

BEARCAT DAY 8

GRADE 8
ANDERSON COUNTY SCHOOLS



ANDERSON COUNTY MIDDLE SCHOOL

8TH GRADE BEARCAT DAY 8

LANGUAGE ARTS	<p><u>ANALYZE INFORMATIONAL TEXTS REVIEW</u> Please go to your Language Arts Google Classroom. Click on the Bearcat Days/NTI Days Assignment to enter answers for all of your Language Arts Bearcat Days (NTI Days) each day. If you cannot send your Language Arts answers electronically each day, write your answers on notebook paper and bring to school at your earliest convenience. AC staff members will be reaching out to you multiple times a week. Don't hesitate to contact us with questions!</p>
MATH	<p><u>UNDERSTANDING PROPORTIONAL RELATIONSHIPS REVIEW</u> Read through the Bearcat Day 8 Lesson. Work through the practice problems in the lesson. After completing the lesson, complete the Bearcat Day 8 Google Form that goes with the lesson. This Google Form will be graded and entered into the grade book. Please give your best effort! We have included a Khan Academy video to help you with the content if you are struggling. If you cannot complete the assignment electronically, complete it on notebook paper and return it to the school.</p>
SCIENCE	<p><u>CHAPTER 7 REVIEW</u> Students should complete the assignment in their science class' Google Classroom.</p>
SOCIAL STUDIES	<p><u>CONTROL OVER ENSLAVED PEOPLE</u> Students should complete the assignment in their social studies' class' Google Classroom. Read the passage. Answer the questions in COMPLETE sentences, restating the questions. Cite line/paragraph from passage.</p>
PE/HEALTH	<p><u>PHYSICAL ACTIVITY LOG</u> Students should have received a printed copy of this log in class. Student and parent will sign the activity log once the activity is complete.</p>
CAREERS	<p><u>Dream Jobs: FBI Special Agent</u> Let's explore some COOL JOBS! Read the article and answer the questions in Mrs. Beasley's Google Classroom.</p>

Analyze Informational Texts

1 GETTING THE IDEA

Sometimes, you may have to read more than one nonfiction text on the same topic. This is common in science and history classes when you may need to read multiple texts in order to speak or write about a topic knowledgeably.

Evaluate

A good strategy to use when you read multiple texts is to examine each one individually before you compare and contrast them. Put what you have been learning about nonfiction texts to use by going beyond the main idea and details. Consider things such as the text type, structure, and author's point of view. This will help you focus on the text in order to look at it critically and evaluate how effective it is.

Text Considerations	Questions to Ask
text type	What kind of text is it?
structure	How is the information organized? What transitions are used?
author's purpose	What is the author's purpose—to inform, persuade, entertain, describe, or some combination of these?
point of view	Is the author objective and neutral? Does the author show any bias?
style	What tone does the author convey through the use of precise words, comparisons, categories, analogies, or allusions?
main idea or claim	What is the main idea? What message does the author want to convey?
supporting reasons and details	How does the author support the central idea or claim? Are the details and reasons clear, relevant, and supported?
evidence	What evidence does the author include? Is the evidence based on facts, reasoned judgment, or speculation? Is there sufficient relevant evidence to support the claim?
text and graphic features	Does the text have subheadings, sidebars, or other text features that help readers locate information? Do the graphic features add to the understanding of the text?

Summarize

After you evaluate the texts, identify the central idea and restate it in your own words. Then, consider the supporting details, reasons, and evidence. How does the author develop the main idea over the course of the text? Do the events and ideas connect to one another and to the topic? Look for key words and phrases that will help you discuss the topic. Then, demonstrate that you understand the entire text by summarizing it.

Compare and Contrast

Once you have analyzed each text, you are ready to compare and contrast the texts to see how they are alike and different. Do the authors have similar purposes or points of view? Do they explore the same main ideas? Are the reasons and evidence presented in one text stronger than in another text? Do the texts agree or disagree in the facts presented? Noticing similarities and differences among the texts will help you make judgments about the texts and decide how you might use them in different situations.

Read these paragraphs from different sources. First, underline the main idea in each. Then, think about the text type and the structure of each paragraph. How does this help you identify the author's purpose and point of view?

Speaking Out for Vultures

Vultures may soon be extinct in Africa and India, yet people don't seem to notice. They are more interested in saving elephants or rhinos than they are in saving these birds. Africa has many different kinds of wildlife. Vultures, however, have many good qualities. They are nature's sanitation crew. They feed on the bodies of dead and decaying animals, and help reduce diseases, such as anthrax, that can develop as carcasses decay. A drug used by livestock owners is responsible for most of the vulture deaths. Many vulture species will become extinct if nothing is done to help them. We need to take immediate action.

The Secret Behind Vanishing Vultures

Vulture species in Asia are on the decline. In Asia alone, as much as 95 percent of three vulture species were wiped out in fifteen years. It is estimated that African vultures will face the same fate in thirty years. The vulture deaths in Asia were finally linked to the drug *diclofenac*. This medication is used to reduce swelling in livestock. When vultures feed on the carcasses of animals that had been treated with diclofenac, they die within days. Asia has since banned the drug, but it is still used in Africa.

In looking at the sample paragraphs, some similarities and differences are apparent right away. Both have the same topic, vultures facing extinction, yet one is persuasive and one is academic. How does the text type affect the point of view from which the author writes?

Grade 8 Day 8 ELA

Make additional comparisons between the texts. Think about the structure, style, and language of each and how these factors help you evaluate the reasons and evidence presented.

- Is the reasoning sound and backed with sufficient evidence?
- Are all the details relevant? Why or why not?
- Do the paragraphs support each other, or do you notice conflicting information?

Analyze

As you compare and contrast texts, your knowledge about a topic increases. You are better able to recognize sound reasoning and **relevant evidence**. You also notice when **irrelevant evidence** is introduced or when evidence is missing. In the first paragraph you read, the sentence “Africa has many different kinds of wildlife” is irrelevant. It doesn’t develop the main idea or have a place in the paragraph. In contrast, the analogy of vultures being nature’s sanitation crew develops the idea that vultures have many good qualities. An **analogy** makes a comparison between two unlike things by focusing on attributes that are similar. To see the comparison more clearly, you might state the sentences in the paragraph as follows: *A vulture is to decaying animals as a sanitation crew is to garbage*. The comparison demonstrates the vulture’s specific role in the environment.

When you read multiple texts, you may find that they have **conflicting information**. Sometimes, these differences are a matter of conflicting facts. Other times, you may notice disagreements because of how the authors interpret or present the facts. Consider the sample paragraphs. The second one was more academic. It gave reasons and evidence that supported the idea that vulture species are on the decline and explained why. The first paragraph, however, failed to name the drug and how it was transmitted to vultures. It also failed to say that the drug had since been banned in Asia. These omissions might have been intentional to strengthen the author’s claim, but they can also make a reader doubt the validity of evidence the author did include.

Language Spotlight • General Academic Vocabulary

Recall that domain-specific vocabulary consists of words and phrases primarily used in one subject area, such as science or social studies. **Academic vocabulary**, on the other hand, consists of terms that appear in many subjects and even in daily language.

Look at the underlined examples of academic vocabulary below. How could these words be used in subjects other than science or math?

Volume is a quantity that describes an amount of space. When you measure volume, you have one of two goals—to determine the amount of space an object takes up or to calculate the amount of empty space that exists in a container.

Read the passage.

Extinction Is Forever

Species that are extinct have died out and are no longer present on Earth. Endangered species are plant and animal groups in danger of becoming extinct. These species need our help in order to survive, thrive, and continue to exist. We need to focus scientific efforts and financial resources on these dwindling populations to preserve them and our natural biodiversity.

Both endangered species and extinct life forms were abundant at one time. However, they suffered from world-changing environmental events or human actions that led to their decline. Scientists know that many species, including *T. rex*, died out 65 million years ago due to a catastrophic environmental event. Today, many of the environmental factors that threaten endangered species are a direct result of human behavior and practice. Deforestation, pollution, and urbanization have environmental effects that only humans can correct or control.

People have an obligation to preserve the world's biodiversity and to protect today's endangered species. Yet, millions of dollars are spent each year studying extinct species. While it's true that people find dinosaurs fascinating or marvel at the frozen carcass of an extinct woolly mammoth, should we continue to throw money into studying them? I think not. I believe the money is better spent saving species that still exist.

In recent years, science has made huge advances in cell research and DNA. These advances include research on cells and DNA of extinct animals. Should financial resources be spent examining cells and DNA of extinct animals? I disapprove of spending resources on extinct animals. I believe those resources would be better spent aiding breeding programs and other efforts that increase threatened populations in the wild.

In the past, mass extinctions occurred because of events such as climate change, environmental change, or asteroid impacts. Should we continue to spend money pinpointing exactly why these past events happened? I propose that the money would be better spent on preventing the massive loss of species that still exist. While climate change is a growing concern, the mass extinction many animals face today is largely of our own making.

Humans are rapidly destroying natural habitats and forcing many plants and animals out of existence. The loss of even one species disrupts the balance of nature in a habitat. It can result in a domino effect that causes other species to fail. We need to find ways to maintain and restore these habitats so that isolated plant and animal groups have room to grow and flourish. We need to put our resources, both financial and intellectual, into saving the species that can be saved and leave the extinct species where they belong—in the past.

Grade 8 Day 8 ELA

Answer the following questions.

- 1 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read the sentences from the passage. Underline the analogy.

The loss of even one species disrupts the balance of nature in a habitat. It can result in a domino effect that causes other species to fail. We need to find ways to maintain and restore these habitats so that isolated plant and animal groups have room to grow and flourish.

Part B

Explain how the analogy you identified in Part A helps you understand the idea the author is trying to convey.

Hint: An analogy is a comparison made between two seemingly different things by focusing on similar features or attributes. Identify what the author compares the loss of species to and explain what the author means.

- 2 Read all parts of the question before responding.

Part A

Where does the author believe our financial resources are being wasted?

- A. in breeding programs to grow populations
- B. in the efforts to restore natural habitats
- C. in the study of endangered species
- D. in the study of extinct animals

Part B

Underline evidence in the passage that supports your response in Part A.

Hint: Look for details in the text that tell how financial resources are used. The sentences you underlined for Part B should support your answer to Part A.

Grade 8 Day 8 ELA

- 3 Which of the following sentences is irrelevant to the author's claim?
- A. Endangered species are plant and animal groups in danger of becoming extinct.
 - B. Scientists know that many species, including *T. rex*, died out 65 million years ago due to a catastrophic environmental event.
 - C. People have an obligation to preserve the world's biodiversity and to protect today's endangered species.
 - D. Deforestation, pollution, and urbanization have environmental effects that only humans can correct or control.

Hint First, identify the author's claim. Remember that evidence must support a claim to be relevant. Evidence that does *not* support a claim that is irrelevant.

- 4 Describe how the text structure the author uses helps develop the central idea of the passage.

Write your response on the lines below.

Hint The structure of a text is the way the author organizes the information. Look for transition words and phrases to help you identify the structure.

Notes p1 of 2

ADDING AND SUBTRACTING WITH SCIENTIFIC NOTATION

SAME POWERS OF 10

- To add or subtract values written in scientific notation, the numbers must have the same power of 10.
- If the powers of 10 are the same, simply add or subtract the numbers out front, and keep the power of 10.

DIFFERENT POWERS OF 10

- Because of place value, if the numbers in scientific notation do not have the same power of 10, you can choose to rewrite one of the numbers, giving it the same power of 10.
- Otherwise, convert values to standard notation and rewrite in scientific notation at the end!

Practice adding and subtracting with the same powers of 10. Write all answers in scientific notation.

1. $(6.2 \times 10^8) + (2.3 \times 10^8)$ <u>8.5×10^8</u>	2. $(9 \times 10^{-3}) - (4 \times 10^{-3})$ <u>5×10^{-3}</u>
3. $(1.9 \times 10^{-5}) + (5.42 \times 10^{-5})$ <u>7.32×10^{-5}</u>	4. $45,000,000 + 23,000,000$ <u>6.8×10^7</u>
5. $0.000625 - 0.000513$ <u>1.12×10^{-4}</u>	6. $0.0045 + 0.002$ <u>6.5×10^{-3}</u>

Practice Set

p2 of 2

ADDING AND SUBTRACTING WITH SCIENTIFIC NOTATION

SAME POWERS OF 10

- To add or subtract values written in scientific notation, the numbers must have the same _____ of 10.
- If the powers of 10 are the same, simply add or subtract the numbers out front, and keep the power of 10.

DIFFERENT POWERS OF 10

- Because of place value, if the numbers in scientific notation do not have the same power of 10, you can choose to _____ one of the numbers, giving it the same power of 10.
- Otherwise, convert values to standard notation and rewrite in scientific notation at the end!

Practice adding and subtracting with the same powers of 10. Write all answers in scientific notation.

1. $(6.2 \times 10^8) + (2.3 \times 10^8)$ _____	2. $(9 \times 10^{-3}) - (4 \times 10^{-3})$ _____
3. $(1.9 \times 10^{-5}) + (5.42 \times 10^{-5})$ _____	4. $45,000,000 + 23,000,000$ _____
5. $0.000625 - 0.000513$ _____	6. $0.0045 + 0.002$ _____

Chapter 7 Review

The recent sequencing of the genome of the duck-billed platypus has provided evolutionary biologists with insights into the relationship of this lineage to marsupial and eutherian (placental) mammals. The platypus and the echidna, also known as a spiny anteater, are monotremes, a small group of mammals with unusual characteristics, such as egg-laying. Marsupials, such as the kangaroo and wallaby, are best known for nursing their young for prolonged periods in a pouch at the front of the body. Eutherians, such as mice, dogs, and humans, form a placenta during pregnancy. The embryo is nourished through the placenta. Comparisons of morphology (structure) and DNA sequences reveal how these three clades, along with avians (birds), are related (Figure 1). Characteristics of an organism that were present in the most recent common ancestor are considered *ancestral*. Characteristics that were not present in the most recent common ancestor are called *derived*.

The platypus embryo undergoes a type of cell division called meroblastic cleavage, which produces an embryo consisting of a sheet of cells. The cytoplasm of each cell is continuous with the yolk beneath it. In contrast, cleavage in marsupial and eutherian embryos is holoblastic, meaning that the cells divide completely.

Similar to eutherians, the platypus secretes a milky fluid to feed its offspring. Milk consists of a protein called casein. The gene for producing casein is present in marsupials and eutherians, as well as in the platypus. The gene for vitellogenin protein, present in yolk, is found in the monotreme and avian genomes but not in the other groups. Table 1 compares some of the traits and genes found in these groups.

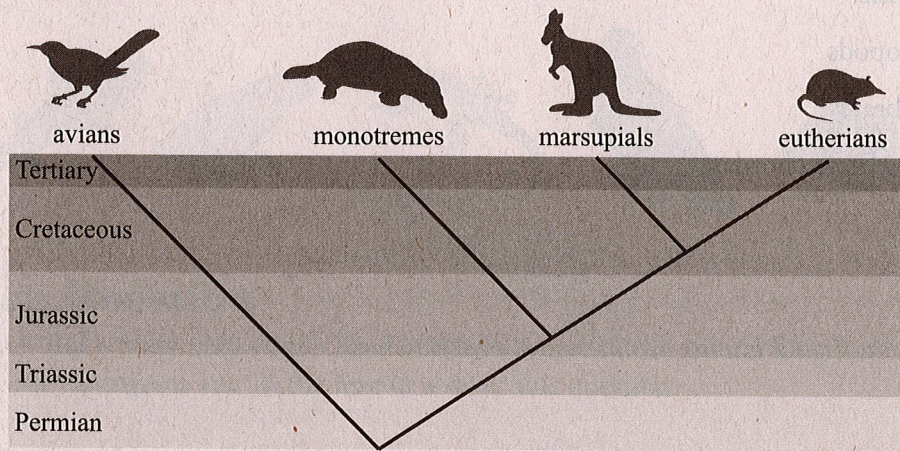


Figure 1

Trait	Avian	Monotreme	Marsupial	Eutherian
Casein gene	N	Y	Y	Y
Amniotic egg	Y	Y	Y	Y
Meroblastic cleavage	Y	Y	N	N
Vitellogenin gene	Y	Y	N	N
Electroreceptors	N	Y	N	N

1. Based on the information provided, in which era did the production of milk containing casein protein evolve?
 - A. Jurassic
 - B. Tertiary
 - C. Permian
 - D. Cretaceous

2. According to Figure 1, which groups of organisms most recently shared a common ancestor?
 - F. Monotremes and avians
 - G. Marsupials and eutherians
 - H. Marsupials and monotremes
 - J. Eutherians and monotremes

3. The common ancestor of monotremes, marsupials, and eutherians had which of the characteristics listed below?
 - I Casein gene
 - II Meroblastic cleavage
 - III Electroreceptors
 - IV Vitellogenin gene
 - A. I only
 - B. II and IV only
 - C. I, II, and III
 - D. I, II, and IV

4. According to Table 1, which is an ancestral characteristic of the four groups?
 - F. Casein gene
 - G. Amniotic egg
 - H. Electroreceptors
 - J. Holoblastic cleavage

5. Which characteristic of eutherian mammals is derived?
 - A. Amniotic egg
 - B. Nursing of young
 - C. Holoblastic cleavage
 - D. Formation of a placenta

Grade 8 Day 8 Social studies

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Control Over Enslaved People

Throughout the early 1800s, the number of enslaved people in the South steadily rose. Slaveholders worried about slave uprisings. They took steps to control the enslaved people.

For example, it was against the law to teach enslaved people to read. If they were educated, they might read books and pamphlets that gave them ideas about freedom.

Enslaved people could not travel away from home without passes. They were told that they must obey any white person without asking questions. Those who did not learn to respect whites were whipped. A common punishment was 39 lashes with a cowhide whip. Few enslaved people reached old age without being whipped at least once.

Slaveholders also controlled the family life of enslaved people. Marriages were illegal. At any time, enslaved people could be taken from their families and sold. Children were sometimes taken away from their parents and sold, never to be seen by their families again.

Runaways and Rebels

Despite attempts to control enslaved people, many fought back in whatever ways they could. Some fought back by working slowly or breaking tools.

Sometimes, enslaved people attacked their masters. Others destroyed the owners' property by starting fires in houses and barns.

Some enslaved people ran away. If caught, runaways were often killed. But thousands reached freedom in the North.

A few slaves organized armed rebellions against southern whites. The most famous

CREDIT SALE OF A CHOICE GANG OF 41 SLAVES!

COMPRISING MECHANICS, LABORERS, ETC.
FOR THE SETTLEMENT OF A CO-PARTNERSHIP OF RAILROAD CONTRACTORS
BY J. A. BEARD & MAY, J. A. BEARD, AUCTIONEER.
WILL BE SOLD AT AUCTION, AT BANKS ARCADE, MAGAZINE STREET,
ON TUESDAY, FEBRUARY 5th, 1856,
AT 12 O'CLOCK,
A VERY VALUABLE GANG OF SLAVES,

Belonging to a co-partnership, and sold to close the same. The said slaves comprise a gang of 41 choice Negroes. On the list will be found a good Blacksmith, one superior Bricklayer, Field Hands, Laborers, one Tanner, one Cooper, and a first rate woman Cook.

LEWIS, a black man, aged	32	good field hand and laborer.
SHELLY, do	26	do
PHILIP, do	30	fair bricklayer.
HENRY, do	24	fair cooper.
JACOB BATES, do	22	good field hand and laborer.
BOB STAKELEY, do	35	do
COLUMBUS, do	21	do
MARTIN, do	25	do
GEORGE, do	30	No. 1 blacksmith.
WESTLY, a griff,	24	a fine tanner and bricklayer.
NELSON, a black man,	30	a good field hand and laborer.
DOCK, do	28	do
BIG FRED, do	24	do
LITTLE SOL, do	22	do
ALFRED, a griff,	28	do
SIMON, a black man,	21	do
WATT, do	30	do
JIM LEAVY, do	24	do
JIM ALLEN, do	28	do
FRANK GETTIS, a griff,	28	do
JERRY GETTIS, a black,	23	do
BILL GETTIS, do	23	do
GRANDERSON, do	24	do
LITTLE FED, do	23	do
FRANK HENRY, a griff,	23	do
ERMOND, do	21	do
ANDERSON, a black man,	24	a No. 1 bricklayer and mason.
BOB SPRIGS, a griff,	30	a good field hand and laborer.
ELIJAH, a black man,	35	do
JACK, do	30	do
REUBEN, do	28	unsound.
STEPHEN, do	32	a good field hand and laborer.
YELLOW JERRY, a griff,	28	a good teamster.
BIG SOL, a black man,	26	a good field hand and laborer.
BILL COLLINS, do	28	do
JESK, do	38	do
JUDGK, do	38	do
JERRY CARTER, do	28	do

LOUISA, a griff, 38 years, a good Cook and seamstress, and an excellent servant.
ROBERT, 13 years old, defect in one toe.
JASPAR, 24 years old, an extra No. 1 laborer, driver and coachman.
The slaves can be seen four days previous to the day of sale. They are fully guaranteed against the vices and maladies prescribed by law, and are all selected slaves.

TERMS OF SALE—One year's credit for approved city acceptances or endorsed paper, with interest at 7 per cent. from date, and mortgage on the slaves if required. ACTS OF SALES BEFORE WM. SHANNON, NOTARY PUBLIC, AT THE EXPENSE OF THE PURCHASERS.

After the sale of the above list of Slaves, will be sold Another lot of Negroes, comprising Field Hands, House servants and Mechanics. A full description of the same will be given at the sale. The slaves can be seen two days previous to the sale.

Library of Congress

slave rebellion was led by Nat Turner. In 1831, Turner led a small band of enslaved people against slaveholders in Virginia. Nearly 100 people were killed in the uprising. The Virginia militia finally caught the rebels and ended the rebellion.

Looking Back

1. How did owners control enslaved people?
2. How did enslaved people fight against their conditions?
3. Imagine you are a northern representative to Congress in 1850. Your state is against slavery. Tell Congress why you believe slavery is wrong.

Grade 8 Day 8 Health & PE

P 1 of 1

Physical Activity Log

Warm up:

30 seconds of Jumping Jacks and 60 seconds of running in place.

Stretches:

Triceps both right and left arm for 15 seconds each

Deltoid (shoulder) 15 seconds each arm

Toe Touches 15 seconds

Hurdler stretch, 15 seconds for each leg

Butterfly stretch 15 seconds

Flamingo, 15 seconds for each leg

Calve muscle, 15 seconds each leg

Exercises:

2 minutes of jumping jacks

2 minutes of jumping rope

2 minutes of running in place

1 minute of squats

10 push ups

10 sit ups

1 minute break

Repeat the exercise routine 3 more times.

Additional Physical Activities:

20 minutes of work around the house (cleaning, shoveling snow, whatever needs to be done)

I, _____, have completed all of the above activities for Bearcat Day 1.

Student Signature _____ Date: _____

Parent Witness _____ Date: _____

Dream Jobs: FBI Special Agent

By USA Today, adapted by Newsela staff on 01.14.20

Word Count **980**

Level **1030L**



Image 1. FBI Jacksonville Special Agent Lauren Regucci conducts a landfill search for evidence related to a crime in Folkston, Georgia. After years as a high school counselor, Regucci joined the FBI in 2002. Today, she leads the Jacksonville Evidence Response Team and is an agent on the counterterrorism squad on the Joint Terrorism Task Force. Photo: FBI.

Lauren Regucci works for the Federal Bureau of Investigation, the FBI, in Jacksonville, Florida. She has the kind of job that "CSI" and "Criminal Minds" viewers dream of. She is a member of the FBI Joint Terrorism Task Force, leading evidence collection and working on counterterrorism investigations in the Jacksonville area.

USA TODAY interviewed Regucci, and the conversation spanned everything from "Jane Eyre" to grisly crime scenes.

Question: How did you get your start with the FBI?

Regucci: When I was 16, I wanted nothing more than to be a high school counselor, and after getting all of the necessary education, I fulfilled that dream. I became a school counselor, and I did that job for a few years, but after a while, I got curious, anxious to see more of the world. I thought, what other challenges are out there? I really wanted to pursue something that was going to be intellectually challenging and physically challenging, and my friend suggested joining the FBI.

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Q: What does a typical workday look like?

Regucci: There's no typical workday, really. One of the things that I was told going in was that there's about 80 percent drudgery and 20 percent really fun stuff. The 80 percent is the paperwork, the yearly trainings that we have to do, just the boring stuff that they don't show you on television. Then, there's the stuff that's really exciting — going out on arrests, on searches, doing surveillance, like spying or wiretapping, things like that, which are super fun for me.

Q: What's been your most fascinating field experience on the job?

Regucci: Without a doubt, a case I worked that led to human remains being located in a septic tank. This was a mob hit in New York City. The victim was murdered and then his body was cut up and put into a furnace and then cremated. The ashes were dumped into a septic tank. It was part of my case, but I was also on the Evidence Response Team at the time. We did end up recovering remains out of the tank, and it was one of those cases that opened my eyes to the possibilities of evidence collection, and that you can't make assumptions about what's going to be there and what's not going to be there.

Q: How would you explain your job?

Regucci: I'm an agent on the counterterrorism squad on the Joint Terrorism Task Force. I basically investigate anything related to international terrorism in and around Jacksonville. Since I'm the senior team leader of the Evidence Response Team here in Jacksonville, I make sure we do all of our evidence collections right. I handle all the requests that come in, things like federal search warrants. Then, we provide evidence collection and packaging so that the evidence gets transferred from the crime scene to the court or laboratory properly. It's important that we follow a strict process so the evidence is not tainted.

Q: What do you credit your success to?

Regucci: Being organized and being flexible. You have to be able to take in information, especially being a team leader, where you arrive at a scene and you have to figure out what's the best way to handle everything. You have to have an organized mindset so that you can think about many things at once, not just one after the other. You're actually kind of thinking about it altogether, how those parts — the people, the evidence — are going to interrelate.

Q: How do you balance family, life and such a busy schedule?

Regucci: I think that you have to take moments for yourself when you can. You have to set aside that family time and preserve that as much as you can. If there's something going on, like if my son has an event going on at school, I'll think hard about it. This is something that's really only going to happen once, and I have to set aside that time for it and try to be as present as possible when (I'm) in those moments. You try to manage the work that you have so that you're not thinking about it while you're at some kind of family event.

Q: What advice do you have for someone who wants to follow in your footsteps?

Regucci: Do what it is that you're passionate about first. You need to have three years' worth of work experience outside of the Bureau anyway, so go be good at what it is that you are interested in, and then apply. Bring those skills to the Bureau, because you'll need them here as well, and that way you bring a different perspective in.

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Grade 8 Day 8 Careers

Quick Hits

What is your coffee order? A large coffee, light and sweet

What is your favorite book? "Jane Eyre" by Charlotte Brontë

What is your favorite song of the moment? "Superposition" by Young the Giant

Who is one of your biggest mentors? One is a case agent I worked with — he was just prepared for every situation. There was nothing that would happen where he wouldn't say, 'oh yeah, I've got that form in my car, or those supplies that we need.' From the evidence response side, one of the senior team leaders I worked with in New York City taught me everything I know about evidence collection. He also pushed me into being a team leader and into teaching — and those two things have really changed the trajectory, or path, of my career.

What is the coolest thing you've ever done? There was a small team that went over to train Dubai's police force, and I had the opportunity to train that team, and they arranged for us to go to the top of the Burj Khalifa, which was the tallest building in the world at the moment. That was really a thrill.

P 3 of 5

Grade 8 Day 8 Careers

Quiz

- 1 Which piece of evidence from the article BEST explains the cause of Lauren Regucci's passion for her job?
- (A) She is a member of the FBI Joint Terrorism Task Force, leading evidence collection and working on counterterrorism investigations in the Jacksonville area.
 - (B) When I was 16, I wanted nothing more than to be a high school counselor, and after getting all of the necessary education, I fulfilled that dream.
 - (C) Then, there's the stuff that's really exciting — going out on arrests, on searches, doing surveillance, like spying or wiretapping, things like that, which are super fun for me.
 - (D) You need to have three years' worth of work experience outside of the Bureau anyway, so go be good at what it is that you are interested in, and then apply.

- 2 Read the following paragraph from the article.

I think that you have to take moments for yourself when you can. You have to set aside that family time and preserve that as much as you can. If there's something going on, like if my son has an event going on at school, I'll think hard about it. This is something that's really only going to happen once, and I have to set aside that time for it and try to be as present as possible when (I'm) in those moments. You try to manage the work that you have so that you're not thinking about it while you're at some kind of family event.

Which conclusion is BEST supported by the paragraph above?

- (A) It can be difficult to separate work and family life but it is very important to do so.
 - (B) Many professionals are forced to choose between their careers and their families.
 - (C) FBI agents have flexible schedules, so they can spend a lot of time with their families.
 - (D) Regucci regrets that her work caused her to miss her son's important school events.
- 3 Read the following sentence from the article.

USA TODAY interviewed Regucci, and the conversation spanned everything from "Jane Eyre" to grisly crime scenes.

Why did the author use the word "grisly"?

- (A) to suggest that Lauren Regucci works extremely hard at her job
- (B) to suggest that Lauren Regucci now regrets joining the FBI
- (C) to suggest that Lauren Regucci is often shocked by her investigations
- (D) to suggest that Lauren Regucci's job can be very distressing

Read the following selection from the article.

You have to have an organized mindset so that you can think about many things at once, not just one after the other. You're actually kind of thinking about it altogether, how those parts — the people, the evidence — are going to interrelate.

Which two words would BEST replace "mindset" and "interrelate" in the selection above?

- (A) opinion; organize
- (B) attitude; correlate
- (C) brain; overlap
- (D) process; proceed

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