

# The White Board

- MATERIALS NEEDED**
- English dictionary
  - Thesaurus
  - Blank or lined paper
  - Graph Paper
  - Highlighter
  - Calculator

- KEY ASSIGNMENTS**
- Unit Assessment

**ASSESSMENT (Place ✓ for each requirement)**

All Assignments are Complete (classwork, homework, participation, attendance etc...) \_\_\_\_\_

Passing Score on Unit Assessment \_\_\_\_\_

Final Unit Assessment \_\_\_\_\_ (P/NP)

**P=Pass**  
**NP=No Pass**

Tech in Testing  
Unit 1

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_



# Unit 1 Introduction:

## LEARNING TARGET:

I can use my knowledge of the technology tools to complete a Training Test for English and Math.

## FOCUS:

This unit focuses on the use of technology on the SBAC test, which can be found in tools or types of questions.

## ORGANIZATION:

This unit will begin with watching a video about Universal Tools and Online Features of the SBAC test. You will begin to take notes at designated slides. Also, you will use the Equation Editor from the Math portion of the SBAC test. This will lead into taking the Training Test for, both, English and Math. Finally, you will have a 2-question test to complete unit 1.

You will be attending two classes for this unit. Please, use the space provided below to keep track of the day(s) and time(s) for both classes:

Subject	Teacher	Date of Class	Time of Class
English			
Math			



**Do not** proceed until you are in one of the classes that you have scheduled above.

# Training Video:

Now, you are in class with a teacher. It is time to learn about the different technology tools you have access to on the test. The awesome part is that you will be able to follow along on your own computer and actually try the tools for yourself! First, you will watch a Training Video, then you will practice using the tools on what is called a "Training Test."

**DIRECTIONS:** Complete Steps 1-5 in order to complete Unit 1.

**STEP 1:** Your teacher will play the Training Video for the whole class. You can also use this link to access the Training Video at home if you need to review: <https://goo.gl/sOaXqD>

**STEP 2:** Watch the slides and take notes on the upcoming pages. If you need the video to be paused to write more notes or ask a question, raise your hand.

**STEP 3:** You will complete the Math and English sections with a teacher using the different Training Tests.

**STEP 4:** Your teacher checks your notes. If your notes are complete, you will then take a **2 Question Test**.

**STEP 5:** You are now finished with Unit 1. Make sure to **keep these notes** throughout the Tech in Testing class (Units 2-5). These notes will be especially helpful for the Practice Test in Unit 5.

Here is what the Training Video looks like:

Embedded Universal Tools and Online Features BRAINSHARK

COASPP

Contents

Embedded Universal Tools and Online Features	
1. Embedded Uni...	00:07
<b>Introduction</b>	
2. Introduction	00:10
3. Introduction—SI...	00:08
4. Introduction—SI...	00:09
5. Introduction—SI...	00:13
6. Introduction—SI...	00:17
7. Introduction—SI...	00:31
8. Introduction—SI...	00:15
9. Introduction—SI...	00:09
10. Introduction—SI...	00:11
11. Introduction—SI...	00:10
12. Introduction—SI...	00:25
13. Introduction—SI...	00:33
14. Introduction—SI...	00:11
<b>Accessing the Embedded Universal Tools and Online</b>	
15. Accessing the ...	00:10

Total duration: 21:33/21:35

Embedded Universal Tools and Online Features

Smarter Balanced Assessment Consortium

## Universal Tools & Online Features: Student Notes

The Smarter Balanced Exam, commonly called SBAC, is an online, technology enhanced exam. In order to have your test results accurately reflect what you know it is critical that you learn how to navigate through the exam and use the provided tools. This unit will help you learn how to use the technology needed to be successful on the exam. **Use the space below to take notes as you follow the video and learn about these tools.**

### Universal Tools:

**Slide 24: Highlighter tool:** I can use the Highlighter tool to:

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**Slide 29: Strikethrough tool:** I can use the Strikethrough tool to:

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**Slide 34: Digital Notepad tool:** I can use the Digital Notepad tool to:

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**Slide 39: Mark for Review:** I can use the Mark for Review tool to:

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**Slide 46: Zoom tool:** I can use the Zoom tool to:

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**Slide 50: Expandable Passages tool:** I can use the Expandable Passages tool to:

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**Slide 54: Calculator tool:** I can use the Calculator tool to:

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**Slide 58: Dictionary and Thesaurus tool:** I can use the Dictionary and Thesaurus tool to:

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**Slide 64: English Glossary tool:** I can use the English Glossary tool to:

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**Slide 69: Writing tools:** I can use the Writing tools to:

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**Online Features:**

**Slide 86: Question Mark/ Help Guide:** I can use the Question Mark Icon tool to:

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**Slide 87: Question Drop Down List:** I can use the Question Mark Drop Down List tool to:

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**Slide 88: Save Button:** I can use the Save Button to:

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**Slide 89: Pause Button/ End Test:** I can use the Pause Button/ End Test button to:

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**Slide 90: Item Tutorial:** I can use the Item Tutorial tool to:

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**Slide 92: Back and Next Buttons:** I can use the Back and Next Buttons to:

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Slide 93: Audio Button: I can use the Audio Button to:

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You will need to be in front of a teacher/tutor/facilitator to check that you are inputting the following equations correctly. Once you are in front of a teacher/tutor/facilitator, go to this website: <https://goo.gl/J4t9xO>. You will want them to see the green words before moving on to the next question.



# Equation Editor: Student Notes

The Math portion of the SBAC frequently uses an Equation Editor so you accurately write your answer in mathematical language. Learning this tool will allow you to enter in your math answers more quickly, and more accurately. **Use the space below to take notes and perform some more practice equations for you to enter.**

## Notes from the Training:

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## More Practice Questions:

1.  $2 + 3(x - 4) = 16$

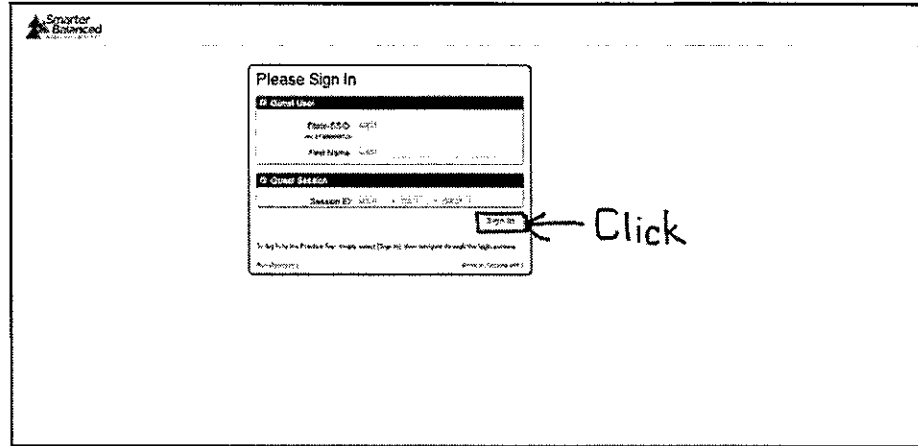
2.  $\frac{x + 4}{6} - \frac{x + 4}{6} = 5$

3.  $x^3 + 3x^2 - 5\left(x - \frac{2}{3}\right)$

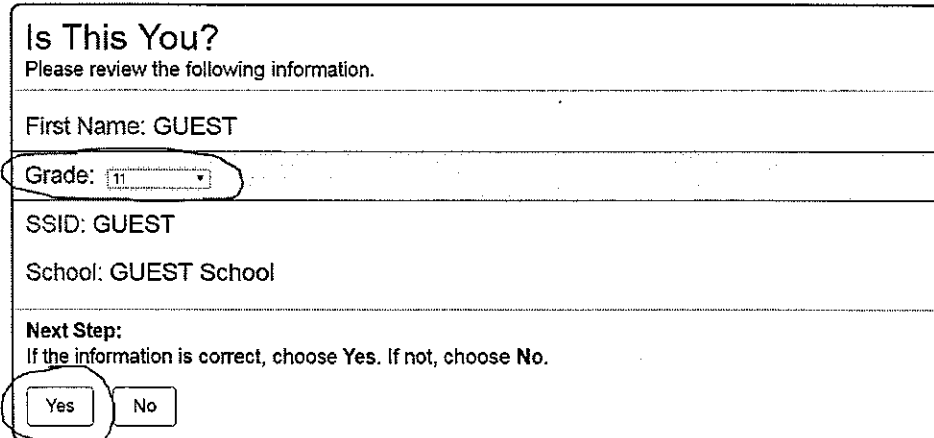
**How to access the Training Tests:**

Go to <https://practice.smarterbalanced.org/student/> and follow the directions below:

**Step 1:  
(Sign In):**

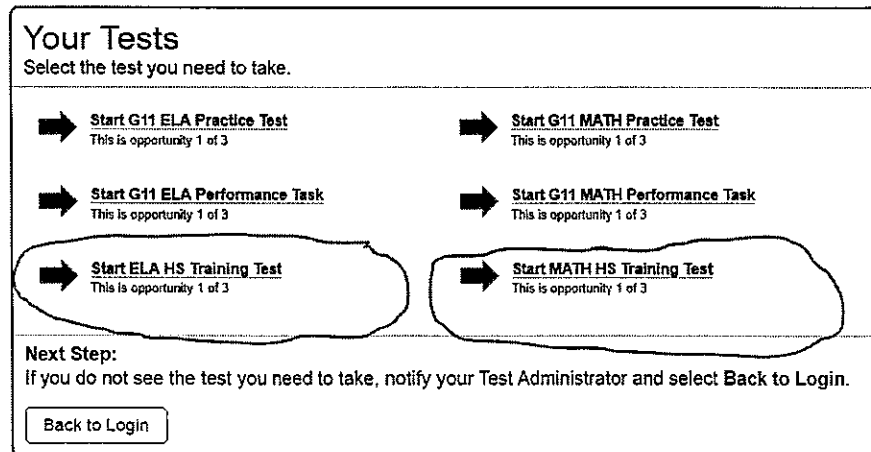


**Step 2  
(Select Grade 11):**

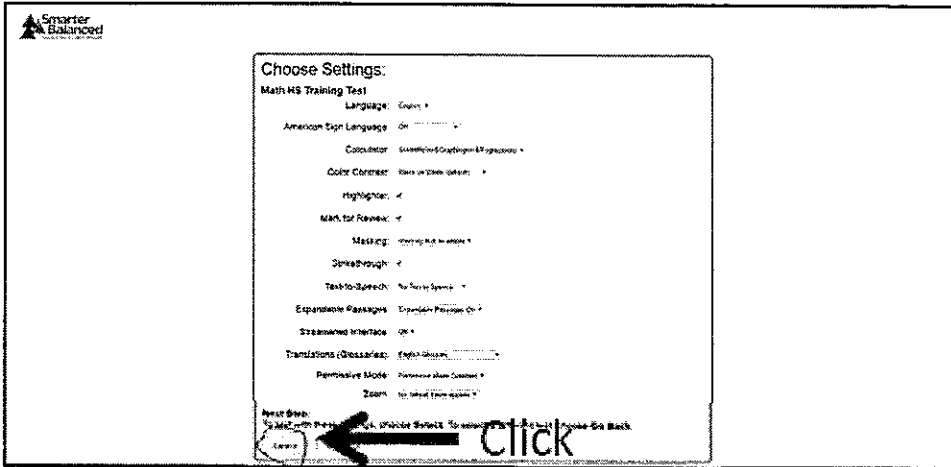


**Step 3  
Click "Yes"**

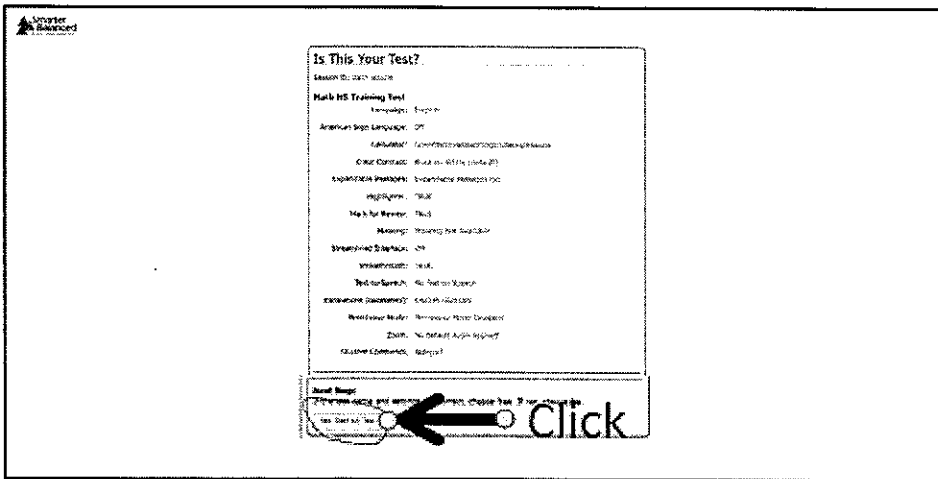
**Step 4  
(Select English or Math):**



Step 5:



Step 6:



### Audio Playback Check

Make sure audio playback is working.

 To play the sample sound, press the speaker button.

Next Step:

If you heard the sound, choose I heard the sound. If not, choose I did not hear the sound.

For ELA Performance Task only:  
Click on sound icon, then  
Click "I heard the sound"

**Step 7**  
**Click "Begin Test Now"**

## Instructions and Help

You may select the question mark button to access this Help Guide at any time during your test.

- **Context Menu Tools:** These tools are for passages and questions. To use these tools, click the context menu

Global Tools	Instructions
Help (?) button	To view the on-screen <i>Test Instructions and Help</i> window, select the question mark (?) button in the upper-right corner.
Navigation buttons	To move between test pages, use the <b>Back</b> and <b>Next</b> buttons in the upper-left corner. If a test consists of only one question, clicking <b>Next</b> prompts you to end the test.
Questions drop-down list	To quickly navigate to a specific test page, select a question number from the drop-down list in the upper-left corner. Questions that were marked for review display "(marked)" in this list.
Save button	To manually save questions, select <b>Save</b> in the global menu. This is an optional feature and is not available for all questions. If you do not use this button, your answers are still saved automatically.
Pause button	To pause a test, select <b>Pause</b> in the global menu. Pausing the test will temporarily log you out.

**Next Step:**

To begin your test, choose **Begin Test Now**. If your Test Administrator tells you to log out, choose **Return to Login**.

Begin Test Now

Return to Login

# Math Training Test

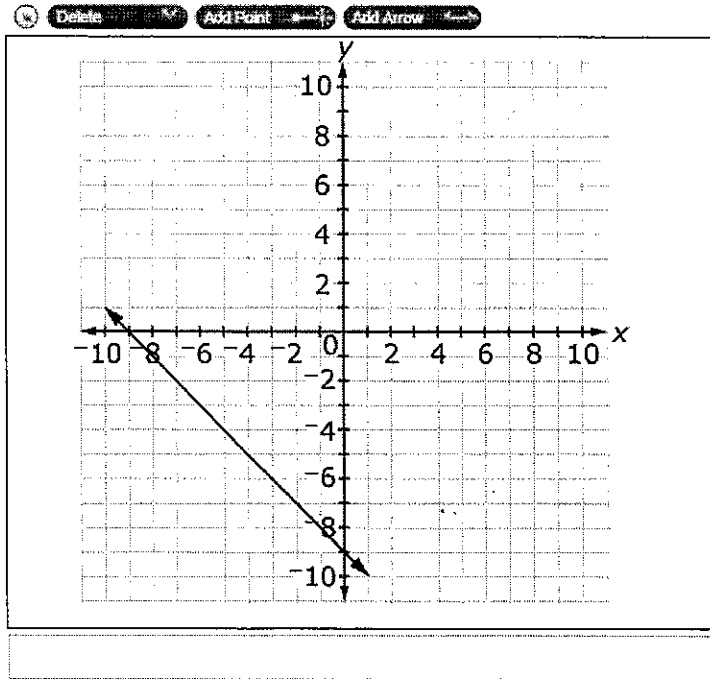
1) Graphing Question. You will apply and use the following:

- Graphing Calculator
- Add points/ add arrows



The graph of  $x + y = -9$  is shown.

Use the Add Arrow tool to graph the equation  $y = 2x + 3$  on the same coordinate plane. Use the Add Point tool to plot the solution to this system of linear equations.



How can you use the graphing calculator and add points/add arrows functions to help you answer this question?

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2) Equation Tool. You will apply and use the following:

- Equation Tool

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Write an expression equivalent to  $\frac{b^{11}}{b^4}$  in the form  $b^m$ .

←	→	↶	↷	✕									
1	2	3	b										
4	5	6	+	-	*	÷							
7	8	9	<	≤	=	≥	>						
0	.	-	$\frac{\square}{\square}$	$\square^\square$	$\square_\square$	( )		$\sqrt{\square}$	$\sqrt[\square]{\square}$	$\pi$	i		
			sin	cos	tan	arcsin	arccos	arctan					

How can you use the equation tool to help you answer this question?

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3) Multiple choice



Select the expression that is equivalent to  $(m^2 - 25)$ .

Ⓐ  $(m^2 - 10m + 25)$

Ⓑ  $(m^2 + 10m + 25)$

Ⓒ  $(m - 5)(m + 5)$

Ⓓ  $(m - 5)^2$

Notes:

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4) Drag and Drop, Multiple Correct Choices. You will apply and use the following:

- Drag/Drop/Delete Button
- Graphing Calculator



Cheryl claims that any irrational number squared will result in a rational number.

**Part A**

Drag an irrational number into the first response box that when squared will result in a rational number.

**Part B**

Drag an irrational number into the second response box that when squared will result in an irrational number.

$\sqrt[3]{2}$   
 $\sqrt[3]{3}$   
 $\sqrt{3}$   
 $\sqrt{2}$   
 $\sqrt[3]{2}$   
 $\sqrt{2}$   
 $\pi$   
 $\sqrt{\pi}$

**Part A**

<sup>2</sup> = rational number

**Part B**

<sup>2</sup> = irrational number

How can you use the graphing calculator to help you answer this question? What are some things to consider with the drag/drop and delete buttons?

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5) Fill the Table Question. You will apply and use the following:

- Question Drop-down tool



There are a total of 500 students in grades 1 through 5 in an elementary school.

- 17% of the total number of students are in 1st grade.
- 19% of the total number of students are in 4th grade.
- The number of 3rd-grade students is 9 less than the number of 4th-grade students.
- The number of 2nd-grade students is 10 less than the number of 5th-grade students.

Complete the table to show the number of students in each grade. Enter your answers in the table.

**Elementary School Students**

Grade	Number of Students
1st	<input type="text"/>
2nd	<input type="text"/>
3rd	<input type="text"/>
4th	<input type="text"/>
5th	<input type="text"/>

Notes:

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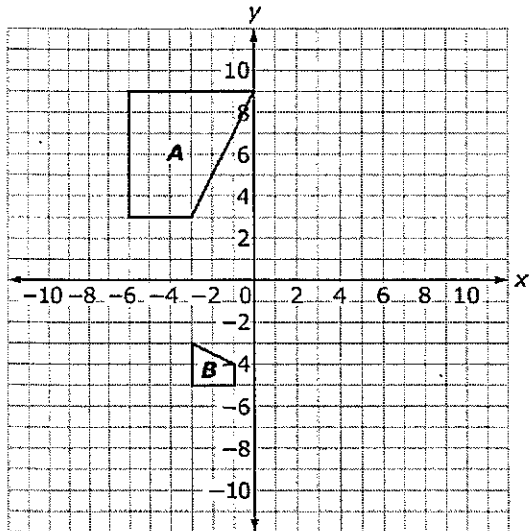
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6) Short Answer. You will apply and use the following:

- Writing tools



Trapezoid A and trapezoid B are shown on the coordinate grid.



Describe three basic transformations on trapezoid A which show trapezoid B is similar to trapezoid A. In your response, be sure to identify the transformations in the order they would be performed.

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7) Multiple Selection. You will apply and use the following:

- Graphing Calculator



A leaf falls 18 feet from a branch to the ground at a rate of 5 feet every 2 seconds.

Determine whether each statement about the leaf is true. Select True or False for each statement.

	True	False
The initial height of the leaf is 18 feet.	<input type="checkbox"/>	<input type="checkbox"/>
The leaf falls at a rate of $\frac{2}{5}$ foot every 1 second.	<input type="checkbox"/>	<input type="checkbox"/>
The leaf is 3 feet above the ground after 6 seconds.	<input type="checkbox"/>	<input type="checkbox"/>

How can you use the graphing calculator to help you answer this question?

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8) Select All Correct Answers. You will apply and use the following:



Select **all** the equations that can be represented by a straight line when graphed on the coordinate plane.

$\frac{1}{x} + y = 9$

$x = 16 + 3y$

$x = -2y^2 + 7$

$8x - 5y = 30$

$y = -6(x + 10)$

$y = x(3 - x) + 1$

How many correct answers are there?

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## ELA Practice Test

**DIRECTIONS:** Please, refer to pages 10-12 for directions on how to access the Math Practice Test. You will take the Practice Test on the **computer**. The readings are on your computer, **not** in this packet. You will also need to record your answers in this packet. Without the answers in your packet, you cannot turn it in to your teacher for a grade.

Read the selection. Practice using these tools:

1. **Highlighter Tool** (Ctrl-click and press "Highlight Selection")
2. **Expand Tool** 

### **Moving to the Back of Beyond**

When my parents said the three of us were moving out to California, to a place just north of Los Angeles, my mind immediately went to thoughts of Disneyland and Hollywood, glitz and glamour. I imagined a Rodeo Drive shopping spree to pick out a bikini for the endless days I would be spending on the beach. However, I'd forgotten about my parents' penchant for the unconventional; they're definitely "the road less traveled" kind of people. Mom had a gopher snake for a pet when she was younger, and Dad was never happier than when he was climbing near-vertical cliffs that only mountain goats could love. These are not city folk.

They had chosen to buy a 900-square-foot cabin under a 250-year-old oak tree in the high chaparral\* forest out in the back of beyond—so far away from Los Angeles that you couldn't even see the glow of the lights at night. When I first saw where we were going to live, I vacillated between feeling terrified and excited. This would be an adventure, for sure. But this was no camping trip where you could go home to civilization after a few days of roughing it; this was home, and roughing it was the new normal.

On move-in day, we drove fifteen miles out from Antelope Valley—where the nearest grocery store was located—on a two-lane road past llamas, cattle, and horses. Up and up we went, until finally we turned down a dirt road and headed into a canyon full of towering Coulter pines, blue-green sagebrush, and ancient canyon live oaks. I didn't know the names of these plants then, of course; I learned them later. That first day all I saw then was a million shades of green.

We parked under an oak tree that shaded our cabin and a front yard of rock, sand, and sagebrush twice as large as the cabin itself. On the stone staircase that led to the front door, black lizards interrupted their push-ups to twist their heads and eye us as we passed. Scrub jays squawked and hummingbirds zoomed past the eaves, scolding us with their territorial calls.

No cars roared past. No radios blared from a neighbor's house. There were no neighbors—no human neighbors, anyway.

Our new home consisted of one bedroom, one bathroom, and one big room for everything else. A fireplace in the corner of the big room would be our sole source of heat in the winter. A swamp box (cooler) would blow a breeze over a big damp pad to keep us cool all summer, or so my father said. But it was early autumn that day, and the temperature was perfect in the shade of the oak tree. *Our oak tree*, I thought; I was settling in.

Mom wiped a layer of grime off the kitchen counter and muttered about getting a bottle of bleach on our next rip into town. That was the beginning of an important lesson about living in the back of beyond: you don't just zip over to the local convenience store anytime you need something out here. You have to make a careful list and check it twice so that you don't forget anything, because anywhere is a long way from here.

On my first walk around the property, I saw two horned toads, a red-tailed hawk, and some deer tracks. I wondered what else I might find deeper and higher in the canyon. Dad told me the real estate agent had mentioned that coyotes, bobcats, mountain lions, rattlesnakes, and even bears roamed these hills. To my surprise, I found I couldn't wait to see them. All of them. I felt my feet taking root in the earth, claiming this place as home.

With no street lamps timed to turn on at sunset, when night came it was darker than anything I had ever experienced. Mom and I went out to look at the stars while Dad tried to unplug the ancient toilet. In the city, or even in the suburbs where I had lived before, you could see only the brightest stars in the sky. But out here, it was like being in a planetarium, except there were no labels typed onto our sky. The sheer number and spread of stars was awe-inspiring.

That first night, we slept on air mattresses on the living room floor because the movers had not yet arrived. There were no curtains on the windows, so when the moon rose, it shone in as if moonbeams were an integral part of the cabin.

Eventually, I moved into the bedroom and Mom and Dad got a foldout bed for the living room. Over the next few months, I began to count the passage of time in full moons rather than by the pages of a calendar, and for the first time I really noticed the days growing shorter in winter and longer in summer.

It's hard to believe, but we've been here for six years now. I've been going to school in the valley, but I feel most at home up here with my wild fellow canyon dwellers. Soon, I will have leave home for college, and I'm a little afraid of the culture shock I'm sure I will feel when I move back to civilization. Soon I'll be walking on pavement and well-mowed grass again, rooming with strangers, and eating meals in a cafeteria crowded with more people than live within twenty miles of this house. But I know I will come back. The back of beyond is home now.

\*chaparral: a dense thicket of shrubs and small trees

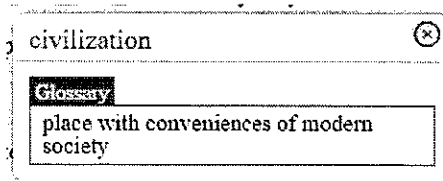
After reading the passage and highlighting at least 3 sentences:

- How did you decide which sentences to highlight?

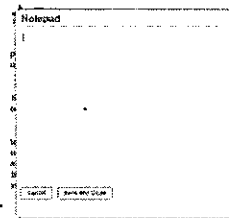
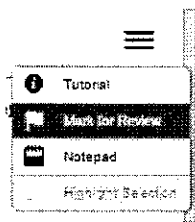
Read Question #1.

\*How many parts does Question #1 have? \_\_\_\_\_

Practice using these tools:



1. **Glossary**- here is an example:
2. **Mark for Review**- save it, so you can come back to it later



3. **Notepad**- write notes and save for later

1



The following question has two parts. First, answer part A. Then, answer part B.

**Part A**

Which statement **best** expresses the theme of the text?

- (A) Home may be found in an unexpected place.
- (B) Nature is the best educator of young children.
- (C) Turning your back on civilization is the only way to live.
- (D) You must leave your past behind in order to find yourself.

## Part B

Which sentence from the text **best** supports your answer in part A?

- Ⓐ “When I first saw where we were going to live, I vacillated between feeling terrified and excited.”
- Ⓑ “On my first walk around the property, I saw two horned toads, a red-tailed hawk, and some deer tracks.”
- Ⓒ “With no street lights timed to turn on at sunset, when night came it was darker than anything I had ever experienced.”
- Ⓓ “I’ve been going to school in the valley, but I feel most at home up here with my wild fellow canyon dwellers.”

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2



The reader can conclude that the narrator is open to living at “the back of beyond” and accepts her new life there. Click **three** sentences that **best** support this conclusion.

Our new home consisted of one bedroom, one bathroom, and one big room for everything else. A fireplace in the corner of the big room would be our sole source of heat in the winter. A swamp box (cooler) would blow a breeze over a big damp pad to keep us cool all summer, or so my father said. But it was early autumn that day, and the temperature was perfect in the shade of the oak tree. Our oak tree, I thought; I was settling in.

Mom wiped a layer of grime off the kitchen counter and muttered about getting a bottle of bleach on our next trip into town. That was the beginning of an important lesson about living in the back of beyond: you don’t just zip over to the local convenience store anytime you need something out here. You have to make a careful list and check it twice so that you don’t forget anything, because anywhere is a long way from here.

On my first walk around the property, I saw two horned toads, a red-tailed hawk, and some deer tracks. I wondered what else I might find deeper and higher in the canyon. Dad told me the real estate agent had mentioned that coyotes, bobcats, mountain lions, rattlesnakes, and even bears roamed these hills. To my surprise, I found I couldn’t wait to see them. All of them. I felt my feet taking root in the earth, claiming this place as home.

How could you use the **Highlighter Tool** to help you answer Question #3?



What is the author's message about living with nature? Use details from the text to support your answer.

How could you use the **Notepad Tool** to help you answer Question #4?

A student is writing a report for history class about the importance of the Magna Carta. Read the draft of the report and complete the task that follows.

When we think of the most important government documents in history, we often think first of the U.S. Constitution or the Declaration of Independence. While the importance of these documents can hardly be overestimated, it is all too easy to forget that without the Magna Carta neither of them would have been possible. The Magna Carta was a landmark government document that played a key role in the development of modern democracy. The effects of this critical piece of legislation are still felt today.

The roots of the Magna Carta were tied to the reign of King John, who took control of the English throne in 1199. Almost from the moment he became king, John ruled forcefully over his people, imposing harsh laws and severely punishing anyone who dared not to follow them. He was also focused on becoming even more powerful than he already was and repeatedly declared war on France to widen his kingdom. In need of money to fund his wars, King John required his nobles to pay large fees if they chose not to fight on his behalf.

Eventually, King John's constant abuses of power became too much for the nobles to bear. In 1213, they began a rebellion against the king, and, in 1215, England was on the brink of civil war. Realizing he had no other choice, King John met with his nobles on June 15, 1215, and agreed to sign a document that placed limitations on his power and gave the nobles certain guaranteed rights. First called the Articles of the Barons, the document soon became known as the Magna Carta. Though the Magna Carta did not end the conflict between King John and the nobles, it ultimately remained in place after being revised several times.

The rights guaranteed by the Magna Carta came in time to have a significant effect on England's system of government. Most importantly, it helped to establish a fair legal system that granted everyone the right to due process of the law. It also led to the formation of a legislative body that became known as Parliament. Centuries after it was first written, the Magna Carta's influence was again felt when the United States of America was founded. The abuses of power listed in the Declaration of Independence echo the claims made against King John by his nobles. When the framers wrote the U.S. Constitution, they looked to the Magna Carta to outline the rights of citizens and design the new country's legal system.

Write a conclusion that follows logically from the information in the essay.

Listen to the presentation, then Read Question #5.

Practice using these tools:

- **Zoom In/Zoom Out**     
 Zoom Out Zoom In

## Drafting and Designing

Listen to the presentation. Then answer the questions.



Excerpt from “Drafting and Designing” by Ann Feetham, from *Cobblestone*, Sept. 2012. Copyright © 2012 by Carus Publishing Company. Reused by permission of Carus Publishing Company.

5



Complete the table to show the differences in the characteristics of a traditional American home and Jefferson's home.

	faced south	built in valley	faced southwest	made from wood	made from red brick	built on mountaintop
traditional American home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jefferson's home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

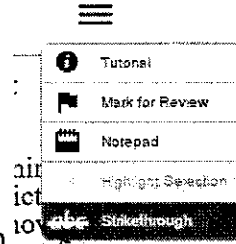
How many total boxes should you check in Question #5? \_\_\_\_\_

Which tool will help you answer this question? \_\_\_\_\_

Read Question #6.

- What does "architect" mean? \_\_\_\_\_

Practice using:



1. **Strikethrough Tool:** process of elimination
2. **Glossary**

6



Which conclusion is **best** supported by evidence from the presentation?

- (A) Jefferson preferred life in Europe to life in the United States of America.
- (B) Jefferson enjoyed a friendship with the Italian architect Andrea Palladio.
- (C) Jefferson chose to live on a mountain because he wanted people to see his home.
- (D) Jefferson chose an Italian name for his home to show the Italian influence on its design.

Read Question #7. Circle the directions.

- What Tool will help you the most in answering this question?  
\_\_\_\_\_
- How many sources are you going to check? \_\_\_\_\_



A student is writing a research report about the Iditarod Trail and annual dogsled race in northern Alaska. Read the paragraphs from her report and the directions that follow.

Alaska's Iditarod National Historic Trail has a long and rich history of travel and trade routes, including during the Gold Rush of the nineteenth century. Located close to the Arctic Circle, the one-thousand-mile trail system is known for its rugged terrain and harsh winters. But it is primarily known for the internationally famous Iditarod Trail Sled Dog Race, commonly referred to as simply the Iditarod. The Iditarod was founded in the 1970s by a few Alaskans determined to commemorate the state's rich history of dogsledding and to honor a famous event: the halt of a serious diphtheria epidemic in 1925, when a crucial medical serum was delivered by dogsled to the Alaskan citizens in need.

The Iditarod is an epic challenge for man and man's best friend: it's a grueling 1150-mile trek from Anchorage to Nome, Alaska. Although held in early spring, the conditions are extremely harsh. Each team consists of a human captain (also called a musher) leading a team of more than a dozen sled dogs—mostly Siberian Huskies, Alaskan Malamutes, or Eskimo Dogs. Together, they brave frigid conditions, including frozen tundra and icy forests. "The Last Great Race on Earth," as it is also called, starts during the first week in March with teams generally reaching Nome in 10-15 days.

Select two credible sources that would most likely give the student more information for her paragraphs.

"Snow Huskies"  
Commercial Film

This 1998 PG-13 film is a heartwarming tale about a team of ragtag Alaskan Malamutes who save their owner's ranch by winning the nation's premier dogsled race.

[www.northernparks.com](http://www.northernparks.com)

This website has information about all of Alaska's state parks for tourists planning a visit to the country's largest state.

[www.racetheiditarod.com](http://www.racetheiditarod.com)

Our business will provide you with all the information you will need to race in the Iditarod. Let our team of experts help you register your dogs, find local veterinarians, and secure housing and supplies.

*Balto: Our Hero* by C.R. Benson

This book, first published in 1957 by children's literature author C.R. Benson, tells the true dramatic tale of Balto, the lead sled dog in a race against time to deliver serum during the 1925 diphtheria epidemic in Nome, Alaska.

"The Iditarod Trail Dog Sled Race"

United States Geographical Society

[www.usgeog.com/iditarod](http://www.usgeog.com/iditarod)

In celebration of its 100-year history of documenting our planet's uniqueness, our staff ventured to the 49th state to cover the Iditarod. This article chronicles the history of one of the most grueling competitions in the world, nicknamed "The Last Great Race."

"MUSH! Alaska's Most Challenging Race"

Documentary Film

This 2007 six-hour miniseries documentary by award-winning filmmaker, Bernard Kerns, details the history and route of the famous Iditarod.



You have reached the end of unit 1. Please, see your teacher/tutor/facilitator to check over the completion of these notes. Be sure to ask any questions about the Training Test you just took. You will be taking a 2-question test and then you will be done with unit 1.

