up to next!

Wayward Creatures by Dayna Lorentz

Twelve-year-old Gabe doesn't know where he belongs anymore. His family is caught up in their own lives and his friends barely have time for him now that they're stars on the soccer team. In a desperate plea for attention to impress his friends after school, Gabe sets off fireworks in the wood near his house and causes a small forest fire that destroys several acres of land. In the chaos of the destruction, a coyote named Rill, tired of her family and longing for adventure, finds herself far from home. Find out how Gabe and Rill cross paths to become friends and discover where you belong in the world.

Winnie Zeng Unleashes a Legend by Katie Zhao

Winnie Zeng has two goals: survive her first year of middle school and outdo her stuck-up archnemeses, David Zuo. It won't be easy, since, according to her older sister, middle school is the pits. Luckily, Winnie studied middle school survival tactics in comic books and anime. Nothing will stop her from being the very best student. But none of Winnie's research has prepared her to face the mother of all hurdles: evil spirits. When she makes mooncakes for a class bake sale, she awakens the spirit of legends from her grandmother's old cookbook, spilling otherworldly chaos into her sleepy town. Read this book to find out what Winnie has to do to keep her town and the world from falling into chaos.





Sunshine State Young Readers Award Books 2024-2025 for Grades 6-8

Adrift by Tanya Guerrero



Cousins Coral and Isa are so close that they're practically siblings, their mothers are sisters, and the two girls grew up on the same small island. When Coral and her parents leave on a months-long sea voyage amid the islands of Indonesia, Isa is devastated that they'll be kept apart, and the two vow to write to each other no matter what. Then the unthinkable happens, and Coral's local capsules at sea, where her parents vanish. Washed up on a deserted island, alone and wrecked by grief, she must find the strength within to survive, and find her way back home. Meanwhile, Isa is still on Pechie Island, the only one holding out hope that her beloved cousin is still alive.

Fake by Ele Fountain



In a digital world it's hard to know what's real. Imagine a world where your only friends are virtual, and big tech companies control access to food, healthcare and leisure. This is Jess's world. But when she turns fourteen, Jess can go to school with other children for the first time. Most of them hate the 'real' world, but Jess begins to question whether the digital world is 'perfect' after all. Back home, her sister Chloe's life-saving medication is getting ever more expensive. Determined to help, Jess risks everything by using skills forbidden in the cyber-world, only to stumble on something explosive. Something that will turn her whole world upside down. It's up to Jess to figure out exactly what is real, and what is fake – Chloe's survival depends on it.

Falling Short by Ernesto Cisneros



Isaac and Marco already know sixth grade is going to change their lives. But it won't change things at home—not without each other's help. This year, star basketball player Isaac plans on finally keeping up with his schoolwork. Better grades will surely stop Isaac's parents from arguing all the time. Meanwhile, straight-A Marco vows on finally winning his father's approval by earning a spot on the school's basketball team. But will their friendship and support for each other be enough to keep the two boys from falling short?

The Girl in White by Lindsay Currie



Malory hasn't quite adapted to life in her new town of Eastport yet. Maybe it's because everyone is obsessed with keeping the town's reputation as the most cursed town in the US. And thanks to the nightmares she's had since arriving, Malory hardly sleeps. Combined with the unsettling sensation of being watched, she's quickly becoming convinced there's more to her town. Something darker. When Malory has a terrifying encounter with the same old woman from her dreams, she knows she has to do something—but what? With Eastport gearing up to celebrate the anniversary of their first recorded legend Malory is forced to investigate the one legend she's always secretly been afraid of - Sweet Molly.

Hear Me by Kerry O'Malley Cerro



A year after being diagnosed with hearing loss, twelve-year-old Rayne is doing her best to live a "normal" life and act like nothing has changed. But her hearing keeps failing her. Even with hearing aids, she has trouble following conversations and hanging out with her friends the way she used to. Rayne's parents are pushing for her to get cochlear implants, which could restore her hearing—though she would hear sounds differently than she did before her hearing loss. Rayne isn't convinced the surgery for Cis is worth the risks and challenges. She begs her parents to consider other options, but they're not budging. With the surgery looming, Rayne sets off on a search for alternatives.

How to Stay Invisible by Maggie C. Rudd



Being alone is something Raymond is used to. Twelve-year-old Raymond Hurley has never had a place to call home. His free-wheeling parents move their family from town to town, but one day they just up and abandon him. All alone with nothing but a duffle bag full of clothes and his reliable pup, Rosie, he is forced to live in the woods behind his middle school. With a fishing pole in hand and survival guide checked out from the library, Raymond, he learns that his fate will depend not just on his wilderness skills, but on the people and animals he chooses to trust.

Keicle Murphy and the Academy for the Unbreakable Arts by Erika Lewis



The Otherworld is at war. The Academy for the Unbreakable Arts trains warriors. And Keicle Murphy—a foster child raised in the human world—is dying to attend. A place at AUA means meeting Scotland, the legendary trainer of Celtic heroes. It means learning to fight with a sword. It means harnessing her hidden powers and—most importantly—finding out who her parents are, and why they abandoned her in Boston Harbor eight years ago.



Mystery of the Redcliffe Riddle by Taryn Souders
When Grady and his dad learn that the town oddball, Eudora 'Kooky' Kinch left something for them in her will, they can only imagine what it might be. When it turns out it's an odd scrap of 300-year-old tapestry, they are bitterly disappointed. But the cloth comes with a note saying, "This is no ordinary piece of needlework. It's a treasure map. Riddles and Clues." To the victor go the spoils. Grady and his dad are determined to find out what the tapestry is and why it was left behind. But the more they learn, the more they realize that the town oddball, Eudora 'Kooky' Kinch, was not just a treasure hunter. She was a master of disguise. Grady and the town dog Ophelia, Grady is determined to crack the clues and find the treasure. However, more at risk than he bargained for, and after a house break in, solving this mystery just got a lot more dangerous.

New Dragon City by Mari Mancusi



No one predicted the dragon apocalypse. The dragons came suddenly and decimated the world as we knew it, including New York City. Three years later, Noah, his hardcore survivalist father, and a ragtag group of survivors are barely scraping by in this new reality. Noah has seen the damage these creatures can do firsthand. When it comes to dragons: it's kill or be killed. But a chance encounter between Noah and a young dragon forces him to question everything he thought he knew. With rumors that there's a group of survivors living in harmony with dragons instead of hiding underground, Noah teams up with his fire-breathing ally to find out if peace between humans and dragons is really possible.

Over and Out by Jenni L. Walsh



Sophie has spent her entire life behind the Berlin Wall, guarded by land mines, towers, and attack dogs. Though she tries to avoid the secret police (Stasi) noticing her, when her beloved neighbor is arrested, Sophie is called to her principal's office. There, a young Stasi officer asks Sophie if she'll spy on her neighbor after she is released. Sophie doesn't want to agree, but in reality has no choice. The Stasi threaten to bring her mother, who has a disability from post-polio syndrome, to an institution if Sophie does not comply. Sophie is stuck, until she learns about family in the West. This could be what she needs to attempt an escape with her mother to freedom – a she can invent her way out.

Ride On by Faith Erin Hicks



Victoria has always loved horses. But riding in competitions is high stakes, high stress, and shockingly expensive. And even though Victoria's best friend Taylor loves competing, Victoria has lost her taste for it. After a heart-breaking fight with Taylor, Victoria needs a new start—at a new stables. A place where she doesn't have to worry about anything other than riding. No competition, no drama, no friends. Just horses. Edgewood Stables seems ideal. There are plenty of horses to ride, and Victoria is perfectly happy giving the other riders the odd shoulder. But can she stay happy with no friends?

Roll for Initiative by Jaime Formato



Riley Henderson has never taken a bus to school in her entire life. Or made an afterschool snack, or finished her homework on her own, or—ewww—done her own laundry. That's what her older brother Devin was for. But now Devin's gone and Riley is stuck alone in Florida with her mom. That is, until a cool nerd named Lucy gives Riley no choice but to get over her shyness and fear of rejection and become friends. The best part is... both girls are into Dungeons & Dragons. Soon, their party grows and with the help of her new D&D friends, Riley discovers that not only can she function without Devin, she kind of likes it. Now she has to help prove to her family she can take care of herself.

The Ruby Code by Jessica Khouri



Ash finds respite from his unhappy life in virtual reality games. One night, he spends the meager savings to help a homeless man, who thanks him with a copy of an old fantasy RPG called *The Glass Realm*. While exploring inside the game, Ash meets a seemingly humble NPC named Ruby. From the start, she seems different than most game characters, especially when they stumble across an in-game quest designed not for the player, but for Ruby to solve. But when Ruby develops powerful abilities that rewrite the very game code, they realize she is far more than a pre-programmed side character.

The Superteacher Project by Gordon Korman

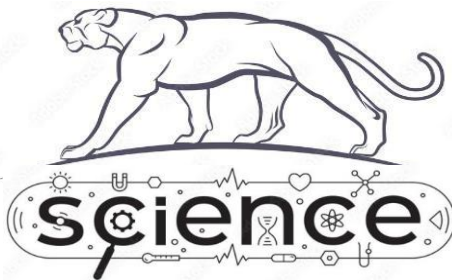


Oliver Zabin, spiritual champion and self-declared rule-wrecker of Brightling Middle School, is not a fan of his new homeroom teacher, Mr. Adact. The guy is sort of stiff, never cracks a smile, and refers to them as 'pupils'. The worst part is he catches Oliver before he can pull any of his signature pranks! It's time for Oliver and his best friend, Nathan, to show the new teacher who's boss. Against all odds, Mr. Adact starts to become the most popular teacher at Brightling. Still, Oliver and Nathan know that something is fishy. They're determined to get to the bottom of the mystery: What's the deal with Mr. Adact?

A Work in Progress by Jarrett Lerner



Will is the only round kid in a school full of thin ones. So he hides... in baggy jeans and oversized hoodies, in the back row during class, and anywhere but the cafeteria during lunch. He's also got a crush on a girl named Jules who he knows he doesn't have a chance with but he can't help wondering what if? Will's best shot at attracting Jules's attention is by slaying the Will Monster inside him by changing his eating habits and getting more exercise. But the results are either frustratingly slow or infuriatingly unsuccessful. As he resorts to increasingly drastic measures to transform his appearance, Will meets skateboarder Markus, who helps him see his body and all it contains as an ever-evolving work in progress.



| Year 1 Topics | Year 2 Topics | Year 3 Topics |
|---|---|--|
| Earth's Spheres | Linnaean Classification | Types of Forces |
| Layers of the Earth | Cell Theory | Factors Influencing Non-Contact Forces |
| Heat Transfer through Earth System | Cells Structure and Function | Force Effects on an Object's Motion |
| Rock Cycle | Human Body Systems & Homeostasis | Graphing an Object Motion |
| Physical & Chemical Weathering, Erosion, and Deposition | Human Body Systems & Interactions (Reproductive and Immune) | Energy (Part 1) |
| andforms | Infectious Agents | Potential Energy |
| Slow & Rapid Changes to Earth | Sexual Health Education | Kinetic Energy |
| Plate Tectonics | Frog Dissection | Energy Transfer |
| Continental Drift | Heredity & Genetics | Energy Transformation |
| Measuring the Age of Earth | Asexual and Sexual Reproduction | Energy Waves |
| Human Impact | Punnett Squares and Pedigrees | Thermal Energy Flow |
| Sun & Earth's System | Mutations | Structure & Properties of Matter |
| Weather Fronts | Evolution, Natural Selection & Adaptation | Atoms |
| Water Cycle | Evidence of Common Ancestry | The Periodic Table |
| Ocean Currents | Roles & Interactions in Ecosystems | SSA Review Nature of Science |
| Distances and Relationships in Space | Limiting Factors | SSA Review Earth Science |
| Electromagnetic Spectrum | Interdependence | SSA Review Life Science |
| Gravity | Matter & Energy in Ecosystems | SSA Review Physical Science |
| Earth – Sun – Moon Systems | Carbon Cycle | FL Statewide Science Assessment (SSA) |

STEM FAIR

All students in all grade levels will be responsible for completing a long-term independent research project (STEM FAIR).

PREPARE NOW by coming up with your ideas for your project!

Hillsborough Regional
science, technology,
engineering &
mathematics fair



HOW:

- IDENTIFY 3-4 areas of interest for you
- BRAINSTORM several testable questions regarding your areas of interest (see examples).
 - How can you make it easier / better / cost effective / more accessible?
 - Can you model it using common items or recycled materials?
 - How can you share your interest and enthusiasm for your topic with others?

WHEN:

STEM Fair Projects begin in September and are due by December 1, 2024.

By thinking of possible topic(s) and testable questions NOW, you will have a more meaningful outcome to your project! All topics will be approved by your Teacher.



Welcome to Year 2 **MATH** at Williams Middle Magnet School!

Below you will find ways in which you can prepare for your upcoming year 2 math class. You will find an overview of the prerequisite skills needed, major topics in each course as well as resources that will support you in preparation for year 2 math.

Year 2 Math

Primary textbook:

Florida Math: 7th Grade or 7th Grade Adv.
by EdGems

Prerequisite skills to review:

Perform fraction and decimal operations, identify greatest common factor and least common multiple, use positive and negative numbers in real world situations, graph ordered pairs on a coordinate plane, compare and order rational numbers, write and evaluate expressions involving exponents, write and evaluate algebraic expressions, solve equations and inequalities, apply properties of operations, use ratios and rates to solve problems, apply properties of polygons, find area of a polygon, find volume of a rectangular prism, describe data distributions, analyze data, and create dot plots, histograms and box plots.

Major topics of Algebra to preview:

Equivalent numbers and expressions, expressions and equations, inequalities, ratios and proportional relationships, applying proportional relationships, percentages, angles and triangles, scale drawings, probability and data analysis, exponents, and Pythagorean theorem

Algebra Honors

Primary textbook:

Big Ideas Algebra by Cengage

Prerequisite skills to review:

Apply properties of exponents, write and solve equations and inequalities, use multiple representations of functions, construct, interpret and compare functions, write and evaluate algebraic expressions, graph ordered pairs on a coordinate plane, analyze and solve systems of equations, apply properties of operations, and use measures of center and measures of variability

Major topics of Algebra to preview:

Solve equations and inequalities (including systems), apply laws of exponents, analyze linear, quadratic, and exponential functions (including their graphs), simplify radical expressions, apply polynomial operations, factor polynomials, and interpret univariate and bivariate data

Note: This is a high school credit course.

Semester grades will be averaged into your high school grade point average (GPA).

What MATH RESOURCES are available to help you review, preview, and practice the skills and concepts listed above?

- www.khanacademy.org – video tutorials and embedded practice to access by topic
- fsassessments.org – detailed information regarding FL state assessments in math
- www.florida students.org – tutorials and practice resources sorted by course and then topic
- www.mathnation.com – video tutorials and self-assessments sorted by course and topic
- www.IXL.com – individualized practice with embedded support and feedback (cost to use)

WORLD LANGUAGES

Below you will find ways in which you can prepare for your upcoming Year 2 World Language class. You will find an overview of the prerequisite skills needed, major topics in each course as well as resources that will support you in preparation for your Year 2 World Language course.

| Year 1 Intro to French/ Spanish <i>(1st Semester)</i> | Year 2 Beg. French/ Spanish <i>(1st Semester)</i> | Year 3 French 1/ Spanish 1 <i>(1st Semester)</i> |
|--|---|---|
| <ul style="list-style-type: none"> • Greetings • Numbers 0-100 • Weather • Dates | <ul style="list-style-type: none"> • Review of Greetings • Review of Numbers 0-100 • Clothing • House • Family | <ul style="list-style-type: none"> • Review of Greetings / Numbers / Dates / Time/ Classroom items. • Activities/Hobbies / Likes and dislikes. • School subjects / Schedule/ Opinions about classes. |
| Resources for French and Spanish: Duolingo App Busuu App PBS Learning Media RockandLearn YouTube Videos | | |

Welcome to Civics!

In this course, we will explore the rights, responsibilities, and workings of government that shape our society. We will discover our founding ideals and documents that have formed the United States into the country that it is.

Here are some topics we will cover:

| | |
|---------------------------|----------------------|
| Types of Government | Citizenship |
| Enlightenment | Founding Documents |
| English Policies | Constitution |
| Federalist/AntiFederalist | Division of Power |
| Types of Law | Landmark Court Cases |

For your summer assignment, you will be introduced to the Constitution. Read the directions on the following handouts, complete the background reading, and respond to the questions. Your Civics teacher will grade your assignment when we return in the fall. Don't have a printer? It's ok, you can write your answers on a separate sheet of paper.



Name _____

Anatomy of the Constitution

Breaking It Down. What does each phrase in the Preamble really mean?

We the People of the United States, in Order to form a more perfect Union,

establish Justice, insure domestic Tranquility,

provide for the common defense, promote the general Welfare,

and secure the Blessings of Liberty to ourselves and our Posterity,

do ordain and establish this Constitution for the United States of America.





Name _____

Anatomy of the Constitution

How Do They Govern?

The U.S. Constitution is the document that established our nation's government. The contents of the Constitution created the three branches of our government with directions for how the federal government works. (It did this with a little over 4,500 words covering only four sheets of paper!) Although the Constitution was written in 1787, more than 200 years ago, it still guides our officials in running our country today. It is the oldest written constitution in the world that is still in use.



The Constitution on display at the National Archives in Washington, D.C.

Introducing... The Preamble



Our Constitution is divided into nine parts. The first paragraph is called the **Preamble** and it is short but mighty. Its job is to introduce the Constitution, explain what the document is meant to do, and describe the purpose of the new government. The first three words — “We the People”—contain the important idea of self-government and of unity in our diversity. It states that this nation will be founded on the ideals of justice, peace, and freedom for all. But what we wanted to be, was not quite who we were at that moment.

Defining “We the People”

So, who was this “we?” The Constitution was written for all people living within the United States, but the rights and freedoms for some people were limited in 1787. To start, voting was not granted to every person. And voting is the most formal way that people have power in a democracy. Voting qualifications were left to the states, and in 1787 many people were not allowed to vote. This included many groups such as women, white men without property, free and enslaved Black people, and Native Americans. For white women, it was assumed that they were represented by their husbands and fathers. For others, their humanity was not even recognized under the law. But over time, groups have worked to change that. Even without the formal power to vote, people have organized and protested to bring attention to a cause. Everyone can help make sure the nation moves closer to ensuring justice, peace, and freedom for all.

Creating Congress: Article I

Article I is the first and longest part of the Constitution. It creates the legislative branch of our government. **Legislative** means law-making. This section is the longest because the people who wrote the Constitution believed that a legislative branch is very important in a government that represents the people. Members of the **legislature**, or law-making body, are responsible for turning their constituents’ wants and needs into laws. They also answer most directly to the people who elect them.



Charles Thomson designed this seal for the Continental Congress in 1782. The olive branch and the arrows held in the eagle's talons represent the power of peace and war.



How is this seal similar to the original? How does this seal reflect the job of Congress?

Represent Me!

The legislative branch makes our government a **representative democracy**. This means that people elect representatives to represent their needs and concerns. Article I creates a legislature called Congress and divides it into two parts: the Senate and the House of Representatives. It also describes how Congress should be organized, tells what qualifications legislators must have, and says how often Congress should hold elections and meet as a group. It explains how the House of Representatives and Senate should work. At first, the people only directly elected members of the House of Representatives but now we vote for Senators too.



Name _____

Anatomy of the Constitution

| | The Senate | The House of Representatives |
|-------------------|--|--|
| Qualifications | You must be at least 30 years old, have been a U.S. citizen for at least 9 years, and live in the state you represent. | You must be at least 25 years old, have been a U.S. citizen for at least 7 years, and live in the state you represent. |
| Size | 2 senators per state = 100 total | Number per state depends on population = 435 total |
| They represent... | the interests of the residents of the entire state for 6 years per term. | the interests of the residents who live in the district (within the state) they represent for 2 years per term. |
| Special Duties | The Senate acts as a court during impeachments. | All bills that raise money must start in the House of Representatives. |
| Role in Lawmaking | A bill must be approved in the same form by BOTH houses of Congress before it can go to the President to become law. | |

What differences do you notice between the House of Representatives and the Senate? Why do you think the Framers wrote it that way?

The Powers of Congress

Article I Section 8 lists the powers Congress has. Even though Congress is a law-making body, their powers are limited to what is on this list:

- Collect taxes
- Borrow money and pay debts
- Make rules for how to become a citizen
- Regulate **commerce** (trade) between the states, with Native American nations, and with foreign countries
- Establish post offices
- Coin money and punish counterfeiters
- Give patents to new inventions
- Create the lower federal courts
- Punish pirates
- Declare war and support an army and navy
- Make any other laws that are "necessary and proper" to carry out the powers in this list.

Creating the President: Article II

Article II of the Constitution describes the job of the executive branch. This branch **executes**, or carries out, laws. The president heads this branch, which also includes the vice president and many departments that are in charge of carrying out the government's day-to-day business. Article II describes who qualifies for the position, what powers the office has, and what happens if that person misbehaves. It also explains how the president is selected through the Electoral College. And even though the 12th Amendment changed how we elected the President and Vice President, it has mostly been the same process since the beginning.



President Biden, VP Harris and the Cabinet Members in July of 2021.

Presidential Powers

The overall job of the executive branch is to carry out and enforce laws, but Article II gives the president a list of specific duties:

- Act as the commander-in-chief of the armed forces
- Maintain a cabinet of advisors (Today there are 15 who run the executive departments like the Department of Education and the Treasury)
- Make a State of the Union address to Congress
- Negotiate treaties with other countries
- Appoint ambassadors, Supreme Court Justices, federal court judges, and Cabinet members
- Represent the United States when dealing with foreign countries
- Make sure that laws are carried out (**executed**)
- Grant pardons in all federal criminal offenses, and **repeives** (postponing punishments like executions)

Creating the Courts: Article III

Here come the judges! Article III creates the judicial branch. This branch interprets laws to decide what they mean and whether they have been followed in cases.



Name _____

Anatomy of the Constitution



Toshi Kazama, U.S. Supreme Court

Justice Sandra Day O'Connor was the first woman to serve on the U.S. Supreme Court.

Article III creates the Supreme Court and authorizes Congress to create lower federal courts. They deal with United States laws, not state laws. Article III also gives directions about what kinds of cases the Supreme Court and federal courts can hear. Under Article III, federal judges are chosen by the President and approved by the Senate, not elected by the people. They stay on the bench until they retire, die, or are removed for bad behavior. Article III also guarantees trial by jury for criminal cases and explains the crime of treason.

The States: Article IV

States have the power to create and enforce their own laws. Article IV of the Constitution describes how states should interact with each other.

- Each state has to respect the laws and court decisions (such as custody agreements) of the other states.
- If an accused person flees from one state to another, the state where the crime was committed can request that they be returned to face charges. This is called **extradition**.
- New states can be admitted to the Union with the authorization of Congress and the president.
- All states must have a **republican**, or representative, type of government. (Sorry, states can't have kings.)



Amending the Constitution: Article V

But the Constitution is not final because the Framers wanted the people to have the ability to change the law, if needed. In fact, they believed it was the duty of the people to make the country stronger by making it better. And over time, people have done just that. Article V describes how the Constitution can be changed. A change or addition to the

Constitution is called an **amendment**. But they did not make it easy.. Why do you think they wanted to make the amendment process long and with a lot of checks? What do you think they feared if it was easy to change?

Supreme Law of the Land: Article VI

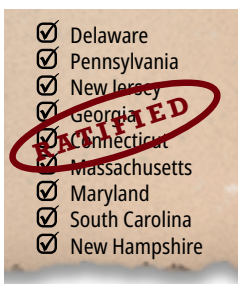
Federalism is the idea that the national government shares power with the state governments. But what happens if a state law disagrees with a national or federal law? Article VI states that the laws and treaties of the U.S. government are "the supreme law of the land." If a state and federal law disagree, the federal one wins. This article also requires officials working in state and federal governments to take an oath to support and defend the Constitution no matter what.



Fred Schilling, Collection of the Supreme Court

Chief Justice Roberts looks on as Justice Ketanji Brown Jackson signs the Oaths of Office in the Justices' Conference Room, Supreme Court Building.

Ratification: Article VII



The list of states in order of ratification of the Constitution.

Article VII says the Constitution could not take effect until at least nine out of the thirteen states approved it. (Back then, there were only thirteen states.) Each state held its own convention to discuss and vote on the Constitution's plan for government. Voters and their representatives decided, but many ordinary people read about the proposed Constitution, and discussed and debated its strengths and weaknesses. With all of these opinions, getting approval wasn't easy. After much debate over whether this new government would be too weak or too powerful, a compromise was reached. It was agreed that ten amendments would be added to the Constitution. These amendments, called the **Bill of Rights**, would list specific rights not already mentioned in the Constitution. This put people's minds at ease, and the Constitution became the law of the land in March 1789. The Bill of Rights was added in 1791.



Name _____

Anatomy of the Constitution

The Amendment Process

The Constitution has only been amended 27 times in all these years. Does that tell you anything about how hard it is to change? Believe it or not, there are only two steps to the amendment process: approval in the U.S. Congress and approval by the states. But these steps are very difficult (especially the second one). Getting 2/3rds of the members of Congress to agree on something is hard enough... but getting 3/4ths of the states to agree?? That's an awful lot of agreement! With so much approval required, changing the Constitution can take years.



Here are the ways it can be done:

STEP 1: PROPOSE

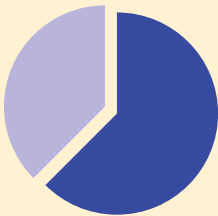
Choose one of these methods:



Congressional Vote

(All existing amendments were proposed this way)

Two-thirds (2/3) of both houses of Congress vote YES to the amendment.



Congressional Convention

(Never actually been used)

Two-thirds (2/3) of state legislatures ask Congress to hold a convention. The amendment is proposed at this meeting.



STEP 2: RATIFY

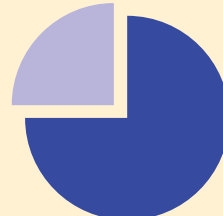
Choose one of these methods:



State Legislature Vote

(Most common method)

Three-fourths (3/4) of state legislatures vote YES to **ratify** (approve) the amendment.



Special State Conventions

(Only been used once)

Each state holds a special convention to consider the proposed amendment. Three-fourths (3/4) of state conventions vote YES to ratify the amendment

So Few Amendments, So Much Time

Thousands of amendment proposals have been introduced in Congress. Only 33 have ever received enough votes to actually be proposed. Of those, 27 were ratified and are now part of our Constitution. The first ten amendments (Bill of Rights) were added to the Constitution just two years after it was written. Ordinary people have also used their power to push for amendments that would help the nation be more just and equal for all. The 13th, 14th, and 15th amendments ended slavery and promised rights to formerly enslaved people. The 19th and 26th amendments expanded voting rights. We the people have a duty to use our power to make sure our government moves closer to the ideals of the Preamble.



Museum of History & Industry, Seattle

Young people demonstrate in Seattle in 1969 to change the voting age. The 26th Amendment was passed in 1971 and lowered the voting age from 21 to 18.



Name _____

Anatomy of the Constitution

A. Vocabulary. Match the term with the correct definitions from the lesson.

- | | |
|---------------------|---|
| _____ 1. ratify | A) Introduce a new amendment |
| _____ 2. execute | B) Carry out a law |
| _____ 3. federalism | C) A representative form of government |
| _____ 4. republican | D) Approve or pass an amendment |
| _____ 5. propose | E) System where the national government shares power with state governments |

B. Multiple Choice. Use what you have learned in this lesson to answer the following questions.

- | | |
|---|--|
| _____ 6. How many senators are in the U.S. Senate? a) 50 b) 435 c) 100 d) It depends on the population. | _____ 8. What was added to the Constitution that listed rights not already listed? a) The 14th Amendment b) The approval of all 13 states c) The Bill of Rights d) The Necessary and Proper Clause |
| _____ 7. What does the Constitution say is the 'supreme law of the land'? a) The Bill of Rights b) State laws c) The amendments d) U.S. or federal laws | _____ 9. What is the term length for members of the House of Representatives? a) 2 years b) 4 years c) 6 years d) Life |

C. Separate Those Powers! Draw a line connecting each branch to the powers it has.



The Executive Branch

10. We write the bills that become laws.



The Judicial Branch

11. We make sure the laws are carried out and enforced.



The Legislative Branch

12. We hear cases about the laws and decide what the laws mean.



Name _____

Anatomy of the Constitution

D. Table of Contents. Complete the Constitutional Table of Contents by filling in the missing pieces with words from the lesson. Use the words below if you need help.

| | | | | |
|-------------|----------|--------------|---------|------------|
| legislative | steps | Constitution | amended | federalism |
| purpose | judicial | states | | executive |

| Section | Answers these questions... |
|-------------|---|
| Preamble | What does the Constitution do? What is the _____ of the government? |
| Article I | How does the _____ branch create laws? What powers do the states have? |
| Article II | How does the _____ branch execute laws? |
| Article III | How does the _____ branch interpret the laws? |
| Article IV | How should the _____ get along with each other? |
| Article V | How can the Constitution be _____, or changed? |
| Article VI | How does _____ work? Which law is supreme? |
| Article VII | What _____ have to be taken to make the Constitution the law of the land? |
| Amendments | What changes have been made to the _____? |

E. Who Said It? First, match the quote about working in government to the correct branch. Then name the article that describes the powers of this branch.

"Floor debate [on a bill] is an exhilarating experience and important duty."

Carolyn Cheeks Kilpatrick, D- MI

"The presidency has many problems, but boredom is the least of them."

Richard Nixon, R-CA

"We apply laws to facts. We do not apply feelings to facts."

Justice Sonia Sotomayor



Article _____

The Executive Branch



Article _____

The Judicial Branch



Article _____

The Legislative Branch

F. Think About It. Review the picture to the right of the section "So Few Amendments, So Much Time" and answer the question below

Thinking about the "power of the people," what are some ways that young people can work for change in their school, town, state, or country? Write a brief paragraph to answer the question.



Directions: Fold on the dotted lines to make a 3-sided tent with the text facing out: Tuck the extra flap to the inside.

(Fold here)

Executive Branch



(Fold here)

Legislative Branch



(Fold here)

Judicial Branch





Anatomy of the Constitution

Whose Job Is It?

E=Executive L= Legislative J= Judicial

(For each description show the correct side of your tent.)

- _____ 1. Coins money
- _____ 2. Enforces the laws
- _____ 3. Decides what a law means
- _____ 4. Declares war
- _____ 5. Includes the president, vice president, and the cabinet
- _____ 6. Divided into the House and Senate
- _____ 7. Punishes pirates!
- _____ 8. Makes treaties with other countries
- _____ 9. Can declare laws unconstitutional
- _____ 10. Selected by the Electoral College
- _____ 11. State representatives are elected by popular vote
- _____ 12. Appoints Supreme Court Justices, federal judges, ambassadors and cabinet members
- _____ 13. Approves presidential appointments
- _____ 14. Makes a State of the Union address each year
- _____ 15. Collect federal taxes