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Hi, I am Colleen Pintozzi, President of American Book Company. Our family business started with a dream and a relentless desire to help students achieve. On February 21, 1996, ABC received its first order to help students pass high stakes tests in South Carolina. That one order launched our dreams to help struggling students achieve success. My husband, Dr. Frank Pintozzi, and I, along with our son, Devin Pintozzi, started American Book Company from the family garage.

Applying our combined 55 years of teaching experience, along with a talented team of employees passionate about education, we continue our quest to help students and educators across the United States excel on state and national exams.

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Founder, American Book Company

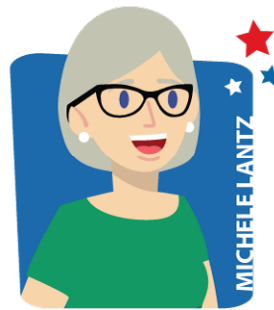


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Sr. Account Executive
mlantz@abck12.com

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Standard		
Chapter	Pretest Questions	Post Test Questions
BI01.LS1.1: Compare and contrast existing models, identify patterns, and use structural and functional evidence to analyze the characteristics of life. Engage in argument about the designation of viruses as non-living based on these characteristics.		
2	1, 3, 4, 7, 13, 48, 52, 71	8, 36

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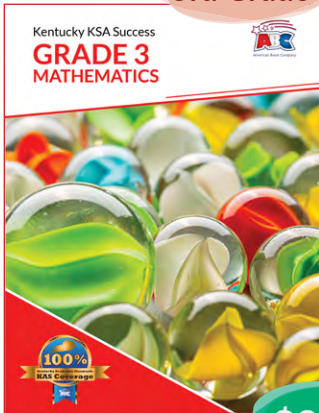
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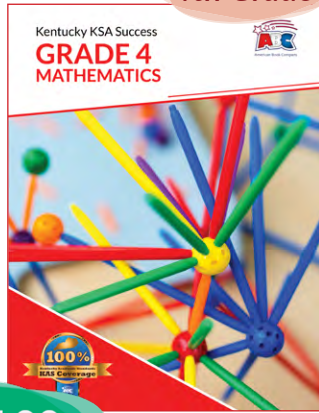


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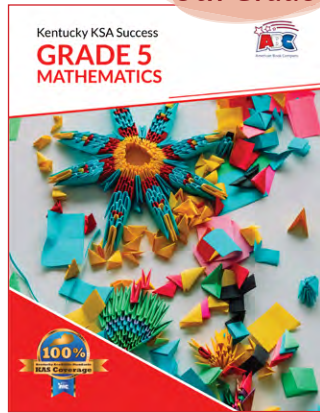
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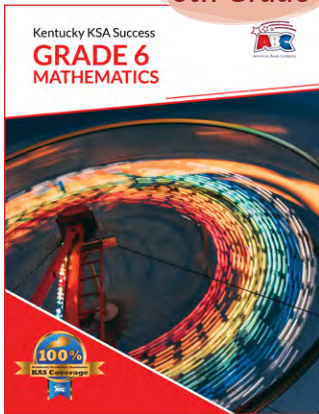


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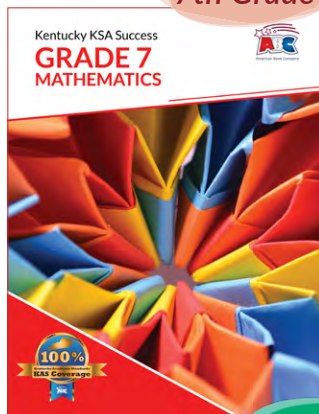
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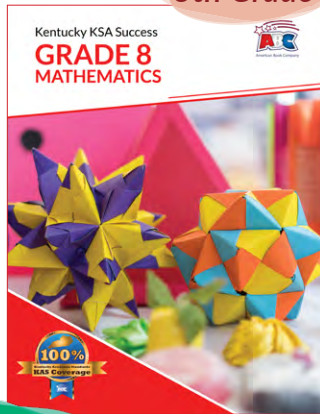
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Next Generation Question Formats!

Kentucky KSA



Grade 7

Chapter 5
Percentages

Standard(s) covered: 7.RP.3, 7.NS.1, 7.EE.2, 7.EE.3

5.1 CHANGING PERCENTS TO DECIMALS AND DECIMALS TO PERCENTS (DOK 1)

To change a **percent** to a **decimal**, move the **decimal** point two places to the left, and drop the **percent** sign. If there is no decimal point shown, it is understood to be after the number and before the percent sign. Sometimes you will need to add a "0". (See 8% below.)

Example 1: $23\% = 0.23$ $8\% = 0.08$ $100\% = 1$ $409\% = 4.09$

↑
(decimal point)

Change the following percents to decimal numbers. (DOK 1)

1. 35% 5. 100% 9. 70% 13. 644% 17. 22%

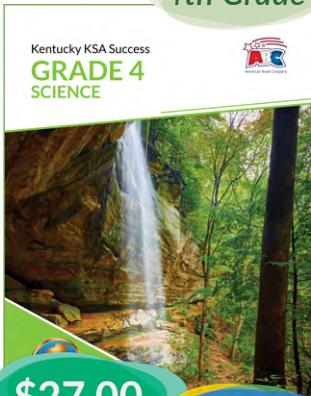


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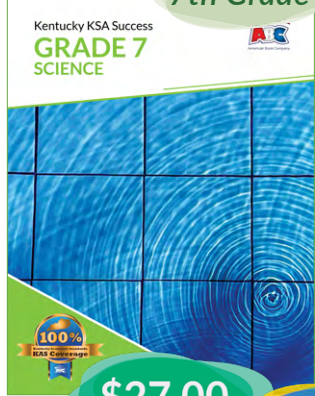
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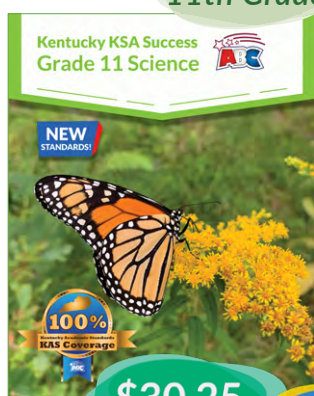
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Momentum

Moving objects also have **momentum**, which indicates how hard it is to stop something that is moving. Objects with high momentums will be harder to stop moving than objects with low momentums. Let's say you're playing with toy cars. One car is much heavier than the other car. You push them with the same force to give them the same energy. Which car will be harder to stop? If you said the heavier car, you are correct!

Now imagine you are playing with two cars that are the same weight, but one of them you push harder than the other, giving it more energy and a higher speed. Now which car will be harder to stop? If you said the faster car, you are correct!

This shows us that momentum is a combination of two things: how heavy something is and how fast it is moving. So, if the toy car is really heavy and moving really fast, it will have a lot of momentum. And that means it will be harder to stop it than if it were lighter and moving more slowly.



Figure 2.3: Momentum is Based on Weight and Speed

Momentum is important to understand because it helps us predict what will happen when things collide or bump into each other. The more momentum something has, the more force it will have available to transfer when it hits something else.

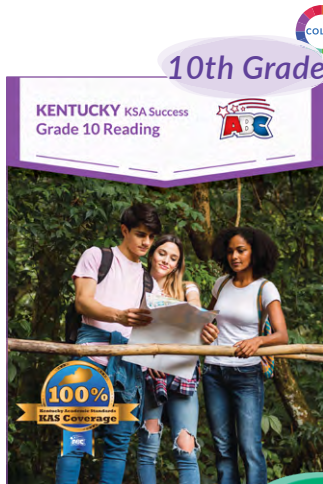


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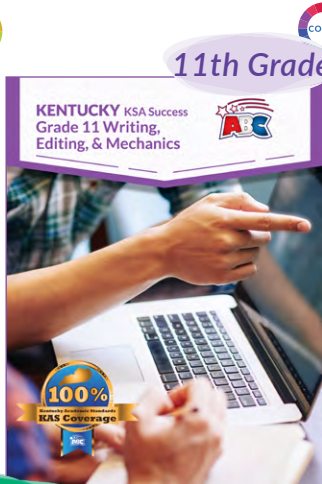
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Next Generation Question Formats

Mathematics



High

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Technology Enhanced Questions

Daniel is choosing between carpet cleaning companies for his home. Clean Best charges \$40 flat rate, then \$2 per 100 square feet of carpet. Carpet Pro charges \$25 flat rate, then \$3.50 per 100 square feet of carpet.

Let x = amount of carpet cleaned, per 100 square feet

Let y = total cost of carpet cleaning

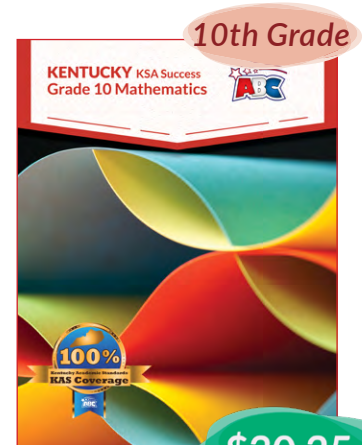
Part A

Write the equation for cost for each company, using the items below. Choose from the numbers, symbols and variables in the box to form the equation.

x y 3.50 25 40 2 + =

Clean Best

Carpet Pro



\$30.25

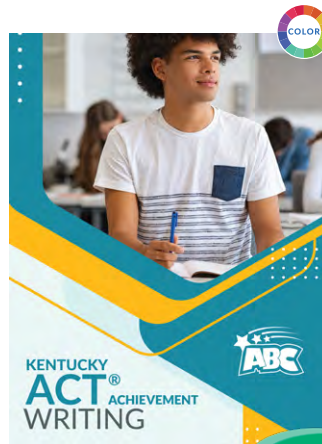
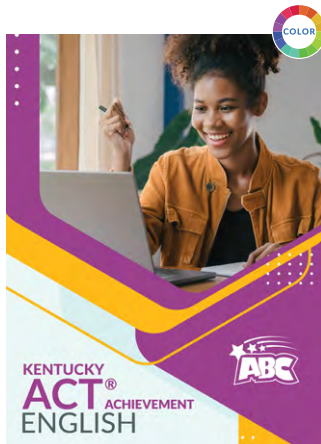
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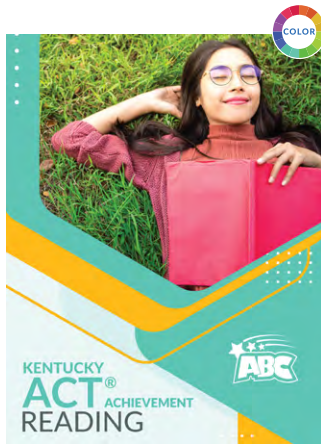
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THE LINE GRAPH

A **line graph** is another type of graph commonly found on the ACT. The line graph is used to show trends in data. A **trend** is an expression of how things change, usually as related to time. Figure 2.4 shows the general format of a line graph.

Line graph questions are usually about the trends shown, rather than a quantitative assessment of specific numerical data.

As with bar graphs, you should examine the axes to determine the variables being tested, as well as the range and scale of the axes. Note that line graphs have a scale on *both* axes; the scale on the x-axis may well be different from that shown on the y-axis. In addition, you should know these important facts:

1. **Know how to analyze the trendline.** A **trendline** is the line that connects all the plotted data. When the value of the variable plotted on the y-axis is increasing, it is called an **increasing trend**. When the value of the variable plotted on the y-axis is decreasing, it is called a **decreasing trend**. When the value of the variable plotted on the y-axis is not changing, there is no trend; the system is at **equilibrium** (a state of zero net change). In such a case, the variables may probably be unrelated.

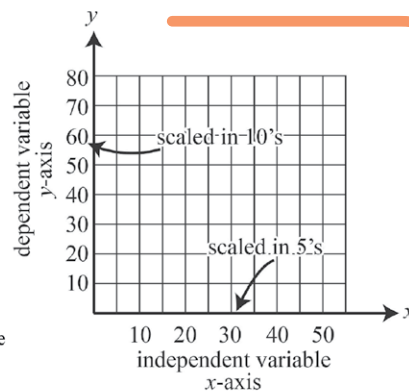


Figure 2.4

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ABC Success Grade 7 SCIENCE
Unit 1 Test

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Student Name	✓	✓	✓	✓	✗	✓	✗	✗	✗	✗	✗	30%
Student Name	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	98%
Average	100%	70%	100%	100%	70%	100%	40%	70%	70%	30%	40%	

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