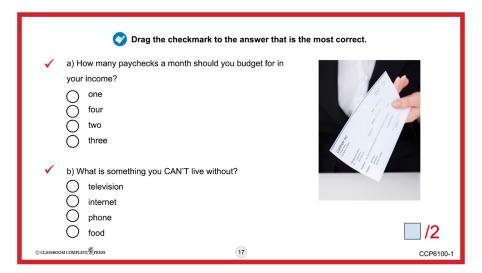


Reading Passage

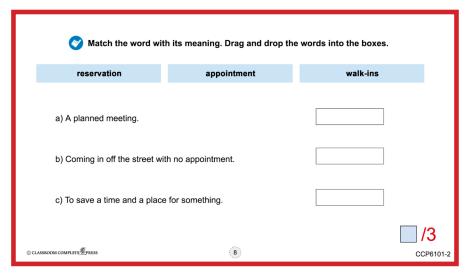


Comprehension Questions



		Name:				
		Level 1	Level 2	Level 3	Level 4	
Unde Cond Resp text	erstanding cepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
	oonses to the	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.	
Analy Cond	ysis of cepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.	
Appli	ication of cepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.	
Total Score = /19						
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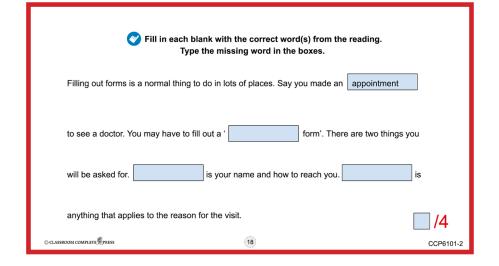
Matching



Reading Passage

Having good time management skills is important. One way to manage your time is to set up
appointments. An appointment is when you set up a time and place to meet with someone.
You will have to set up an appointment if you want to meet with a doctor or dentist. You can do this by
contacting the office.
Social Tip
Be ready to wait a long time if you don't have an appointment.
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Fill In The Blank



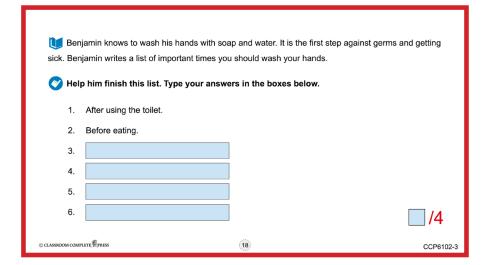
		Name:				
		Level 1	Level 2	Level 3	Level 4	
ric	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
g Rubric	Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.	
Marking	Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.	
Ĕ	Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.	
Total Score = /18						
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Reading Passage

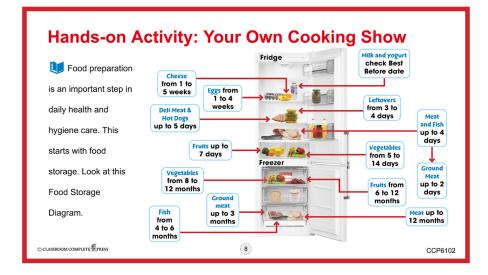
	onal hygiene, and why is it important? Persona	
· ·	se it keeps you healthy. It also makes you look	and smell nice. This tells a message to
others.		
Hygien	Tip	
	Make sure to wash your hands a lot during the	he day to fight off germs.
There's lots of way	s to have good personal hygiene. The first wa	y is bathing. Taking a bath or a shower
lets you wash awa	dirt and sweat from your body.	
This will also make	you smell nice. Smell is a very strong sense to be around you.	shared by everyone. If you smell bad,
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Comprehension Questions

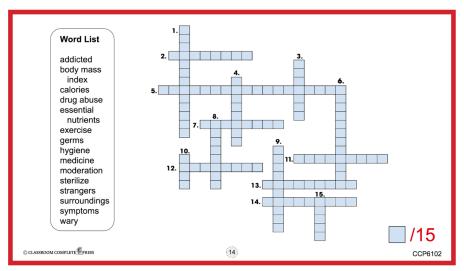


		Name:				
		Level 1	Level 2	Level 3	Level 4	
Understar Concepts Response text	nding 🗸	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
	s to the	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.	
Analysis of Concepts Application	of 🗸	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.	
Application Concepts	on of	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.	
Total Score = /23						
© CLASSROOM COMPLETE PRES	5		27		CCP	6102-3

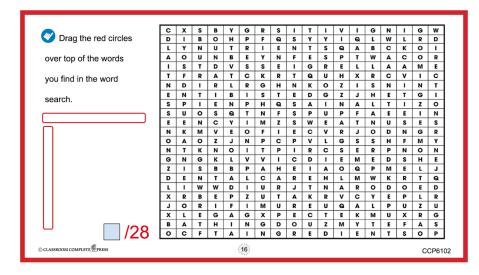
Hands-on Activity



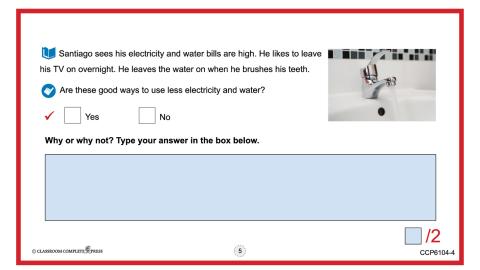
Crossword



Word Search



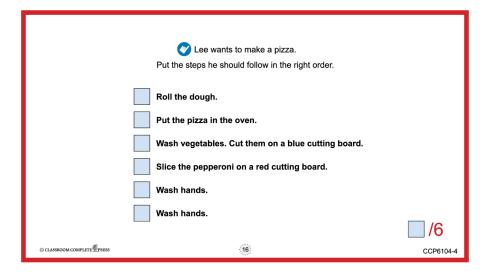
underweight, overweight or non the BMI calculator.	nal? Click on the laptop image to use	http: calculat	t online: //www. or.net/bmi- lator.html
b) Why is it a good idea to plan	n meals that use many of the same ingredien	uts?	



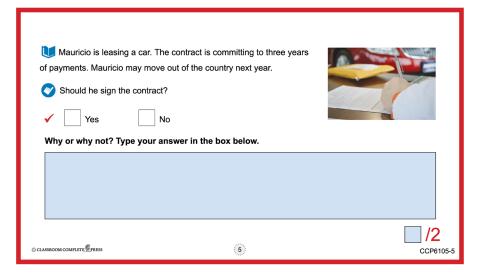
Reading Passage

Vampire power is when something u	ses power when its	plugged in but not turned on. For example,
unplug your phone when it's charged. It is	still using power. U	Inplug electronics to save energy! Help
yourself and the Earth! Go Green!		
Luca wants to save energy in his house. I	He came up with the	ese ideas:
1) Turn off the water when he brushes his	teeth.	
2) Unplug his tablet when its charged.		
3) Turn the light off when he leaves the ro	oom.	
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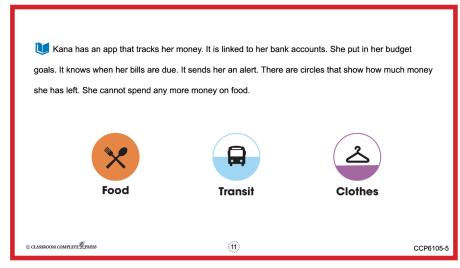
Comprehension Questions



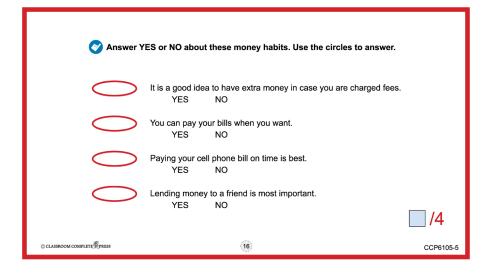
		Name:				
		Level 1	Level 2	Level 3	Level 4	
ric	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
g Rubric	Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.	
Markin	Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.	
M	Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.	
Total Score = /31						
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Reading Passage

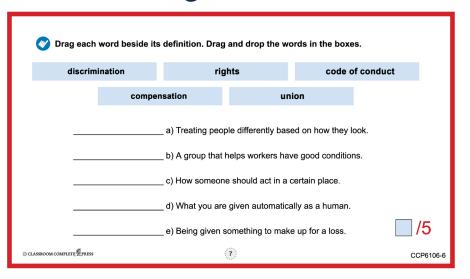


Comprehension Questions

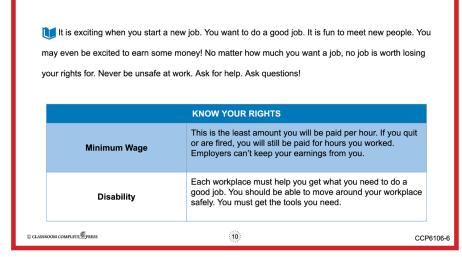


		Name:				
		Level 1	Level 2	Level 3	Level 4	
ric	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
g Rubric	Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.	
Marking	Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.	
W	Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.	
Total Score = /28						
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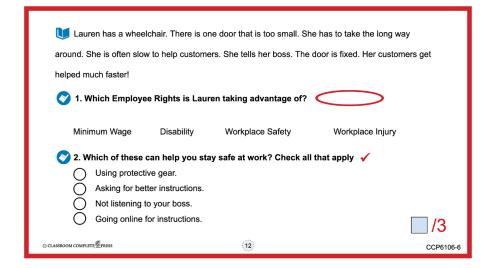
Drag and Drop



Reading Passage



Comprehension Questions



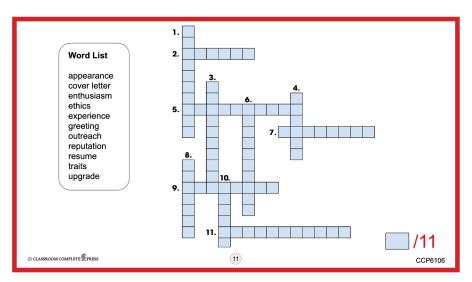
		Name:				
		Level 1	Level 2	Level 3	Level 4	
ric	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
g Rubric	Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.	
Marking	Analysis of Concepts ✓	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.	
Ň	Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.	
Total Score = /28						
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Hands-on Activity

Hands-on Activity: Will You Hire Me? It can be hard to find a job. You need a great resume. You must convince others why you are a good choice. Knowing what you're good at can be hard. It can be easier to find good things in others. This is true with someone you really like! Who do you admire? Your task is to think of a fictional character. They can be from a movie. You can pick someone from a book. You can pick any character you like. You will make a resume for them. Help them make some money! Here are some things to think about: • Where do they live? • What kind of job would they like? • What skills do they have?

CCP6106

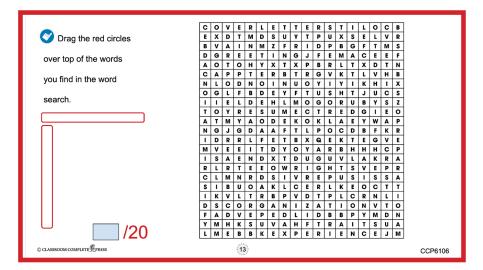
Crossword



Word Search

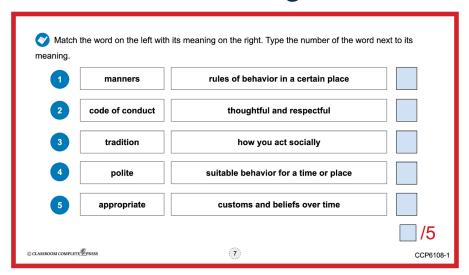
• Where might they have worked before?

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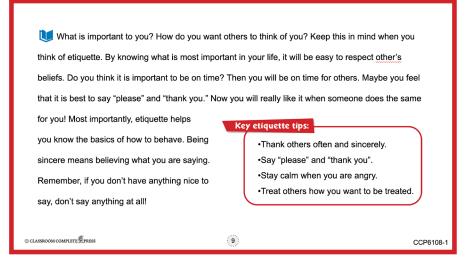


Comprehension One of the checkmark to the answer.	
a) What is the most important thing to have when looking to have a seed based based by the seed based by the seed based based by the seed based by the seed based by the seed based by the seed by the seed based by the seed by the	g for a job?
A good handshake. A resume.	
A cover letter. Volunteer experience.	
 ✓ b) What is the purpose of a cover letter? ☐ To brag. ☐ To introduce yourself. 	
To sell a product. Get sponsors for your charity.	<u> </u> /2
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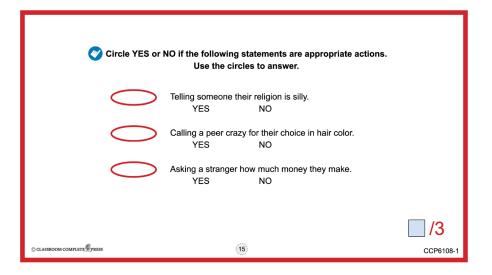
Matching



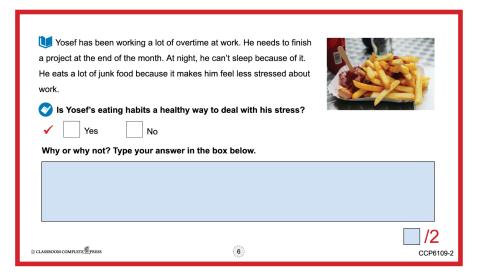
Reading Passage



Comprehension Questions



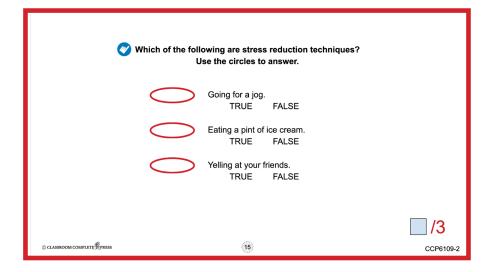
		Name:			
ric		Level 1	Level 2	Level 3	Level 4
	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.
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Marking	Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.
M	Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.
Total Score = /31					
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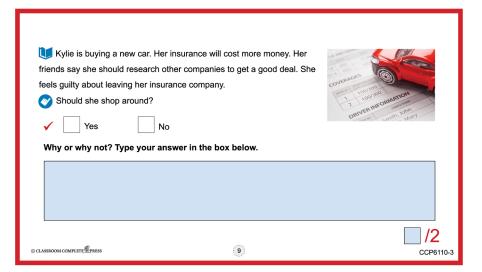
Reading Passage

		Tips to help deal with deadlines	s:	
	• Write	down the due date on more than on	e calendar.	
	• Make a	a list of all the things you need to do	for the task.	
	• M.	lake mini due dates for each of those	e tasks.	
		• Work on the project until you're do	one!	
	n when you finish the jo	es will make it a little easier. To help		
trout at the	, ond.			

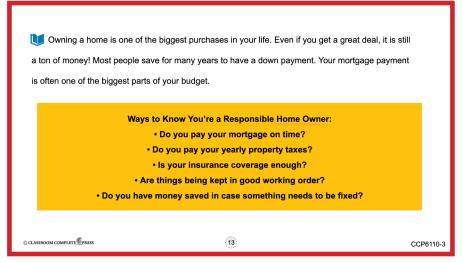
True or False



		Name:				
		Level 1	Level 2	Level 3	Level 4	ı
oric	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
g Rubric	Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.	
Marking	Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.	
Ÿ	Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.	
		Total S	Score = /2	27		
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Reading Passage



Comprehension Questions

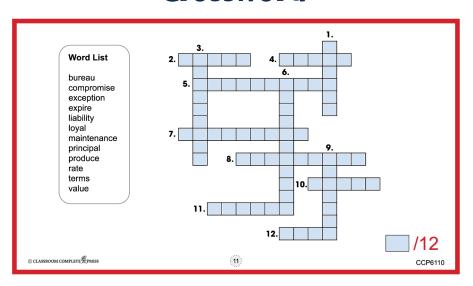


		Name:				
		Level 1	Level 2	Level 3	Level 4	
oric	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
g Rubri	Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.	
Marking	Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.	
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		Total S	Score = /3	33		
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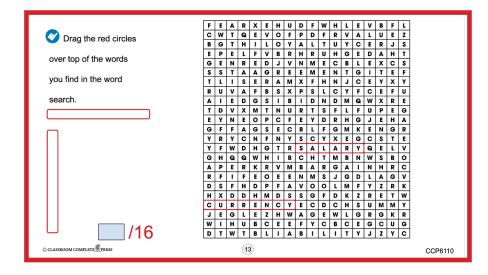
Hands-on Activity

Hands-on Activity: Hot Wheels Are you in the market for a new ride? Perhaps that new car you're eyeing is an electric model. Even if you have no intention of buying a car, think of one you might like to drive. You may like the look of it, but do you know what it would cost? Choose a car to research. Many websites write consumer reports. These tell buyers what is exceptional about the car and what needs to be changed. For example, some cars rank high in safety but low in agility. What features in your car do you need for your lifestyle? Are you looking for something for all your friends to ride in? Or do you want something eco-friendly?

Crossword

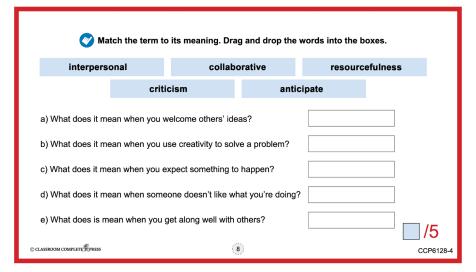


Word Search



	Comprehension Quiz List 4 keys to a successful negotiation.	
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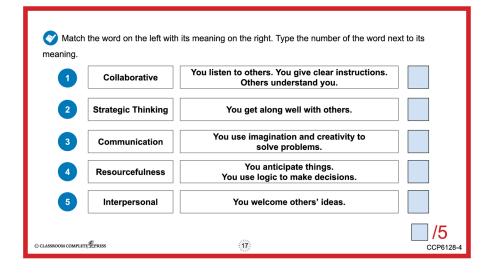
Drag and Drop



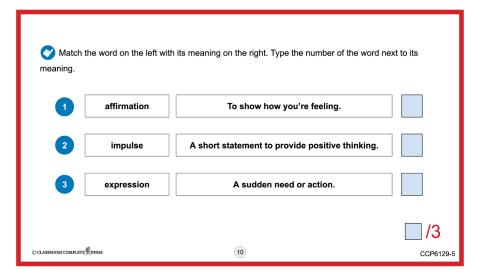
Reading Passage

Maptability is importal	nt. We see it in nature. For example, trees have	e adapted to lose their
leaves in the winter. This is	so that their branches are not heavy when sno	ow and ice comes. This
allows them to survive. Wit	h people, being able to adapt to changes mear	ns survival as well. We
adapt to the weather chang	ging by also changing our clothes. We adapt in	the workplace by taking
over a shift of a colleague v	who needs a day off.	
	:	
	How to show adaptability:	
	Take on new responsibilities.	
	 Suggest how to make things better. Ask for explanations. 	
	Stay positive in the face of changes.	
	• Take risks.	
	Learn from mistakes.	:
		!
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Matching



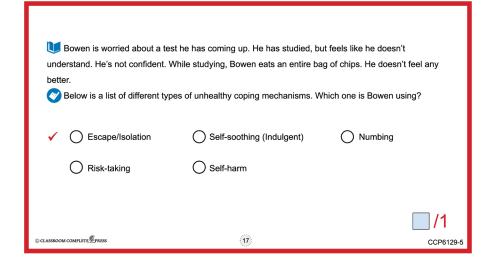
		Name:			
		Level 1	Level 2	Level 3	Level 4
oric	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.
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·		Total S	Score = /3	33	
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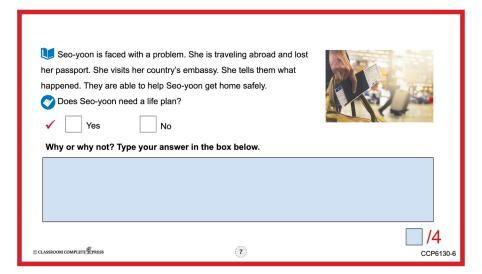
Reading Passage

Coping is what someone d	does to get rid of bad feelings. Coping is plans to help dea	al with a
stressful situation. Coping skills	s are used for two kinds of problems: emotional and task.	
Emotion-based coping takes ca	are of your feelings. It is used when something is out of y	our control.
Like when you feel sad after yo	ou lose someone close to you. Task-based coping is when	n you talk out
something in your life that caus	ses stress. Like if you're fighting with a neighbor. It's creat	ting an
unlivable situation. You may de	ecide to move.	
	Coping skills for	
emotiona	al problems: Exercise. Bath. Affirmation. Meditate.	
task problems: Time	management. Ask for help. Set boundaries. Make a to-d	o list.
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Matching



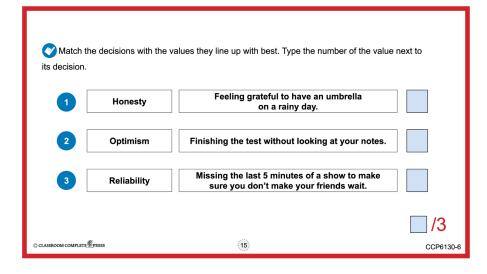
		Name:			
		Level 1	Level 2	Level 3	Level 4
Rubric	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.
	Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.
Marking	Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.
W	Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.
·		Total S	core = /3	35	
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Reading Passage

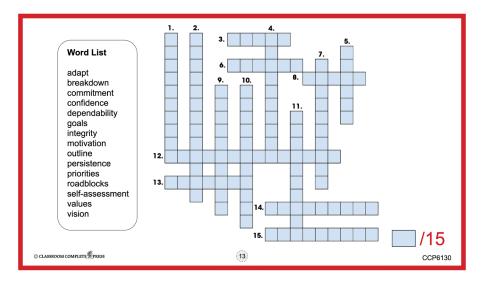
If the last step in creating a life plan is outlining an action plan. A life plan is a roadmap. It helps	
you make decisions based on what's important to you. It is a clear path that can change as your	
priorities change. When outlining your life plan, make sure to review and update your action plan a lot.	,
Steps to Creating a Life Plan: A Breakdown	
1. Make a Vision: Imagine your perfect life: where you work, where you live, hobbies, etc.	
Imagine how you want others to see you.	
2. Do a Self-Assessment: What role do you have in life? How happy are you in different areas	
of your life? What are your strengths and weaknesses?	
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Matching

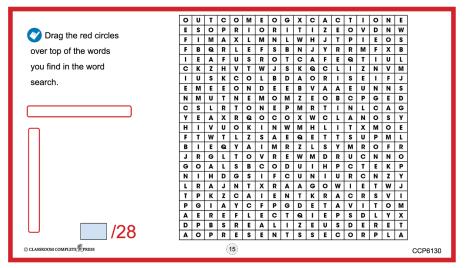


		Name:			
		Level 1	Level 2	Level 3	Level 4
Rubric	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.
	Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.
Marking	Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.
M	Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.
		Total S	Score = /3	86	
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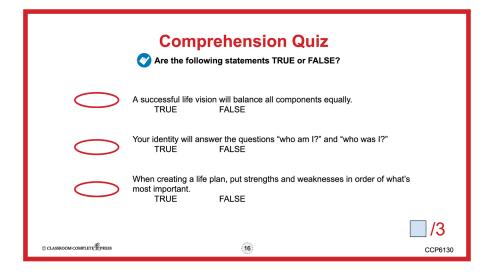
Crossword



Word Search



Comprehension Quiz



2. Explain the difference between	en your vision and your goals.	
2. Explain the difference between	en your vision and your goals.	
2. Explain the difference between	en your vision and your goals.	