

## Session 2

**Directions:**

Today, you will take Session 2 of the Grade 7 Social Studies Practice Test.

Read each source and question. Then, follow the directions to answer each question. Mark your answers by circling the correct choice. If you need to change an answer, be sure to erase your first answer completely. You may look back at the sources when needed.

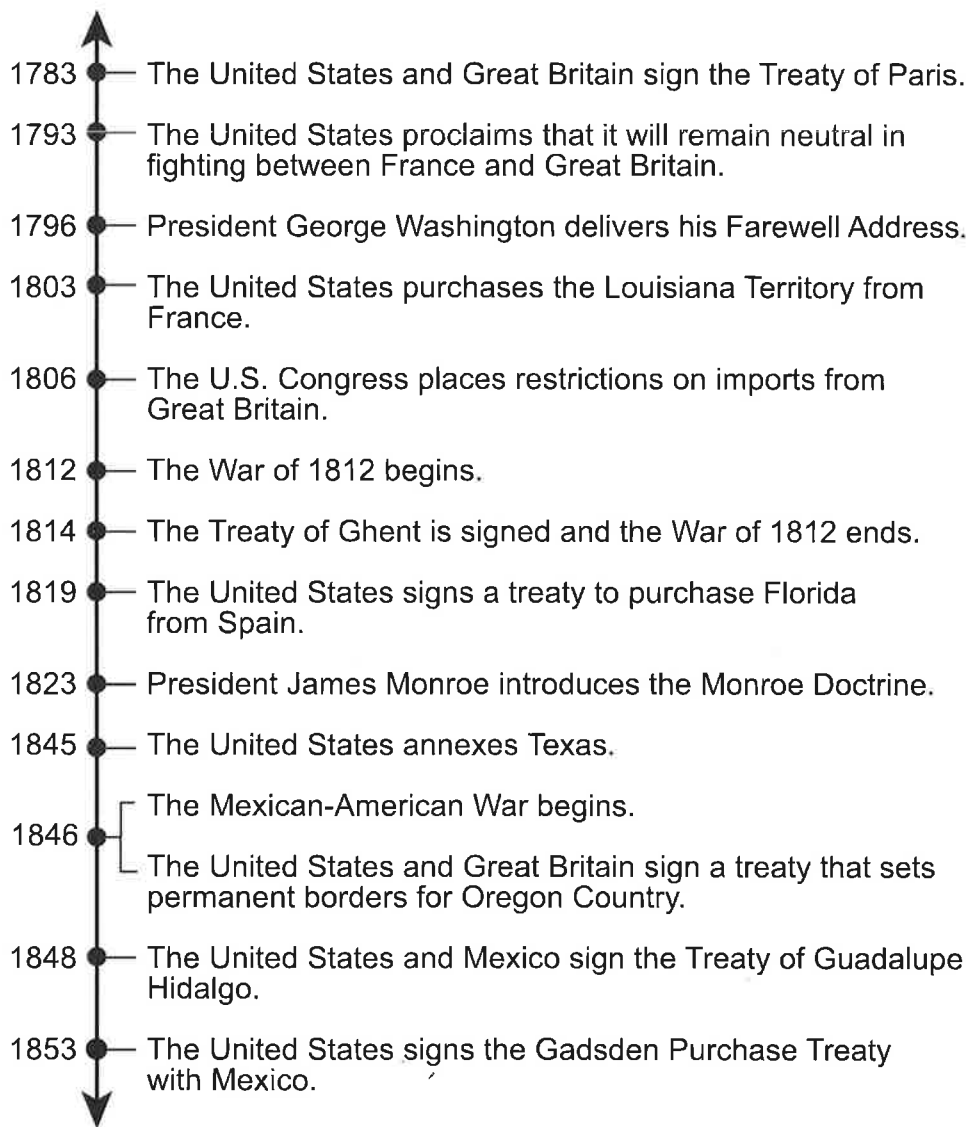
One of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**. Do not go past the stop sign.

Read and study the sources about U.S. foreign policy before 1850. As you read the four sources, evaluate the effectiveness of U.S. foreign policy decisions on foreign and domestic affairs of the United States during the late eighteenth and early nineteenth centuries. After you read the sources, answer the questions.

Source 1

U.S. Foreign Policy Events, 1783–1853



## Source 2

Excerpt from *President George Washington's Farewell Address (1796)*

[J]ust<sup>1</sup> and amicable<sup>1</sup> feelings towards all should be cultivated. . . .

[A] passionate attachment of one nation for another produces a variety of evils. Sympathy for the favorite nation . . . [may result in] participation in the quarrels and wars . . . [without] justification. . . . And it gives to ambitious, corrupted, or deluded<sup>2</sup> citizens (who devote themselves to the favorite nation), facility<sup>3</sup> to betray or sacrifice the interests of their own country. . . .

[Against] foreign influence . . . a free people ought to be constantly awake, since history and experience prove that foreign influence is one of the most baneful foes<sup>4</sup> of republican government.

<sup>1</sup>**amicable:** friendly

<sup>2</sup>**deluded:** misled

<sup>3</sup>**facility:** a reason

<sup>4</sup>**baneful foes:** hurtful enemies

Source 3

Excerpt from *the Monroe Doctrine* (1823)

The American continents [are] . . . not to be considered as subjects for future colonization by any European powers. . . .

The citizens of the United States cherish . . . liberty and happiness of their fellow-men on that side of the Atlantic. . . . It is only when our rights are invaded or seriously menaced that we . . . make preparation for our defense. . . . [W]e are of necessity more immediately connected [to the western hemisphere]. . . . We should consider any attempt [by European powers] to extend their system to any portion of this hemisphere as dangerous to our peace and safety. . . . [W]ith the Governments who have declared their independence and maintain it . . . [we] view any interposition<sup>1</sup> for the purpose of oppressing them, or controlling [them]. . . by any European power . . . [as] an unfriendly disposition<sup>2</sup> toward the United States. . . .

Our policy in regard to Europe . . . [is] not to interfere in the internal concerns of any of its powers . . . to cultivate friendly relations with it, and to preserve those relations. . . .

It is impossible that the . . . [European] powers should extend their political system to any portion of [North or South America] without endangering our peace and happiness. . . . It is still the true policy of the United States to leave the parties<sup>3</sup> to themselves, in hope that other powers will pursue the same course.

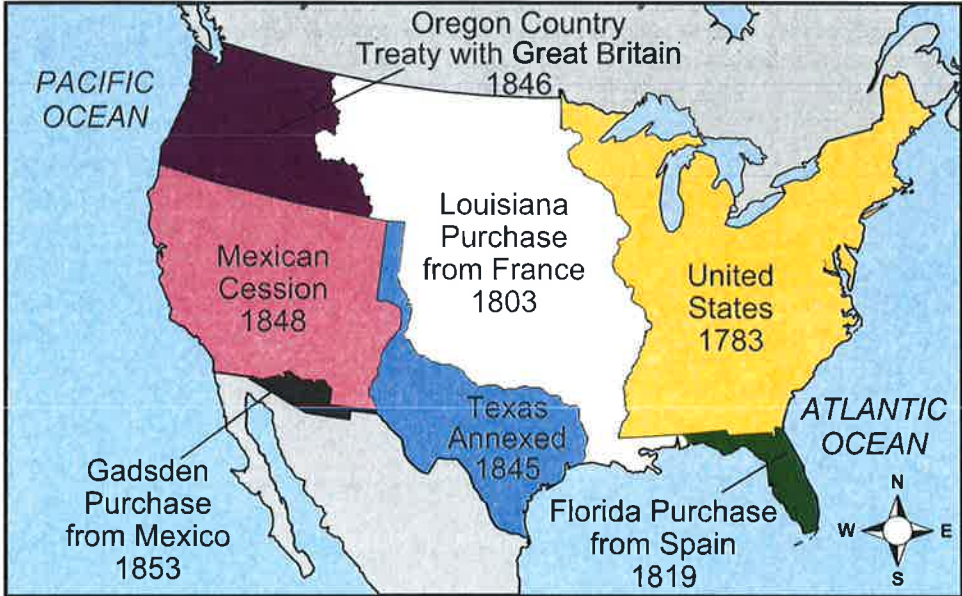
<sup>1</sup>**interposition:** to come between

<sup>2</sup>**disposition:** attitude

<sup>3</sup>**parties:** other countries in North and South America

Source 4

U.S. Territorial Expansion (1783–1853)



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## Social Studies

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28. Using Source 2, which statement **best** summarizes an argument that George Washington made during his Farewell Address?
- A. The United States should not have long-term allies or enemies.
  - B. The United States should maintain a large army and navy.
  - C. The United States should not participate in foreign trade.
  - D. The United States should make slavery illegal.
29. Based on Source 3, which statement **best** explains how the Monroe Doctrine reflected the ideals expressed by George Washington in Source 2?
- A. The Monroe Doctrine discouraged the colonies controlled by European nations from declaring independence.
  - B. The Monroe Doctrine confirmed that the United States wished to stay out of European affairs.
  - C. The Monroe Doctrine announced that the intention of the United States was to be hostile to European nations.
  - D. The Monroe Doctrine declared that the government would encourage European involvement in the Western Hemisphere.
30. Using Source 3, which statement **best** explains how the Monroe Doctrine encouraged the territorial changes shown in Source 4?
- A. The Monroe Doctrine promoted hostile relations between Great Britain and the United States.
  - B. The Monroe Doctrine allowed the United States to gain Texas from Mexico.
  - C. The Monroe Doctrine discouraged European powers from further colonizing the Western Hemisphere.
  - D. The Monroe Doctrine called for the forceful seizure of Florida from Spanish control.

31. Which statement explains how the relationship between the United States and Great Britain was **most likely** affected by the Oregon Treaty, as shown in Source 1 and Source 4?
- A. Relations improved because both nations were better able to participate in the trade of North America's resources.
  - B. Relations grew worse because the two nations began to focus on new border disputes in the Northeast.
  - C. The United States supported Great Britain in its ongoing trade war with France.
  - D. Great Britain provided the United States with troops for its war with Mexico.

## Social Studies

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32. Based on the sources and your knowledge of social studies, evaluate the effectiveness of U.S. foreign policy decisions on the foreign and domestic affairs of the United States during the late eighteenth and early nineteenth centuries.

As you write, follow the directions below.

- Address all parts of the prompt.
- Include information and examples from your own knowledge of social studies.
- Use evidence from the sources to support your response.
- Follow the steps on the Checklist as you write your response.







## Social Studies

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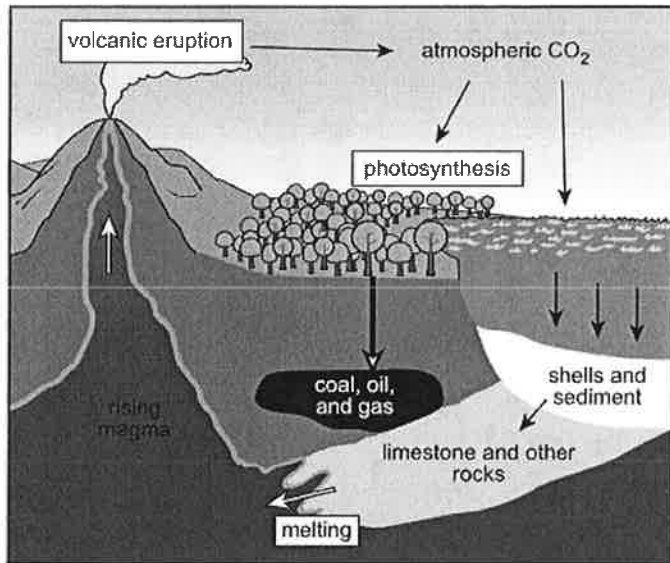
Use the information about volcanic carbon and your knowledge of science to answer the questions.

## Volcanic Carbon

### Volcanic Carbon

The carbon cycle depends on both slow and fast processes to move carbon through different steps. Slow carbon cycle steps can take more than 100 million years to move carbon from the atmosphere, to Earth's interior, and back to the atmosphere. The basic steps in the slow carbon cycle are shown in Figure 1.

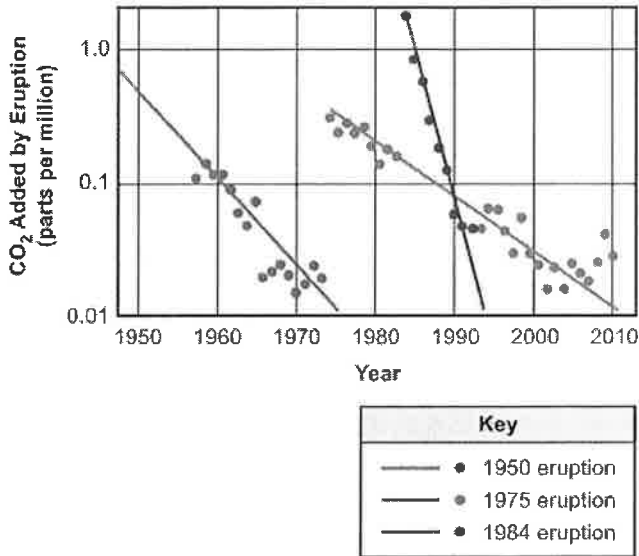
Figure 1. Slow Carbon Cycle



The slow carbon cycle begins with carbon in the atmosphere. Carbon dioxide (CO<sub>2</sub>) from the atmosphere can move into the ocean in two main ways. The CO<sub>2</sub> can either dissolve in the ocean or mix with rain before flowing into the ocean. Carbon is then deposited on the ocean floor in the form of shells and sediment. The carbon on the ocean floor turns into rock beneath Earth's surface over long periods of time. When volcanoes erupt, carbon stored in these rocks is cycled back into the atmosphere in the form of CO<sub>2</sub> gas.

Graph 1 shows how three different eruptions of the Mauna Loa volcano in Hawaii resulted in changes to atmospheric CO<sub>2</sub> levels. The data show the amount of CO<sub>2</sub> added to the atmosphere after each eruption.

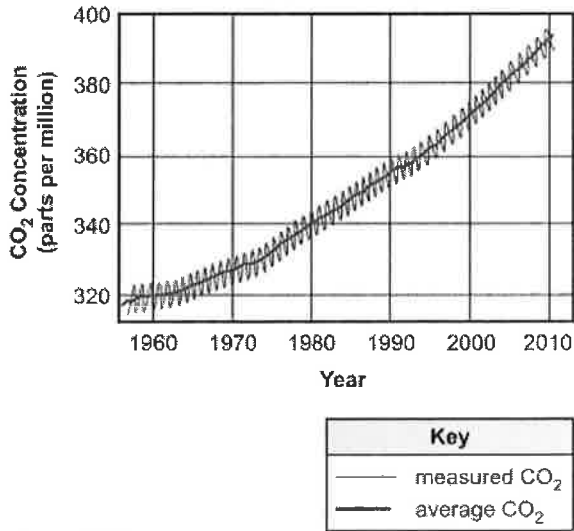
**Graph 1. Changes in Atmospheric CO<sub>2</sub> Levels from Eruptions of the Mauna Loa Volcano**



Source: NASA.

Researchers have been studying how emissions from both volcanoes and human activities, such as the burning of fossil fuels, impact the atmosphere. Both types of emissions contribute to the total CO<sub>2</sub> levels in the atmosphere. Graph 2 shows that atmospheric CO<sub>2</sub> levels have been steadily increasing over time. This increase in CO<sub>2</sub> levels has been linked to the increase in global surface temperatures.

**Graph 2. Atmospheric CO<sub>2</sub> Concentration at Mauna Loa Observatory**



Source: NOAA.

**Q9:** Studies show that volcanoes emit about 130 to 380 million metric tons of carbon dioxide (CO<sub>2</sub>) per year.

Which question can **best** help scientists determine if either volcanic eruptions or human activities are the main cause of the increasing CO<sub>2</sub> levels shown in Graph 2?

- A** How many active volcanoes are there on Earth?
  - B** Is there more carbon in limestone and rock deposits or in coal, oil, and gas deposits?
  - C** Does the rate of combustion for fossil fuels occur faster than a volcanic eruption?
  - D** How has the emission of greenhouse gases from human activities changed over time?
-

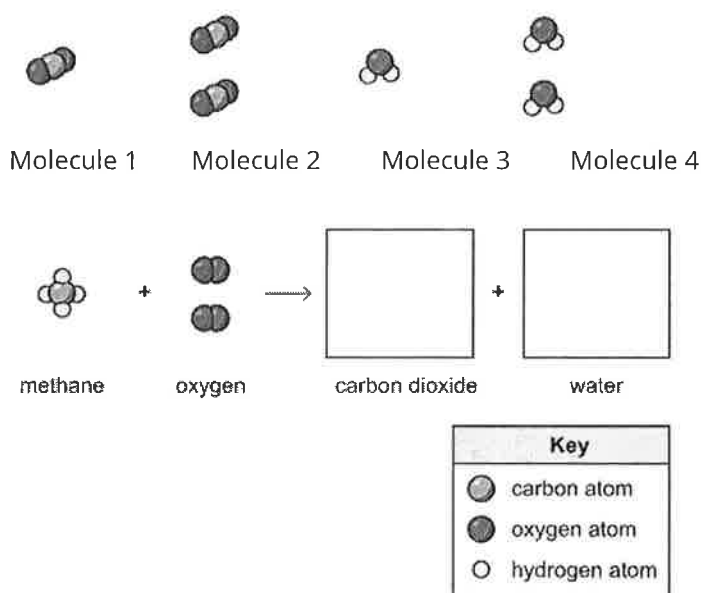
**Q10:** One way that human activities can add carbon to the atmosphere is through the burning of fossil fuels that contain methane ( $\text{CH}_4$ ). This process returns carbon to the atmosphere in the form of carbon dioxide ( $\text{CO}_2$ ).

### Part A

When fossil fuels that contain  $\text{CH}_4$  are heated, a reaction occurs. The  $\text{CH}_4$  molecules react with oxygen ( $\text{O}_2$ ) molecules in the air to form  $\text{CO}_2$  molecules and water ( $\text{H}_2\text{O}$ ) molecules.

Select the correct number of **each** molecule from the drop-down that should go in to the boxes to show how many molecules of  $\text{CO}_2$  and  $\text{H}_2\text{O}$  are formed during this reaction.

Not all molecules will be used.



Carbon dioxide =

Water =

### Part B

Which statement about how atoms and molecules move through the slow carbon cycle is **best** supported by the answer to Part A?

- A** The total number of atoms for each element does not change even after a reaction occurs in the slow carbon cycle.
- B** The total mass of each element always changes after a reaction occurs in the slow carbon cycle.
- C** The total number of molecules formed always changes after a reaction occurs in the slow carbon cycle.
- D** The total mass of each element decreases each time a reaction occurs in the slow carbon cycle.

a.  Molecule 1  
 Molecule 2  
 Molecule 3  
 Molecule 4

b.  Molecule 1  
 Molecule 2  
 Molecule 3  
 Molecule 4

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**Q11:** Which conclusions about the effects of volcanic emissions over time are most supported by the results in Graph 1?

Select the **two** correct answers.

- A** The Mauna Loa volcano erupts about every 10 years.
- B** Individual volcanic eruptions show no significant long-term impacts on CO<sub>2</sub> levels.
- C** The change in CO<sub>2</sub> levels in the volcanic eruption data explains the steady increase in atmospheric CO<sub>2</sub> levels.
- D** The amount of CO<sub>2</sub> released at the peak of a volcanic eruption decreases with each new eruption.
- E** Volcanic eruptions can result in large short-term increases in CO<sub>2</sub> levels.
- F** The change in CO<sub>2</sub> levels after each eruption shows no clear pattern.
-

**Q12:** The data in Graph 2 show a steady increase in the concentration of atmospheric CO<sub>2</sub> over a 50-year period.

**Part A**

Explain why the total mass of carbon must be **decreasing** in a different step of the slow carbon cycle based on the increase in atmospheric CO<sub>2</sub>.

**Part B**

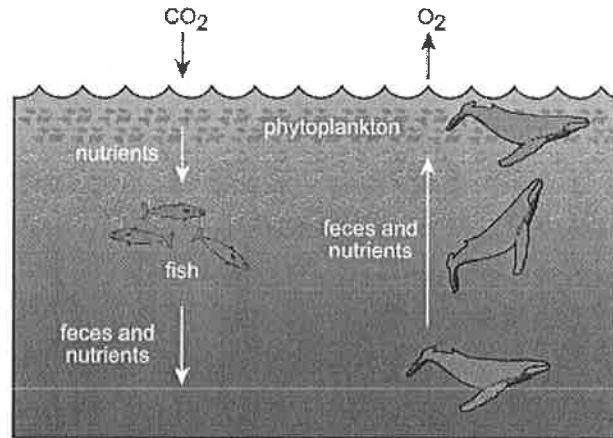
Identify the part of the slow carbon cycle in which the total amount of carbon is **most likely** decreasing the most and explain why this decrease occurs.

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**Q13: Use the information and your knowledge of science to answer the question.**

Whales play a very important role in recycling nutrients throughout aquatic systems. Whales often feed on organisms deep below the ocean surface and then release their food waste as they move to shallower depths. This waste contains nutrients, such as nitrogen, phosphorus, and iron, that can be used by other organisms in the ecosystem. This process, known as the "whale pump," is shown in the diagram.



Source: Raman, McCarthy.

In an ecosystem where the "whale pump" process occurs, which change would **most likely** increase the amount of nutrients recycled into shallower ocean depths?

- A introducing more fish into the ecosystem to increase the fish population
- B improving whaling efforts to decrease the whale population
- C removing phytoplankton from shallow ocean depths to decrease the amount of phytoplankton
- D making whales a protected species to increase the whale population

**Q14: Use the information and your knowledge of science to answer the question.**

Zinc sulfide can be made by heating a mixture of zinc and sulfur. The properties of each substance in this process are shown in the table.

Substance	Physical State	Melting Point (°C)	Solubility (in water, pH = 7)	Color
zinc	solid	419.5	insoluble	silver
sulfur	solid	115.2	insoluble	yellow
zinc sulfide	solid	1,830.0	insoluble	white

Source: American Elements.

Based on the information in the table, select the correct answer from **each** drop-down menu to complete the paragraph.

When a mixture of zinc and sulfur is heated, a chemical reaction  . This is supported by the data in the table showing that  . During this process, the zinc and sulfur atoms .

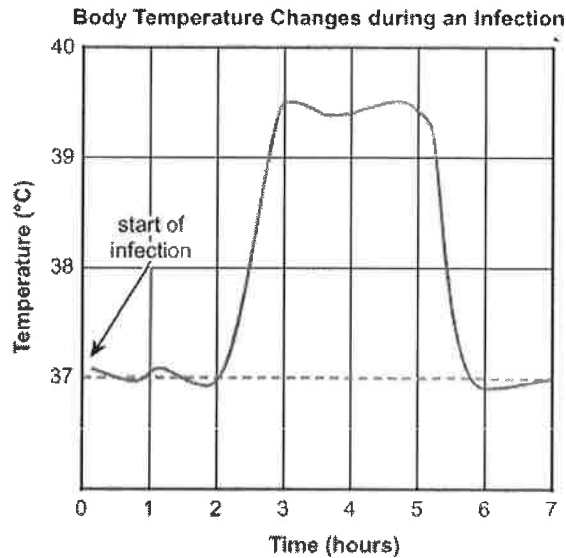
- a.  occurs  
 does not occur

- b.  all of the substances are insoluble  
 all of the substances are solids  
 zinc sulfide is a different color  
 sulfur has the lowest melting point

- c.  transform into new types of atoms  
 rearrange to form new molecules  
 do not interact with each other

**Q15: Use the information and your knowledge of science to answer the question.**

Infections sometimes occur when viruses or harmful bacteria enter the human body. The infection can then result in body temperature changes. The graph shows these changes in body temperature during an infection compared to a normal body temperature.



Key	
	body temperature measurement
	normal body temperature

Source: Joseph G. Cannon.

Use the graph to select the correct answer from **each** drop-down menu to complete the paragraph.

Infected cells can release chemicals that travel through the bloodstream to alert the brain. The brain then sends signals along  to increase the temperature of the body. White blood cells are brought into the infected area using the . Based on the graph, the infected area most likely stops releasing chemicals to alert the brain of an infection  after the infection starts.

- a.
- veins
  - muscles
  - nerve cells
  - bones

- b.
- digestive system
  - respiratory system
  - circulatory system
  - endocrine system

- c.
- 2 hours
  - 3 hours
  - 5 hours
  - 7 hours

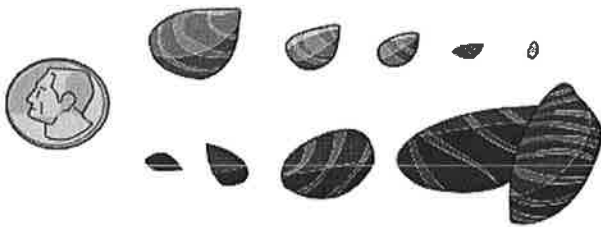
Use the information about zebra mussels and your knowledge of science to answer the questions.

## Zebra Mussels

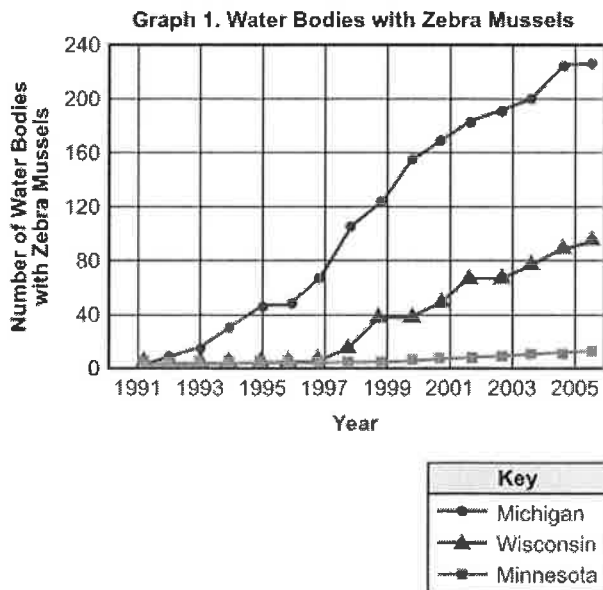
### Zebra Mussels

Zebra mussels are small shellfish that are normally found in Eastern Europe. This species was first observed in the Great Lakes area of North America in the 1980s, likely as a result of the zebra mussels attaching to the sides of ships. Zebra mussels reproduce very rapidly in their five-year lifespan. A single zebra mussel can produce five million eggs, with 100,000 of those eggs potentially reaching adulthood. Their main diet is algae and plankton, which can have a large impact on other organisms in the food web Figure 1 shows the relative sizes of zebra mussels compared to a small coin.

Figure 1. Zebra Mussel Size Comparisons



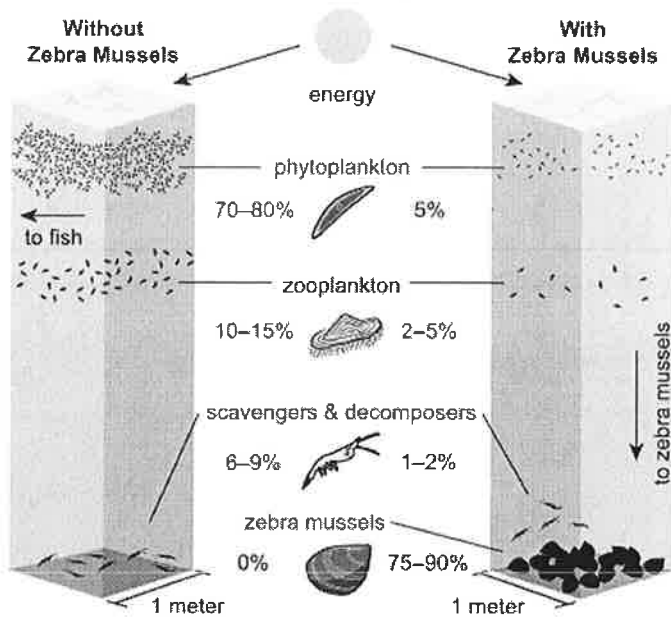
Zebra mussels can spread into new bodies of water by attaching to the sides of ships. They can then spread throughout nearby waterways on they start reproducing. This makes zebra mussels extremely difficult to remove from an ecosystem once they are introduced. One example of a waterway system where this has happened is in the Great Lakes. Graph 1 shows the growth of zebra mussels in different bodies of water in Michigan, Wisconsin, and Minnesota between 1990 and 2005. Many of these bodies of water throughout the three states are connected to the Great Lakes where zebra mussels were first observed.



Source: Minnesota Department of Natural Resources.

Figure 2 shows the impact that zebra mussels have on the flow of energy and matter in Lake Michigan. In ecosystems without zebra mussels, most of the energy flows from algae and plankton to fish. Once zebra mussels spread to an ecosystem, most of the energy then flows from algae and plankton directly to the zebra mussels. The figure also shows what percentage of the total ecosystem's mass each organism group makes up.

Figure 2. Impact of Zebra Mussels on Lake Michigan



Source: Jennifer Yauck.

Lake Tahoe is one of the largest freshwater lakes in the United States. A new program recently started in the Lake Tahoe area that is being used to monitor for zebra mussels. The water in Lake Tahoe must be kept as clean as possible to help when inspecting the water for the presence of zebra mussels. The efforts at Lake Tahoe have shown that aggressive management strategies can help prevent the spread of these types of species.

**Q16: Part A**

Select the descriptions into the correct order to show how zebra mussels can affect a waterway.

1.

2.

3.

4.

**Part B**

Which statement describes the **most effective** way to monitor waterways to prevent the effects of zebra mussels described in Part A?

- A** Take samples of the surface water to look for zebra mussel waste products.
- B** Measure algae and plankton levels at the bottom of the waterway.
- C** Measure how clear the water is to detect changing algae and plankton levels.
- D** Perform random visual inspections of the bottom of the waterway to look for zebra mussels.

- a.  Enter Value
- zebra mussels eat algae and plankton
- water becomes clearer to see through
- sunlight reaches bottom of waterway

- b.  waterway vegetation increases
- zebra mussels eat algae and plankton
- water becomes clearer to see through
- sunlight reaches bottom of waterway

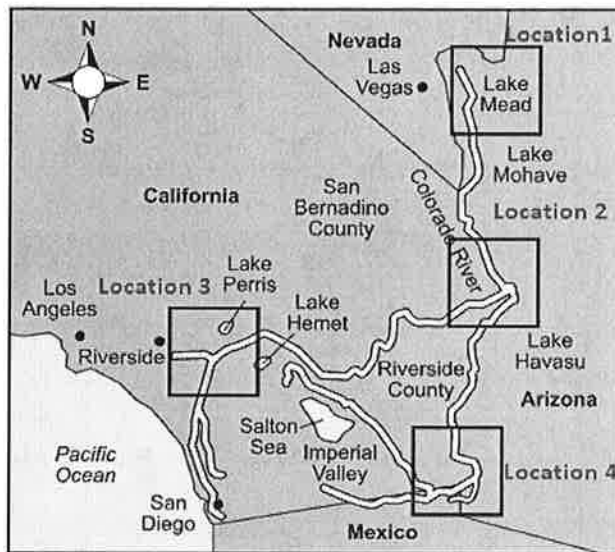
- c.  waterway vegetation increases
- zebra mussels eat algae and plankton
- water becomes clearer to see through
- sunlight reaches bottom of waterway

- d.  waterway vegetation increases
- zebra mussels eat algae and plankton
- water becomes clearer to see through
- sunlight reaches bottom of waterway

**Q17:** Based on Figure 2, which statement **best** explains a negative impact that zebra mussels can have on an ecosystem?

- A A growing number of zebra mussels can increase the amount of algae and plankton in the water.
- B A growing number of zebra mussels can decrease the water temperature.
- C A growing number of zebra mussels can increase the number of decomposers at the bottom of a waterway.
- D A growing number of zebra mussels can decrease the number of fish living in the water.

**Q18:** In 2007 mussels similar to zebra mussels were found in waterways near Lake Mead along the Colorado River.



Source: USGS.

Select the location showing where an inspection checkpoint would be most effective in preventing the further spread of these mussels.

- A Location 1
- B Location 2
- C Location 3
- D Location 3

**Q19: Part A**

Which conclusion about the spread of zebra mussels in different waterways is **most supported** by the evidence in Graph 1?

- A** Zebra mussels spread into other waterways only after many years of first being introduced into an ecosystem.
- B** Waterways in Minnesota are less protected from zebra mussel growth than waterways in Michigan and Wisconsin.
- C** Zebra mussels rapidly spread into other waterways once they are first introduced into an ecosystem.
- D** Zebra mussel growth eventually becomes constant after long periods of time.

**Part B**

Which statement from the stimulus **best** explains the answer to Part A?

- A** "This species was first observed in the Great Lakes area of North America in the 1980s, likely as a result of the zebra mussels attaching to the sides of ships."
  - B** "A single zebra mussel can produce five million eggs, with 100,000 of those eggs potentially reaching adulthood."
  - C** "Their main diet is algae and plankton, which can have a large impact on other organisms in the food web."
  - D** "The efforts at Lake Tahoe have shown that aggressive management strategies can help prevent the spread of these types of species."
-



**Q20:** As you respond to Part A, Part B, and Part C, follow the directions below.

- Address all of the instructions in each prompt.
- Use evidence from the information provided and your own knowledge of science to support your responses.

**Part A**

Describe **one** way scientists near Lake Tahoe can detect if the lake has been impacted by zebra mussels.

**Part B**

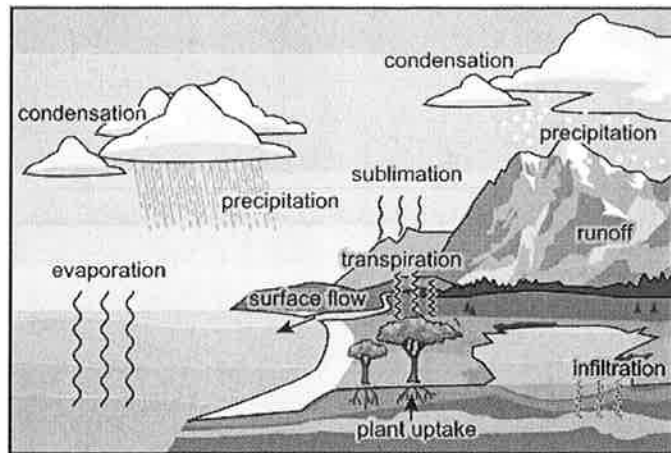
Identify and explain **one** potential issue with the monitoring approach used in areas like Lake Tahoe.

**Part C**

Identify **one** possible solution to the issue identified in Part B and explain how the solution would address the issue.

**Q21: Use the information and your knowledge of science to answer the question.**

The diagram shows different steps in the water cycle.



Source: NOAA.

Which of the steps shown in the water cycle diagram **mainly** occur due to the force of gravity?

Select the **three** correct answers.

- A** evaporation
- B** condensation
- C** precipitation
- D** infiltration
- E** plant uptake
- F** transpiration
- G** surface flow

**Q22: Use the information and your knowledge of science to answer the question.**

A student is running an experiment to measure how the pressure of a gas changes with temperature. The student will measure the pressure of the gas inside a bulb for three different temperatures, as shown in the experiment setup.

Drag the pressure gauges into the correct boxes to show how the motion of the gas particles at each temperature affects the pressure in the bulb.

Each pressure gauge may be used more than once.

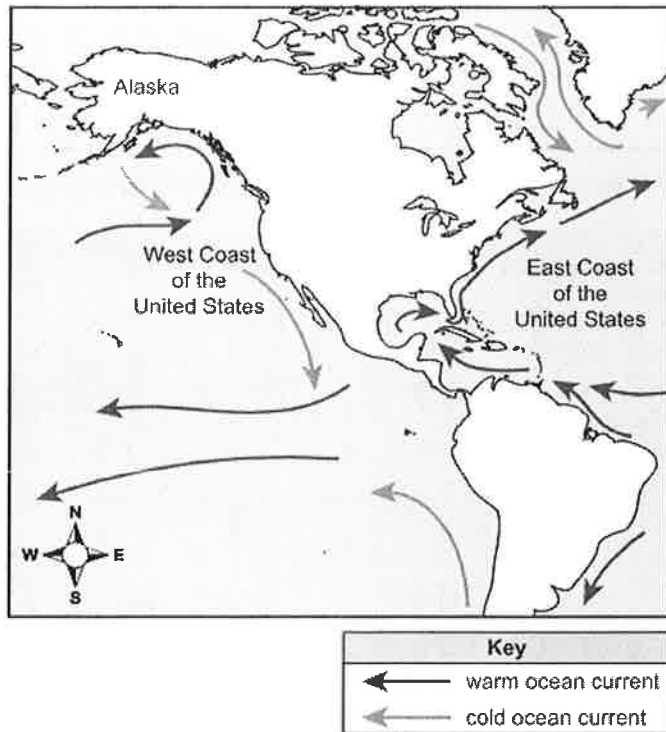
**DRAG DROP VALUES**medium  
pressurelow  
pressurehigh  
pressure

The diagram shows three experimental setups. Each setup consists of a beaker on a hot plate with a bulb inside. The bulb contains gas particles, represented by small circles. The number of gas particles increases as the temperature of the hot plate increases. Above each beaker is an empty square box for placing a pressure gauge icon.

- hot plate off
- hot plate set to 60°C
- hot plate set to 120°C

**Q23: Use the information and your knowledge of science to answer the question.**

Coastal regions are often affected by nearby ocean currents. The map shows how different ocean currents affect the United States.



Source: Pearson Education, Inc.

Use the map to complete the table by selecting the boxes that **best** describe how ocean currents affect the climate in each coastal region. Select **one** box per row.

	Decrease the Temperature of Coastal Region	Increase the Temperature of Coastal Region
East Coast of the United States		
West Coast of the United States		
Southern Alaska		