MasteryPrep

BOOT CAMP FOR LEAP 2025

Better Scores in ONE Day

SAMPLE

Boot Camps for LEAP 2025 End of Course

Our all-new LEAP 2025 Boot Camps are designed specifically to increase the number of students scoring Mastery and Advanced on the LEAP 2025 End of Course assessments.

Our Boot Camps are updated for the new tech-enabled test items and are directly aligned to Louisiana state standards and the most heavily assessed content areas

How Boot Camps work:

MasteryPrep's LEAP Boot Camps are half-day events designed to increase the number of your students scoring Mastery and Advanced on the LEAP 2025 assessment.

Each Boot Camp focuses on a single subject and provides students the review and motivation they need to put their best foot forward on test day. You've worked all year to build student competence on the Louisiana state standards. The Boot Camps help your students connect what they've learned in school to how those skills will be assessed on the LEAP tests.

Each Boot Camp is led by a MasteryPrep-certified instructor who will arm your students with the tips, strategies, and reasoning skills they need to succeed on test day.

In just three hours, students will:

- Review the most heavily tested standards
- Learn test-taking and guessing strategies
- Avoid trap answers and acclimate to the new technology-enabled test items
- Discuss how to overcome test anxiety and properly prep for testing

Three Ways to Boot Camp:

- **Live Virtual:** An engaging, expert MasteryPrep instructor guides students through a live virtual workshop.
- **Live In-Person:** A MasteryPrep expert visits on-sites and delivers a high-energy, high-impact program.
- **On-Demand SnapCourse:** Students progress at their own pace through an adaptive program that simulates tutoring.

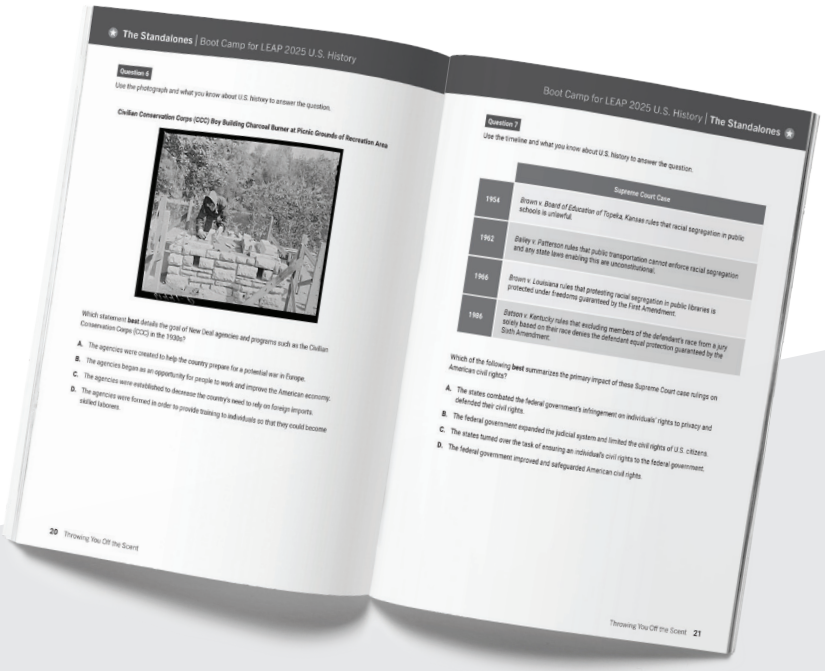
What's Included:

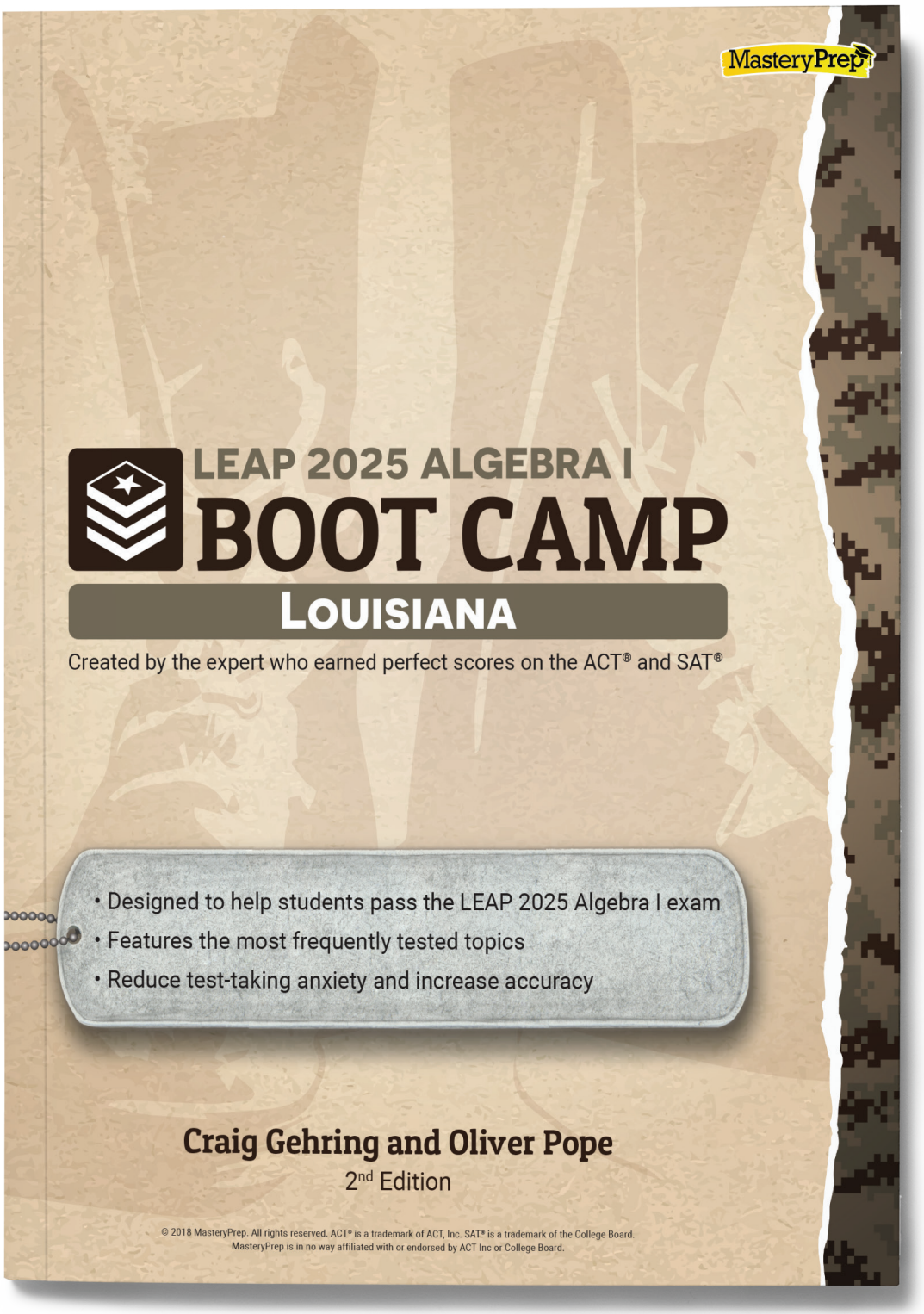
Our Boot Camps for LEAP 2025 provide test prep that fits your schedule, even at the last minute. We take care of everything. No hassle, no stress, and no attendance limits.

- Live Virtual and In-Person workshops include a student workbook for each attendee. This workbook has exercises students complete during the event as well as extra practice for prep leading up to test day.
- The On-Demand SnapCourse includes an online license to the course for each participant with extra practice materials that can be accessed on-campus or from home.

3-Hour Boot Camps for each LEAP 2025 EOC:

- Algebra I
- Geometry
- English I
- English II
- U.S. History
- Biology

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Chapter 2

Solving Algebraically

Solving Algebraically Overview

The **Solving Algebraically** conceptual category tests your proficiency over a broad range of algebra skills. The skills that will be tested on your exam include but are not limited to the following:

Seeing Structure in Expressions

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials

Creating Equations

- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations and inequalities
- Represent and solve equations and inequalities graphically

NOTES:

What Are Boot Camp Mini-Tests?

During this Boot Camp you will take several mini-tests, which are small segments of an Algebra I test. While taking these mini-tests, it's important to **imagine that you are in an actual testing environment**. The time limits assigned match the pace that you should try to keep during the actual test. **Practice all of the skills that you have learned as you complete the mini-tests**. In the mini-tests, we are focusing on only one category of questions at a time, but on the real assessment each test section will include questions from each major conceptual category.

For these mini-tests, you have 10 minutes to answer several questions. Your instructor will signal when you are out of time. Try to get through all the questions within the time limit. Unless your instructor has provided you with an answer sheet, circle your answers directly in this book. The real test does not allow the use of cell phones, watches, or computers, so you shouldn't use them on the mini-tests, either.

NOTES:

Solving Algebraically - Mini-Test One

1. Consider the function f, where $f(t) = 2t^2 + 8t - 10$.

PART A

What is the vertex form of $f(t)$?

A. $2(t - 2)^2 - 18$
B. $2(t + 2)^2 - 18$
C. $2(t - 4)^2 - 14$
D. $2(t + 4)^2 - 14$

PART B

What is a factored form of $f(t)$?

A. $(2t - 1)(t + 10)$
B. $(2t + 1)(t - 10)$
C. $2(t + 5)(t - 1)$
D. $2(t - 5)(t + 1)$

2. Which expression is equivalent to $(x - 2)(3x^2 - 5x + 9)$?

A. $3x^2 - 4x + 7$
B. $3x^2 - 4x + 9$
C. $3x^3 - 5x^2 + 9x - 2$
D. $3x^3 - 11x^2 + 19x - 18$

3. The boiling point of ethyl alcohol, T (measured in degrees), at an altitude above sea level, a (measured in feet), can be determined by the expression $-0.0013a + 173$. What is the meaning of the 173 in the expression?

A. The boiling point is 173 degrees at sea level.

B. The boiling point decreases by 173 degrees as the altitude increases by 1,000 feet.

C. The minimum altitude is 173 feet.

D. The maximum altitude is 173 feet.

4. Kedrick used the method of completing the square to solve a quadratic equation. His first two steps are shown below.

Given: $3x^2 + 30x + 21 = 0$

Step 1: $x^2 + 10x + 7 = 0$

Step 2: $x^2 + 10x = -7$

Write numbers in each box to correctly complete the square in Step 3 (selecting from the options appearing below).

Step 3: $x^2 + 10x +$ ☐ $=$ ☐

Options: -32 -25 -18 -5 5 18 25 32

STOP! END OF TEST.
YOU MAY GO BACK AND CHECK YOUR WORK.

PLUG IT IN

If you don't know exactly how to answer a question, try plugging in assumed values for the variables given and see if you can draw some conclusions.

3. The boiling point of ethyl alcohol, T (measured in degrees), at an altitude above sea level, a (measured in feet), can be determined by the expression $-0.0013a + 173$. What is the meaning of the 173 in the expression?

A. The boiling point is 173 degrees at sea level.

B. The boiling point decreases by 173 degrees as the altitude increases by 1,000 feet.

C. The minimum altitude is 173 feet.

D. The maximum altitude is 173 feet.

In this question, plug in experimental values for *a* to prove answer choices incorrect. Choice B says that an increase of 1000 in *a* will increase the value of the expression by 173. Test to see if this is true. Use 1000 and 2000 as values for *a* and see what happens.

$-0.0013(1000) + 173 = 171.7$ and $-0.0013(2000) + 173 = 170.4$. This is not a difference of 173, so we can eliminate choice B.

Choices C and D can be eliminated because you can plug in a value of 150 (below the "minimum altitude" described in C) and a value of 200 (above the "maximum altitude" described in D) and the expression still works.

Therefore, choice A is correct. You can verify this by plugging in the value 0 (sea level) for *a*. This gives you a boiling point of $-0.0013(0) + 173 = 173$, which is exactly what choice A claims.

NOTES:

Distributive Property: Show Your Work

Use the distributive property when you need to get rid of parentheses.

When you are asked to simplify an expression that has parentheses and none of the answer choices have parentheses, this is a clue that you'll need to use this method.

With the distributive property, you actually **distribute (share) the coefficient outside of the terms in parentheses among each of the individual elements inside the parentheses**. Share the wealth!

For example:

$$3(2x + 5) = (3)(2x) + (3)(5)$$

$$(3)(2x) + (3)(5) = 6x + 15$$

Be cautious about keeping track of the negative signs.

$$-4(x - 4) = (-4)(x) - (-4)(4)$$

$$(-4)(x) - (-4)(4) = -4x - (-16)$$

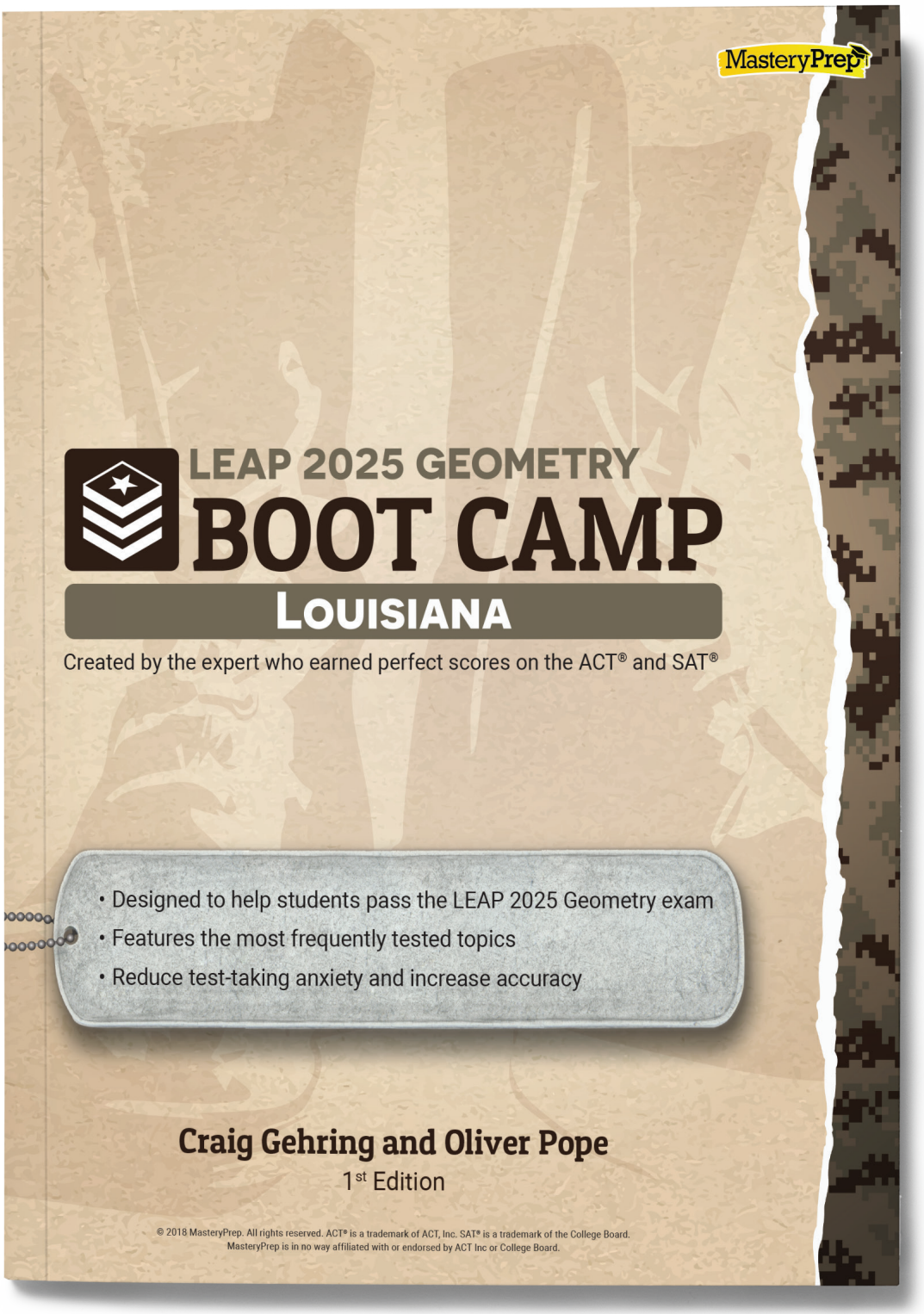
$$-4x - (-16) = -4x + 16$$

It is important to show your work throughout the entire process of solving these problems. If you try to rush and skip steps, you increase your chance of making a careless error.

Let's take a look at this tricky question:

2. Which expression is equivalent to $(x - 2)(3x^2 - 5x + 9)$?

A. $3x^2 - 4x + 7$
B. $3x^2 - 4x + 9$
C. $3x^3 - 5x^2 + 9x - 2$
D. $3x^3 - 11x^2 + 19x - 18$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Chapter 2

Congruence Transformations and Similarity

Congruence Transformations and Similarity Overview

The **Congruence Transformations and Similarity** conceptual category tests your proficiency over a broad range of geometry skills. The skills that will be tested on your exam include but are not limited to the following:

Dilations

- Dilate a figure given a center and a scale factor

Congruence and Similarity

- Determine if two figures are similar
- Use congruence and similarity criteria to solve problems and prove relationships

Transformations

- Transform figures using geometric descriptions of rigid motions

Geometric Theorems

- Prove geometric theorems

NOTES:

What Are Boot Camp Mini-Tests?

During this Boot Camp you will take several mini-tests, which are small segments of a geometry test. While taking these mini-tests, it's important to **imagine that you are in an actual testing environment**. The time limits assigned match the pace that you should try to keep during the actual test. **Practice all of the skills that you have learned as you complete the mini-tests**. In the mini-tests, we are focusing on only one category of question at a time, but on the real assessment each test session will include questions from several conceptual categories.

For these mini-tests, you have 10 to 15 minutes to answer several questions. Your instructor will signal when you are out of time. Try to get through all the questions within the time limit. Unless your instructor has provided you with an answer sheet, circle your answers directly in this book. The real test does not allow the use of cell phones, watches, or computers, so you shouldn't use them on the mini-tests, either.

NOTES:

Mini-Test One

1. In the coordinate plane, line q has slope 6 and y-intercept (0, 8). Line p is the result of dilating line q by a factor of 4 with center (0, 4). What is the y-intercept and slope of line p?

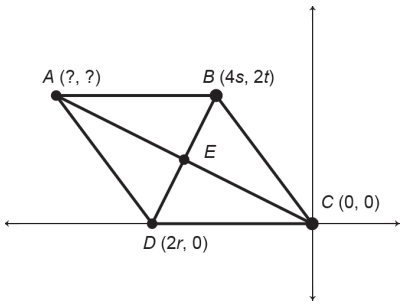
A. Line p has slope 2 and y-intercept (0, 4).

B. Line p has slope 6 and y-intercept (0, 8).

C. Line p has slope 6 and y-intercept (0, 20).

D. Line p has slope 10 and y-intercept (0, 12).

2. The figure gives rhombus $ABCD$ on the coordinate plane. Diagonals $\overline{AC}$ and $\overline{BD}$ intersect at point E.



PART A

Find the coordinates of point A in terms of r, s, and t.

Write your answer in the box provided below. Write **only** your answer in the box.

PART B

Since $ABCD$ is a rhombus, $\overline{AC}$ and $\overline{BD}$ bisect one another. Use the coordinates of the rhombus to prove that $\overline{AC}$ and $\overline{BD}$ bisect one another.

Enter your justification in the space provided below.

3. Vertices $X(2, 3)$, $Y(5, 7)$, and $Z(5, 3)$ form triangle XYZ on the coordinate plane. The triangle is reflected across the y-axis and then rotated 90 degrees counterclockwise about the origin to form triangle $X'Y'Z'$. What is the sum of the x values of the vertices of triangle $X'Y'Z'$?

A. –13

B. –12

C. –11

D. 12

STOP! END OF TEST.
YOU MAY GO BACK AND CHECK YOUR WORK.

Dilations

In the Congruence Transformations and Similarity category, dilations are the most important topic. A dilation is a transformation that produces an image that is the same shape, but a different size.

1. In the coordinate plane, line q has slope 6 and y-intercept (0, 8). Line p is the result of dilating line q by a factor of 4 with center (0, 4). What is the y-intercept and slope of line p?

A. Line p has slope 2 and y-intercept (0, 4).

B. Line p has slope 6 and y-intercept (0, 8).

C. Line p has slope 6 and y-intercept (0, 20).

D. Line p has slope 10 and y-intercept (0, 12).

There are a few rules that need to be memorized about dilations.

When a line or line segment is dilated, no matter where the center of dilation is, the slope remains the same.

In the above question, since line q has a slope of 6, line p must also have a slope of 6. We can eliminate choices A and D.

Every point on the line, line segment, or shape being dilated has a distance from the center of the dilation. *The dilation factor gives you what to multiply that distance by to determine the distance of the new points on the dilated image.* Each new point is always along the line formed by the center and the original point.

For example, if point Z is part of a dilation and it has a distance of 2 from the center, then a dilation factor of 3 would mean that Z' should have a distance of 6 from the center. If the dilation factor is 0.5, Z' would be 1 from the center. A dilation factor of 1 means that you end up with the same image.

In the above question, the y-intercept of q has a distance of 4 from the center. Since the dilation factor is 4, the new corresponding point should have a distance of 16 from center. Since the center is on the y-axis at (0, 4), the new point has coordinates of (0, 20), which gives us the y-intercept for line p. Thus, the correct answer is C.

A line that passes through the center of a dilation remains unchanged.

A line segment is shortened or lengthened by the dilation factor, regardless of where the center is.

For example, a line segment with a length of 6 that gets dilated by a factor of 2 has a new length of 12. If the dilation factor is 0.5, the new length is 3.

To dilate a shape, use the dilation factor and the location of the center to determine the location of each vertex in the new image.

Reflections and Rotations

Some questions will ask you to reflect or rotate figures in the coordinate plane. With items of this type, it's important to take one step at a time, to make sure you are following instructions about clockwise or counterclockwise direction, and to keep some essential rules in mind.

3. Vertices $X(2, 3)$, $Y(5, 7)$, and $Z(5, 3)$ form triangle XYZ on the coordinate plane. The triangle is reflected across the y-axis and then rotated 90 degrees counterclockwise about the origin to form triangle $X'Y'Z'$. What is the sum of the x values of the vertices of triangle $X'Y'Z'$?

A. –13

B. –12

C. –11

B. 12

In this question, we are first asked to make a reflection across the *y*-axis. Here are the rules for reflections:

- When reflecting across the *x*-axis, multiply all *y*-coordinates by –1.
- When reflecting across the *y*-axis, multiply all *x*-coordinates by –1.

With a reflection, you multiply the coordinates that *don't* belong to the reflection axis by –1. (So *x*-axis means *y* values multiplied by –1, and *y*-axis means *x* values multiplied by –1).

After the reflection, our new triangle is $X(-2, 3)$, $Y(-5, 7)$, $Z(-5, 3)$.

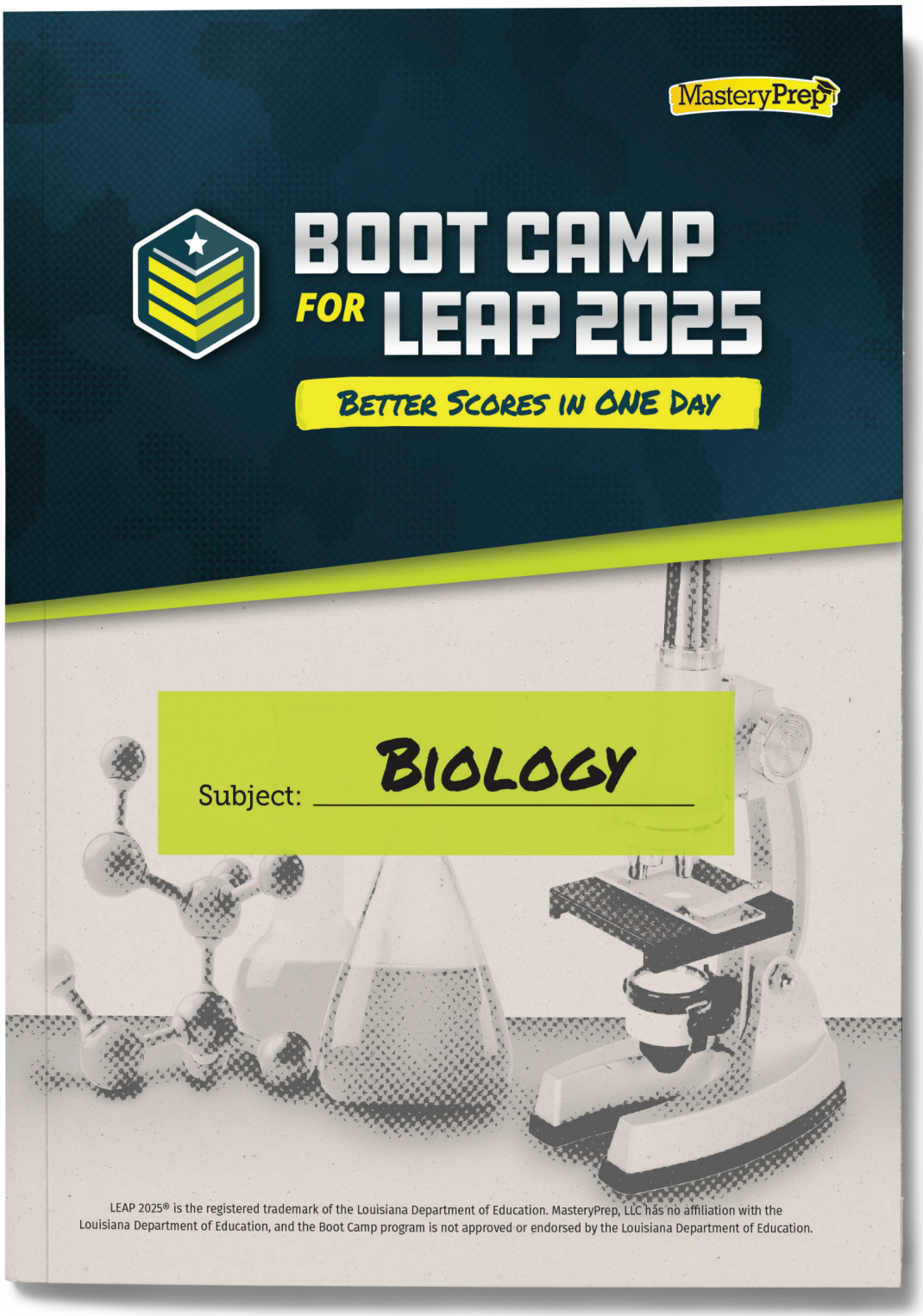
Next, we must rotate the triangle 90° counterclockwise about the origin.

- The rule for rotating 90° counterclockwise is to multiply the *y*-coordinate by –1, then swap the *x*- and *y*-coordinates.

You can memorize this table if you want to be very fast with rotations around the origin:

Counterclockwise Rotation	Clockwise Rotation	New Coordinates
90°	270°	$(-y, x)$
180°	180°	$(-x, -y)$
270°	90°	$(y, -x)$

However, if all you remember is the 90° counterclockwise rotation rule, you can slowly figure out everything on the table. If you are given a clockwise rotation, convert it to counterclockwise. (90° CW = 270° CCW, 270° CW = 90° CCW). Then do one 90° rotation at a time until you've reached the correct number of degrees.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Boot Camp for LEAP 2025 Biology

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Boot Camp for LEAP 2025 Biology

SECTION 2

GRAPHS AND FIGURES

Graphs and Figures | Boot Camp for LEAP 2025 Biology

Question 2

Doctors recently discovered a new disease-causing microorganism that infects humans. The microorganism is approximately 7 to 9 micrometers (μm) in length and is spread through the bite of infected ticks. The microorganism incubates for a period ranging from 3 to 30 days, at which point the patient begins to exhibit symptoms including fever, headache, fatigue, and a characteristic target-shaped skin rash. Patients are treated with oral antibiotics, fluids, and bed rest. Painkillers are not typically prescribed for this disease, although some patients require more complex antibiotic regimens.

Doctors created a table comparing features of various diseases to attempt to identify the microorganism.

Disease Features

Disease	Cause	Symptoms	Transmitted By	Size of Microorganism	Incubation Time	Treatment
Influenza	Virus	Fever, chills, muscle aches, cough, congestion, headaches	Coughing, sneezing	0.07 μm	1–4 days	Antiviral medications, fluids, bed rest
Strep Throat	Bacterium	Throat pain, painful swallowing, fever, headache, rash	Coughing, sneezing	0.6–1 μm	2–5 days	Antibiotics, fluids, bed rest
Chickenpox	Virus	Itchy blister-like rash, fever	Contact with blisters, inhaling viral particles	0.125 μm	10–21 days	Rest, ointments for itching, medications to relieve fever
Salmonella	Bacterium	Diarrhea, fever, stomach cramps	Contact with contaminated food or water	2–5 μm	12–72 hours	Extra fluids, bed rest, antibiotics in extreme cases

Which statement about the microorganism is supported by evidence from the table?

A. The microorganism is most likely a bacterium because of its symptoms and incubation time.

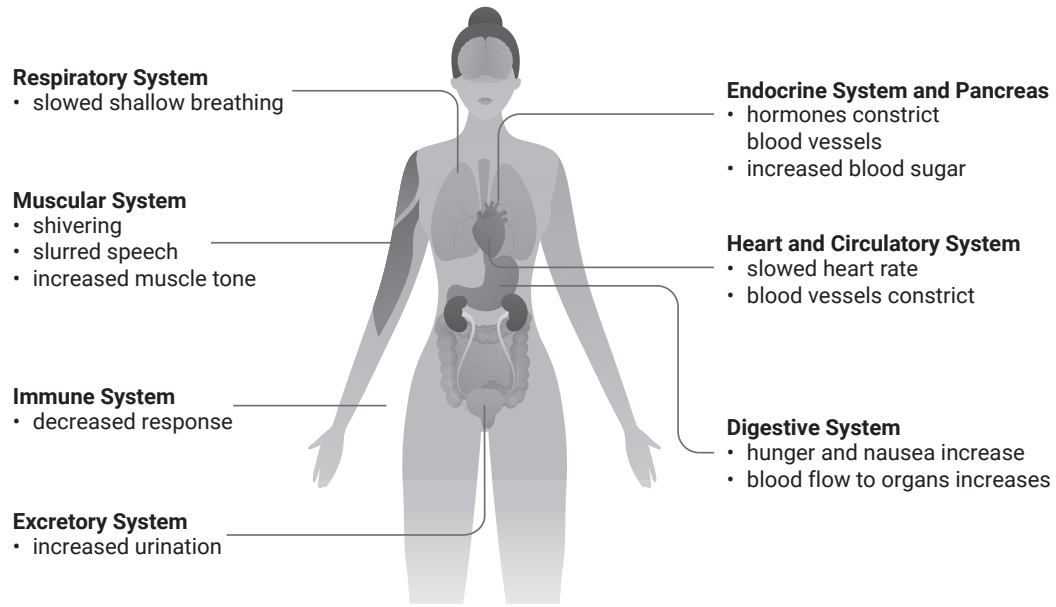
B. The microorganism is most likely a bacterium because of its size and treatment method.

C. The microorganism is most likely a virus because of its transmission method and incubation time.

D. The microorganism is most likely a virus because of its treatment method and size.

Question 3

Communication between different organ systems in the human body is essential for proper functioning, especially in dangerous situations. An example is hypothermia, the condition in which someone's body temperature drops as a result of exposure to freezing temperatures. The diagram shows the systems involved in hypothermia.



Select the two statements that describe how the systems interact during a hypothermic response.

A. The muscular system creates hormones that are sent to the circulatory system, resulting in decreased blood flow to muscles.

B. The endocrine system floods the circulatory system with hormones to redirect blood flow from limbs to organs.

C. The immune system sends receptors to the circulatory system to increase blood pressure and decrease heart rate.

D. The muscular system interacts with the excretory system, increasing kidney function and urine production.

E. The endocrine system interacts with the respiratory system to increase oxygen absorption in muscles.

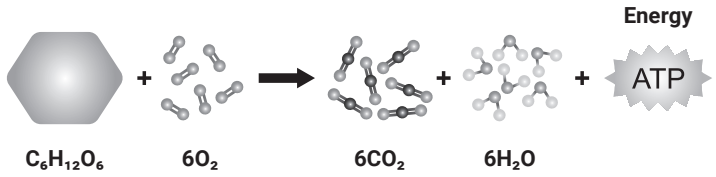
F. The circulatory system undergoes a change in blood flow, leading the muscular system to cause shivering to increase body temperature.

Graphs and Figures | Boot Camp for LEAP 2025 Biology

Question 4

Use the model and your knowledge of science to answer the question.

This model summarizes the process of cellular respiration.



Determine what this model of cellular respiration can and cannot be used to explain. Label each phrase with an A or B based on which column of the table it belongs in.

Column A	Column B
Model Can Be Used to Explain	Model Cannot Be Used to Explain

_____ How oxygen is incorporated into other molecules

_____ How glucose is made up of smaller molecules

_____ How energy is released from sugar molecules

_____ How plants store energy in the form of sugars

_____ How carbon dioxide is released from carbohydrate molecules

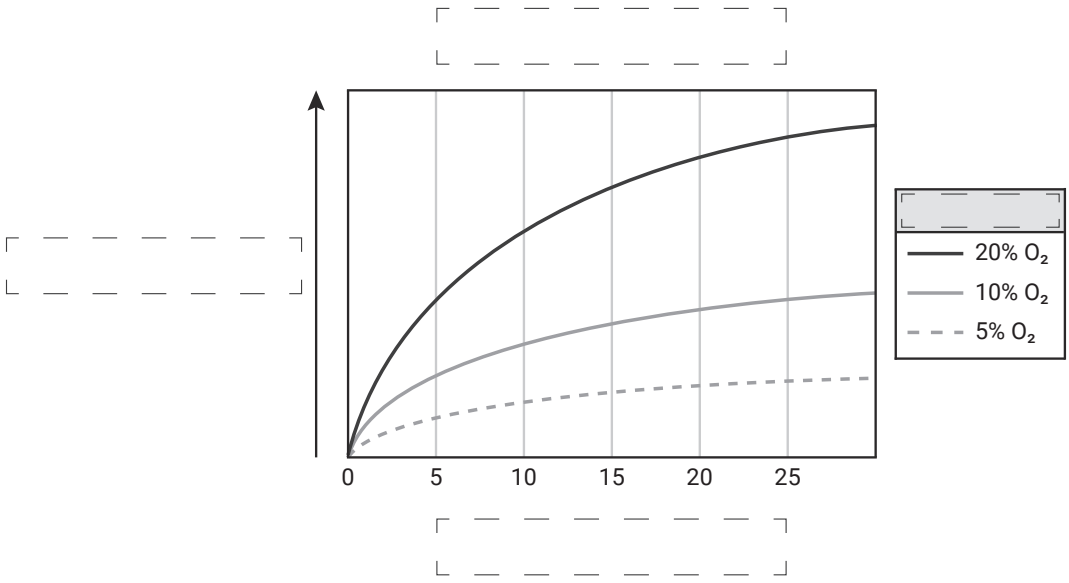
_____ How ATP is stored within oxygen molecules

Anatomy of a Graph

Instructions

Label the graph by rewriting the terms in the correct spaces provided.

Title	*y*-axis (Varies)	*x*-axis (Consistent)	Key

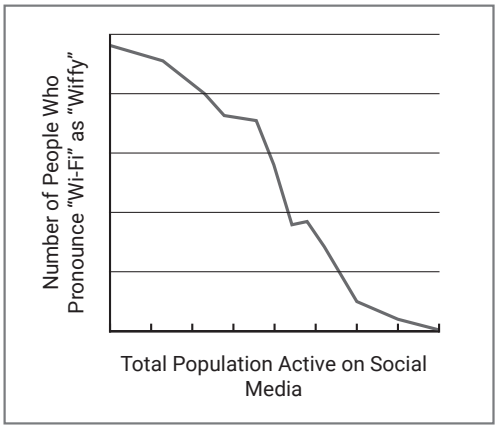


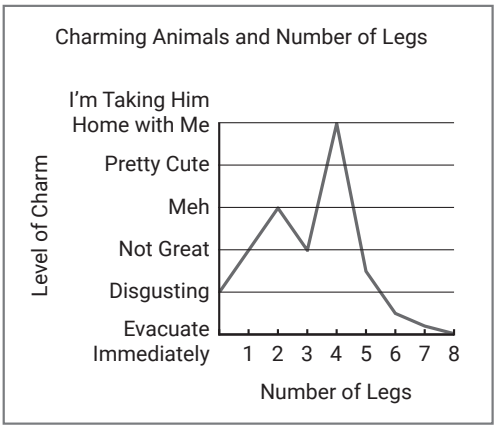
Graphs and Figures | Boot Camp for LEAP 2025 Biology

Relationship Status

Instructions

Draw a line to match each graph or table with its correct mathematical relationship based on the data.





	MPH Over Speed Limit			
	+5	+10	+15	+20
Texas	$224	$239	$284	$309
California	$238	$367	$490	$608

Positive

Negative

No Relationship

It's Trending

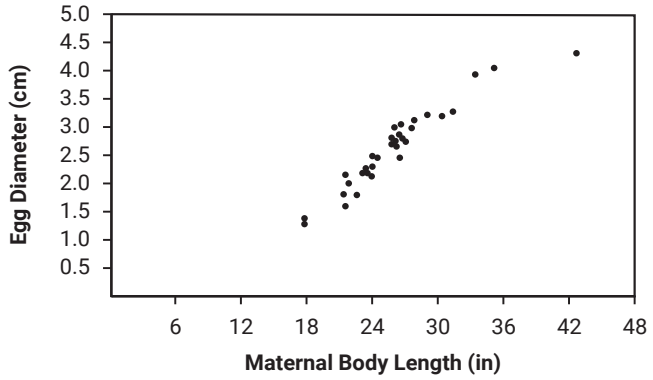
Instructions

Refer to the question below as your instructor leads the discussion.

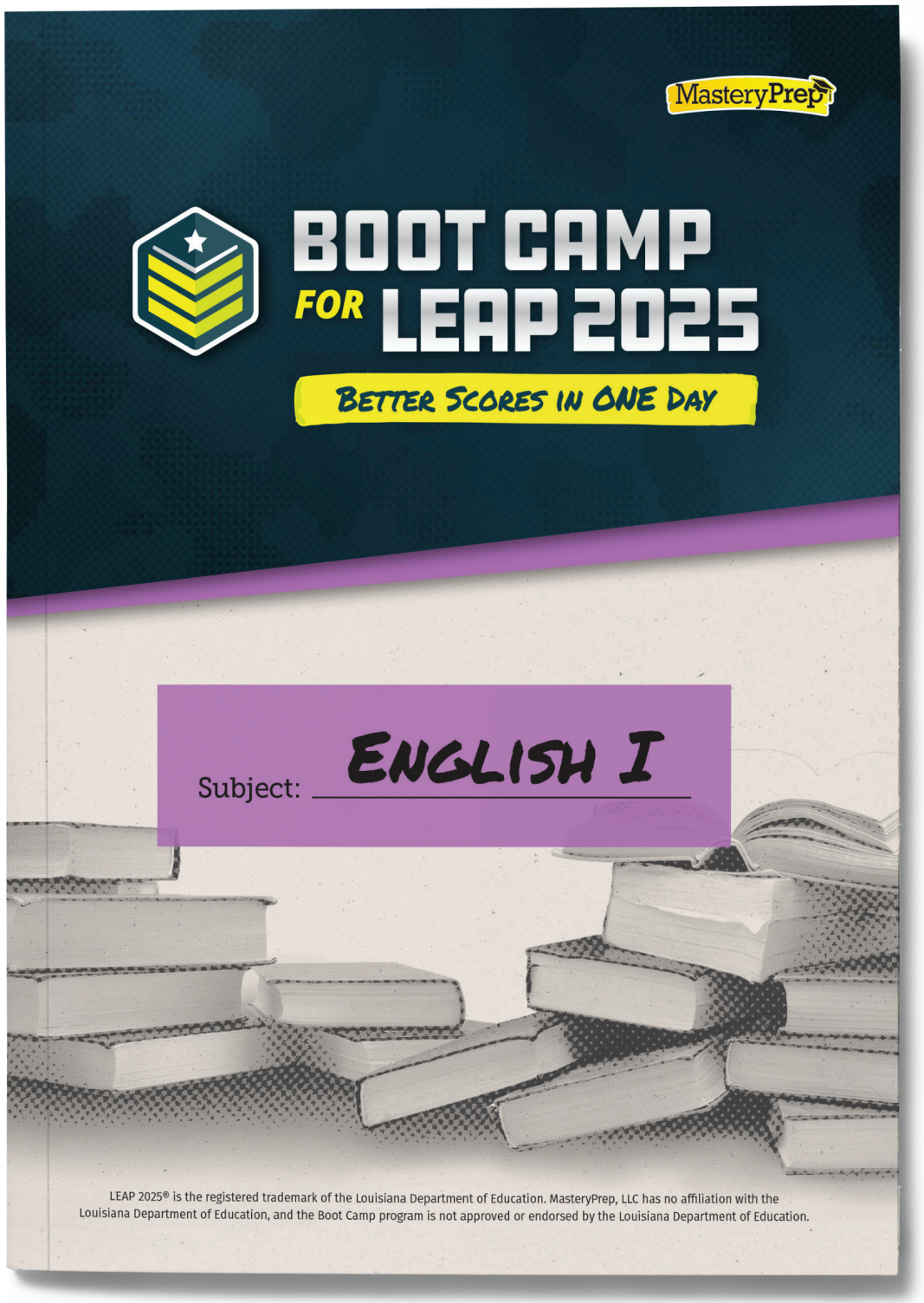
The Least Worst Answer

Look at the answer choices to see how they differ. Use relationship words to zone in on the core of an answer choice and eliminate answer choices with inaccurate relationships or unmentioned variables. Pick the least worst answer after you've eliminated everything else.

Graph 1. Maternal Body Length vs. Egg Diameter in Loggerhead Turtles



Source: Southeastern Regional Journal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Boot Camp for LEAP 2025 English I

SECTION 2

READING STRATEGIES

Reading Strategies Preview

Instructions

Complete the quiz. If time remains, check your answers.

Health Is the Cost of the Heartbreaking Cuteness of Bulldogs, Research Says

by Ghienelle Aske

1 Canine scientists claim they have found the answer to a commonly recurring question: What causes rampant health problems in bulldogs?

2 Sure, they are often carelessly bred and placed with irresponsible owners. Frequently they are under-exercised, which detracts from their health and wellness. However, recent analysis has revealed that breeding practices are to blame for many of the health problems in bulldogs, and that these breeding practices have their root in human psychology.

3 The probable cause is a genetic phenomenon that resulted from years of selective breeding and that was observed by genetic theorists. It has been definitively documented in many species of dogs because it is so physically apparent: it caused them to retain the features of puppies as adults.

4 Today, in a finding issued by the journal *New Biology*, scientists assert that the exact phenomenon that is responsible for the cute appearance of a modern bulldog counteracts the genes that code for a healthy, vibrant animal. And this discovery offers a template for dog breeders to select for more resilient, hardy dogs.

5 The finding is "a single part of the mystery of why the contemporary bulldog is failing," claimed Delia Donaghue, a canine scientist at the University of Illinois Chicago who did not participate in the study. "That phenomenon is now appearing in nearly all contemporary bulldogs. At this point, we can claim that in attempting to make the bulldog cuter, they bred out a number of the crucial genes that are required for good health."

6 The phenomenon's consequences were truly shocking, said Carmen Lackowski of the Canine Research Foundation, a contributor to the research. She believes that the broad acceptance of conformity to a certain standard of cuteness is "a tale of human vanity."

7 Commercial breeders developed a uniformly puppy-like bulldog some 30 years ago and found a viable market. Owners prefer dogs with more extreme, flattened features, but adult bulldogs usually grew longer snouts as they matured. Breeders of bulldogs sold in pet stores promoted the trend of shorter snouts. Puppy mills bred the dogs on a large scale, Dr. Lackowski explained, and "by selecting for extreme cuteness, they developed an animal that was more likely to sell."

8 Then, about five years ago, Kara Schraeder, a mammalian biologist at the University of Texas at Austin, stumbled on a coincidence that informed the current understanding of the genetic shift.

9 Dr. Schraeder, a primary researcher on the *New Biology* study, noticed a similar trend in cartoons. Her research group included a few cartoon enthusiasts, and one day their off-topic banter led to a realization that popular cartoon styles had also undergone an evolution. To Dr. Schraeder's surprise, the depictions of popular cartoon dogs became more baby-like over time, mirroring the development of the bulldog species in real life.

10 "The parallels were striking," Dr. Schraeder observed. "Why are humans drawn to these exaggerated features?" In nature, younglings of all species tend to have disproportionately large eyes and tiny noses, even though there doesn't seem to be an obvious biological advantage for these exaggerated features. The result is a creature that looks, well, quite cute. But, Dr. Schraeder claimed, just because most animals share these features as infants doesn't mean we'd intentionally select for them for adult pets. Thus, baby-like features on bulldogs seemed like they might be tangential.

11 Nevertheless, she said, the concept of strangely exaggerated features "was a sticking point for me."

12 Around six years ago, she and her collaborators, including Dr. Lackowski, agreed to conduct a study. The exaggerated features, they discovered, triggered responses in the human brain both in real life and in illustrated form. As a result of this affinity, dogs and cartoons both evolved rapidly.

13 The cause for the extreme form of the bulldog was a human affinity for juvenile features, which led to breeding for flattened faces and shortened limbs. This practice developed a line of dogs with adorably squashed faces, but it also interfered with healthy body development. Along with extreme cuteness came severe breathing difficulties. Additional mutations were thought to interfere with bone development, which caused foreshortened limbs and, possibly, joint problems.

14 With this understanding of human psychology, could the scientists create a longer-living bulldog that was still attractive to dog owners? Over several generations, they bred dogs with larger, adorable "puppy-dog eyes" but also larger, better-formed noses. The dogs with larger snouts and clearer breathing passages had a 10 to 15 percent increase in their oxygen levels.

15 But were the more oxygenated dogs healthier? Because it has only been three years since the beginning of the experiments, the long-term impact on their health remains to be seen.

16 And, Dr. Lackowski cautions, don't search for these engineered pups at your local pet store. Breeders have been reluctant to embrace the healthier body type, knowing that their customers historically preferred the more extreme features.

17 Still, Dr. Schraeder offered, there are means of addressing the current problems. "The goal is to get the dog breeding organizations interested in the idea," Dr. Schraeder explained.

Reading Strategies | Boot Camp for LEAP 2025 English I

Question 1

What is the meaning of the word **exaggerated** as it is used in paragraph 10?

A. forceful

B. unlikely

C. amplified

D. emotional

Question 2

In paragraph 10, what does the phrase **seemed like they might be tangential** suggest about baby-like features on bulldogs?

A. that their presence is due to the way bulldogs are raised

B. that their emergence is unrelated to their resemblance to young animals

C. that they are unique to bulldogs specifically as a breed

D. that they could be advantageous to bulldogs in the wild

Question 3

Part A

Which idea is introduced in paragraphs 1–3 and developed in the passage?

A. Unhealthy bulldogs likely developed due to entirely accidental processes.

B. In the coming years, bulldogs will be both adorable and healthy.

C. Researchers have found that selective breeding led to bulldogs becoming unhealthier as a species.

D. The needs of dogs and owners have finally converged.

Part B

Which **three** details from the article support the answer to Part A?

A. Bulldogs are often raised in a way that leads to breathing problems and health complications.

B. New discoveries offer a template for better bulldog maintenance which leads to healthier outcomes as they age.

C. By trying to make a more appealing bulldog, breeders created a bulldog that can often suffer from health complications.

D. Dog breeders created the newer bulldog 30 years ago and realized its commercial appeal.

E. Puppy mills began mass producing the newer bulldog due to high demand for flatter features.

F. Mutations to the bulldog over time led to the appearance of joint problems in the breed.

G. Using breeding techniques to bring back the larger snouts, scientists produced a bulldog that has 10-15% higher oxygen levels.

Plug In the Answers

Instructions

Refer to the question below as your instructor leads the discussion. Circle the correct answer.

Plug In Strategy

When a question asks about a word's meaning in context, use the context! Plug each answer choice into the sentence and eliminate options that don't make sense.

---

9 To Dr. Schraeder's surprise, the depictions of popular cartoon dogs became more baby-like over time, mirroring the development of the bulldog species in real life.

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Reading Strategies | Boot Camp for LEAP 2025 English I

Process of Elimination

Instructions

Refer to the question below as your instructor leads the discussion. Circle the correct answer.

Up the Odds

When answering any question on the Reading test, focus on eliminating the wrong choices first. Most of the time, you'll be able to narrow your options to just one correct answer.

9 To Dr. Schraeder's surprise, the depictions of popular cartoon dogs became more baby-like over time, mirroring the development of the bulldog species in real life.

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C. that they are unique to bulldogs specifically as a breed

D. that they could be advantageous to bulldogs in the wild

Map It Out

Instructions

Highlight or underline a phrase in each paragraph that best describes the main idea.

Active Reading

The passage contains everything you'll need to answer questions on test day. Use active reading skills to gather that information. Focus on asking yourself questions and collecting key details as you skim the passage. In the end, you'll have a tool you can use with almost every question on the test!

Health Is the Cost of the Heartbreaking Cuteness of Bulldogs, Research Says

by Ghienelle Aske

1 Canine scientists claim they have found the answer to a commonly recurring question: What causes rampant health problems in bulldogs?

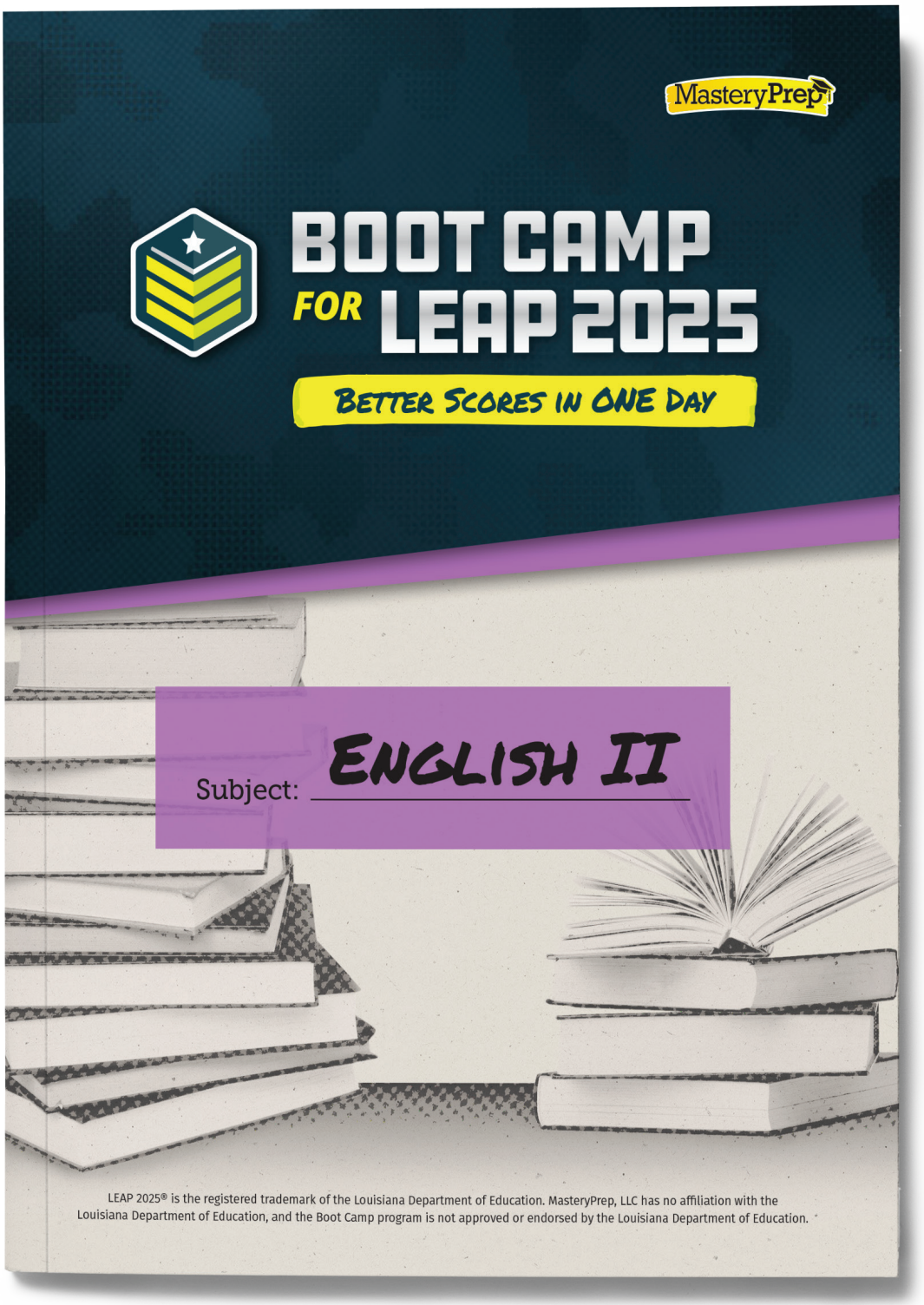
2 Sure, they are often carelessly bred and placed with irresponsible owners. Frequently they are under-exercised, which detracts from their health and wellness. However, recent analysis has revealed that breeding practices are to blame for many of the health problems in bulldogs, and that these breeding practices have their root in human psychology.

3 The probable cause is a genetic phenomenon that resulted from years of selective breeding and that was observed by genetic theorists. It has been definitively documented in many species of dogs because it is so physically apparent: it caused them to retain the features of puppies as adults.

4 Today, in a finding issued by the journal *New Biology*, scientists assert that the exact phenomenon that is responsible for the cute appearance of a modern bulldog counteracts the genes that code for a healthy, vibrant animal. And this discovery offers a template for dog breeders to select for more resilient, hardy dogs.

5 The finding is "a single part of the mystery of why the contemporary bulldog is failing," claimed Delia Donaghue, a canine scientist at the University of Illinois Chicago who did not participate in the study. "That phenomenon is now appearing in nearly all contemporary bulldogs. At this point, we can claim that in attempting to make the bulldog cuter, they bred out a number of the crucial genes that are required for good health."

6 The phenomenon's consequences were truly shocking, said Carmen Lackowski of the Canine Research Foundation, a contributor to the research. She believes that the broad acceptance of conformity to a certain standard of cuteness is "a tale of human vanity."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Boot Camp for LEAP 2025 English II

SECTION 3

PAIRED PASSAGES

Paired Passages | Boot Camp for LEAP 2025 English II

Paired Passages Preview

Instructions

Complete the quiz. If time remains, check your answers.

from "Not Just a Researcher"

by Gilda Sopel

1 When we attempt to understand Jane Goodall's rightful legacy as a paragon of field research, we should examine how she became preeminent as both an animal behaviorist and a human icon. And in this seeming contrast—it must be that human and animal appeal are related—we are provided a unique window into the similarities between human and animal behavior.

2 The interest will continue with the 60th anniversary of Goodall's first investigations of chimpanzee social life, a more spectacular instance of *scientia vincere tenebras*[1] than any since young Edward Tyson[2] studied the chimpanzee in 1698, revealing the relationship between our two species. It was while Goodall was an unknown field researcher observing chimpanzees in Tanzania in 1960 that the 26-year-old published four major discoveries about chimpanzees that would forever alter our understanding of these primates.

3 The first, for which she received the Order of the Golden Ark, was that these creatures were not only resilient but also highly threatened by human activity, a discovery paradox that would inform chimpanzee conservation efforts for decades to come. The second verified the hunting habits of chimpanzees by observationally documenting the killing of monkeys that inhabited the same region.

4 Crucial as those findings were, it was her third that fundamentally shifted our understanding of our primate cousins. It was derived, as most of her discoveries were, from hours of patient watching: If you watched our closest cousins for long enough, what similarities might you note? If you lived among them, would you feel like they were more similar to you?

5 Goodall's observation suggested that chimpanzees were even more intelligent than previously believed—despite being separated by hundreds of thousands of years of evolution, these apes were capable of using found objects to complete tasks once solely attributed to humans. But human perceptions of these behaviors are likely to differ between people who have seen them in person and people who have heard about them secondhand. When someone is not in direct proximity to an intelligent animal, their observations will not be as finely tuned, and the intelligence demonstrated by the animal's activities may not be nearly so apparent.

6 In her fourth significant revision[3] to chimpanzee biology, Goodall demonstrated that the chimpanzees' peaceable family interactions and violent conflicts were two sides of the same coin, the tension between the two resulting in what was once thought to be a human phenomenon: the engagement in activities that resembled warfare. While not a full explanation of why humans engage in warfare, this discovery illuminated the origins of that sort of discord.

7 Goodall's primary achievement, probably among the most staggering in animal research, was to apply human characteristics and even names to describe her chimp subjects in writings first published in the 1960s. As with her other findings, her decision to take this approach to categorizing chimp behavior was based on careful observation. Picture yourself as part of a troop of chimpanzees. Your social experiences would be entirely determined by the dynamics of the troop. Social interactions, Goodall reasoned, influence your environment in much the same way as your physical habitat does. Just as her previous findings broadened the scientific understanding of the fundamental behavioral ecology[4] of chimpanzees, uncovering the similarities between chimps and humans revolutionized the study of animal behavior in general, from the arrival of mammals to their most mysterious behaviors today.

8 It took decades for other biologists to reconcile the objective scientific method with the clearly human behaviors of the chimpanzees. The young scientist's initial findings were revealed at a meeting of a primate research group chaired by Louis Leakey, who made many discoveries of early human activity at Olduvai Gorge. Following a nod to the stuffed apes on display, Leakey pronounced to the group, "We must now conceive of our fellow creatures in a completely different way." The cover of the next month's *Biologist* newsletter was emblazoned: "Uproar in Biology ... Separation of Species in Question." *The Guardian*, in an era where emotion was not verboten,[5] was perhaps more enthusiastic: "Line Between Man and Ape Blurs / Scientific World Is Pretty Much Flabbergasted[6] by Reports of Chimps in Human Terms / Goodall's Observations Win the Day."

9 Goodall, at the time an obscure field researcher, attained global recognition and was able to found the Jane Goodall Institute and fund further studies of the chimpanzees at Gombe.[7] A deluge of articles about her work was penned in the ensuing decades.

10 Goodall's humanization of chimpanzees didn't just redefine biology. It also shook up the popular conception[8] of animal intelligence. During the preceding century, Darwin's thinking drove ideas about how smart animals are. The theory of evolution[9] was ordered around the notion that living things evolved from other living things and grew more intelligent as time passed. But Goodall's findings suggested that supposedly primitive animals possess their own unique forms of intelligence.

11 Thus emerged an understanding of animal intelligence in which humans now existed alongside other highly intelligent, sentient beings. Eventually, and resulting in Goodall's annoyance, popular science notions (often misguided ones) of animal intelligence formed a new genre that appealed to a broad audience. This resulted in less certainty, not only about humans versus animals but also about what constitutes life itself. "The research formed a wedge," anthropologist Richard Leakey, Louis's son, said, "between those who thought animals were just dumb creatures and those who thought they were something more." In almost the same way that relativity became, earlier in the century, not simply a view of physics but a holistic philosophy,[10] the more expansive view of animal nature espoused by Goodall became a defining feature in discussions of our relationships to other species.

12 In the decades surrounding those during which Goodall was most active, Jacques Cousteau was exploring the deep sea and the Adamsons were attempting to rehabilitate an orphaned lion cub. One summer there was a famous gathering held in London by the Royal

Society. They were all in attendance, along with Dian Fossey (who was a gorilla researcher), Peter Matthiessen (who had written about endangered species), and Leakey. The contributions of all, in their way, indicated the arrival of a new era of scientific observation and the evolution of animal understanding.

[1] ***scientia vincere tenebras*** — Latin for "science conquering darkness"

[2] **Edward Tyson** — a British physician who is considered to have founded comparative anatomy

[3] **revision** — change

[4] **ecology** — the behavioral patterns and interaction with the environment of a given species

[5] **verboten** — forbidden

[6] **flabbergasted** — astounded, taken aback

[7] **Gombe** — Gombe Stream National Park in Tanzania

[8] **conception** — understanding

[9] **theory of evolution** — theory formulated by Darwin that all living things pass down adaptations to subsequent generations

[10] **holistic philosophy** — a view of the world encompassing all possible components

from "Does Jane Goodall Have Superpowers?"

1 Contemporary science journalism portrays Jane Goodall as a cargo-wearing superhero. Her approach, it's said, was perhaps the most innovative of its time. She must have some mutation that codes for scientific genius—perhaps one similar to the one that Darwin had.

2 "Goodall is not some superwoman with magical powers," chuckles Stanford University ethologist Jemele Karhart. "She is simply a highly intuitive human being." Many of her discoveries in the 1960s coincided with observations made by other primatologists, with some disagreement, about great ape behavior. "Whether or not Goodall traveled to Tanzania, [these observations] would have been made, inevitably, by others," Karhart is sure.

3 What distinguishes her work in the 1960s is that an uncredentialed scientist made all of those discoveries, and did so in a way that reflected her innocent perspective on the apes.

4 One big discovery: chimps play as juveniles. This was unknown in the 1960s when Goodall began her work. When chimps are juveniles, like adults, they engage in dominance contests. These types of observations are only possible during periods of concerted study that allow the researcher to get close to the animals. A one-time drop-in would hardly be sufficient.

5 The explanation appears obvious—chimps learn life skills while they engage in mock aggression.[1] Unsurprisingly, that is what Goodall suggested in 1961 and won the Garibaldi Medal for in 1979. Anthropological colleagues such as Dian Fossey (studying an associated species: gorillas), less green and uncredentialed than Goodall, were seeing hints of similar behaviors, but Goodall made the first observations. How?

6 It's a matter of orthodoxy.

7 "When Goodall was conducting field research, if a scientist claimed that animals were sentient, they found themselves in conflict with the prevailing orthodoxy. Most were hesitant to rock the boat," claims Karhart. Earlier animal behaviorists had established a hugely powerful orthodoxy, suggesting that animals acted on a combination of instinct, environmental input, and luck. These scientists had established the incontrovertible role of inborn behavior. These people were the Gatekeepers of the Orthodoxy.

8 Goodall didn't give a toss about orthodoxy. She didn't ignore the prevailing opinions, not really, but she didn't consider them to be gospel. It was as a young woman that she really began testing the boundaries of received wisdom. "Your pushy statements last week diminished[2] the staff's esteem for my ideas," snarled an early boss in the business world, Johnson Taube. (Taube further implied that Goodall "would simply while away in anonymity.") This seeming imperfection ended up being an essential factor in Goodall's observations.

9 "In 1960," Karhart relates, "Goodall had just started her work at Gombe. She was given free rein by her mentor, Louis Leakey, and didn't have anyone breathing down her neck." Her research was unconstricted by academic conventions.

10 In hindsight,[3] the orthodoxy was correct. Animals do need to be studied objectively. But Goodall was also correct. Chimpanzees have demonstrated behaviors very close to our own. This strange tension stumps Anthropology 101 students now in the same way that it confounded Goodall in 1960. How do we maintain objectivity in the face of something so subjective? Goodall didn't have a clue.

Paired Passages | Boot Camp for LEAP 2025 English II

Question 4

Part A

What is the meaning of the word **discord** as it is used in paragraph 6 of "Not Just a Researcher"?

A. noise

B. behavior

C. intelligence

D. conflict

Part B

Which word or phrase from paragraph 6 best supports the answer to Part A?

A. "explanation"

B. "warfare"

C. "illuminated"

D. "origins"

Question 5

Both the passage from "Not Just a Researcher" and the passage from "Does Jane Goodall Have Superpowers?" examine the central idea of Jane Goodall's career. How is this idea developed differently in the two passages?

A. "Not Just a Researcher" highlights Goodall's high IQ, while "Does Jane Goodall Have Superpowers?" focuses on her more average qualities.

B. "Not Just a Researcher" details Goodall's conflicts with other scientists, while "Does Jane Goodall Have Superpowers?" emphasizes her appreciation for independence.

C. "Not Just a Researcher" credits Goodall's discoveries to her exceptional ability, while "Does Jane Goodall Have Superpowers?" attributes her accomplishments in part to her inexperience in research.

D. "Not Just a Researcher" paints Goodall as the preeminent scientist of her time, while "Does Jane Goodall Have Superpowers?" characterizes her as one of a number of impactful thinkers.

Question 6

There are multiple conflicting groups described in the articles that make specific counterarguments to some of the claims made by Goodall's supporters.

Label one quote each with a 1 or 2 to match the arguments made by Goodall's supporters in "Not Just a Researcher" with the corresponding counterarguments made by Goodall's critics in "Does Jane Goodall Have Superpowers?

Goodall Supporter Argument	Goodall Detractor Argument
"Goodall's observation suggested that chimpanzees were even more intelligent than previously believed—despite being separated by hundreds of thousands of years of evolution, these apes were capable of using found objects to complete tasks once solely attributed to humans." (paragraph 5)	1
"When someone is not in direct proximity to an intelligent animal, their observations will not be as finely tuned, and the intelligence demonstrated by the animal's activities may not be nearly so apparent." (paragraph 5)	2

Goodall's Critics:

_____ "'When Goodall was conducting field research, if a scientist claimed that animals were sentient, they found themselves in conflict with the prevailing orthodoxy. Most were hesitant to rock the boat,' claims Karhart." (paragraph 7)

_____ "Earlier animal behaviorists had established a hugely powerful orthodoxy, suggesting that animals acted on a combination of instinct, environmental input, and luck." (paragraph 7)

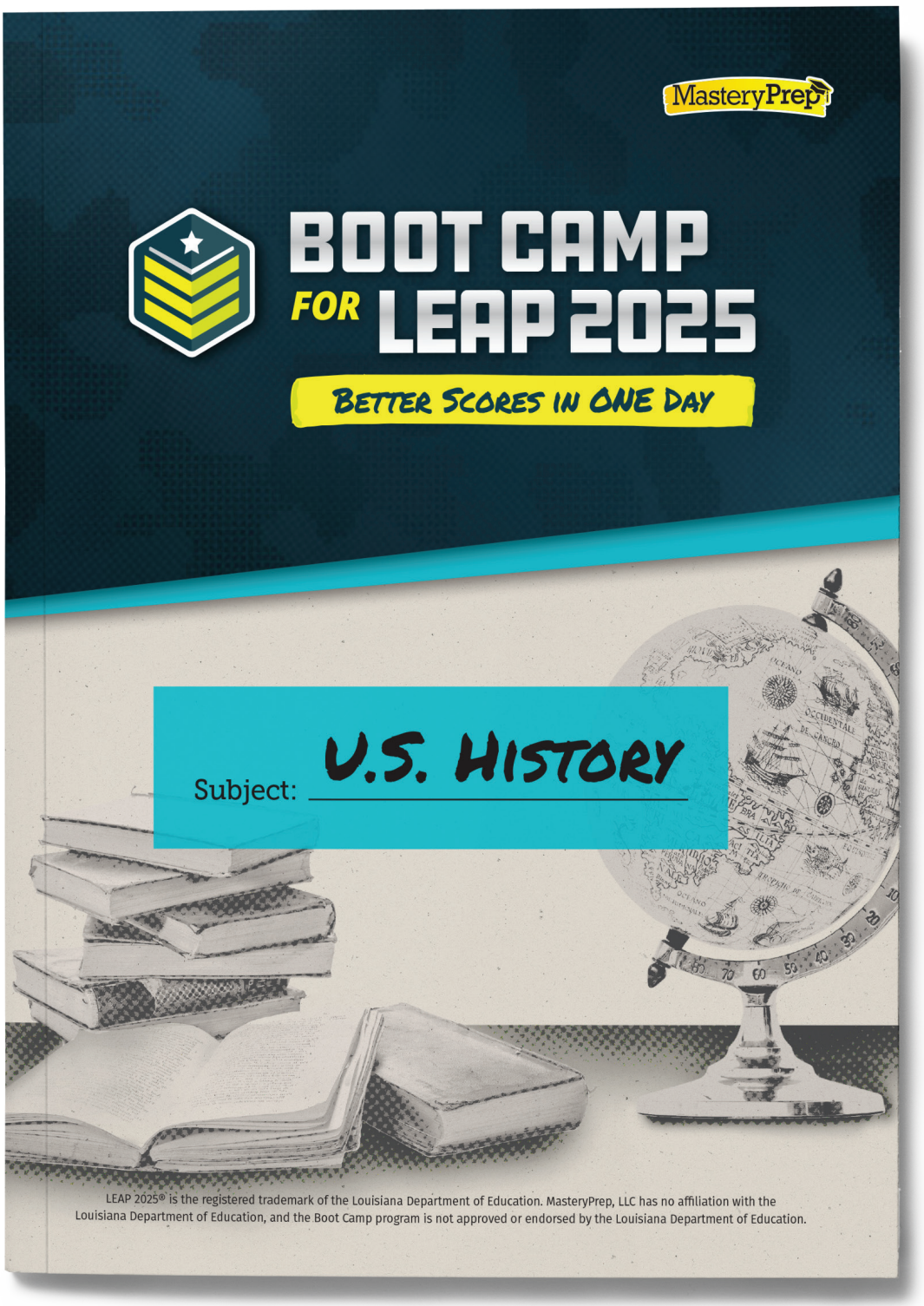
_____ "Animals do need to be studied objectively." (paragraph 10)

_____ "Chimpanzees have demonstrated behaviors very close to our own. This strange tension stumps Anthropology 101 students now in the same way that it confounded Goodall in 1960." (paragraph 10)

_____ "How do we maintain objectivity in the face of something so subjective? Goodall didn't have a clue." (paragraph 10)

_____ "Ultimately, all of Goodall's hard work has moved the needle only a little, facilitating protections in some regions but not in others." (paragraph 17)

_____ "In-depth analysis of the efficacy of Goodall's activism has been sparse and shallow. In 2000, for example, Tina Demara of *The Atlantic* reported more-than-expected levels of anti-poaching enforcement (an important check on the bushmeat trade) in regions where Goodall's organization was active." (paragraph 18)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CONTENTS

Boot Camp for LEAP 2025 U.S. History

SECTION 2

THE STANDALONES

The Standalones Preview

Instructions

Complete the quiz. If time remains, check your answers.

Question 1

Use the excerpt and what you know about U.S. history to answer the question below.

Excerpt from an Interview with Two Arkansans (2003)

This excerpt is from an interview with two women who lived in Arkansas during the Great Depression.

Dorothy Hallet: Out of nowhere it came out. It wasn't light, like sand. We saw it, like a black cloud. Did you?

Hattie Baker: Yes. The dogs were barking and the animals went in before it came. Then it was dark. You could barely see down to your toes.

Dorothy Hallet: My parents were … trying to wrangle the cows … he was looking through the barn where the wind was howling ... It was so black …

Which statement **best** explains how the Dust Bowl contributed to the Great Depression?

A. The reduction in arable land in the Midwest resulted in the cost of agricultural products rising.

B. The elimination of crops in the Midwest led to farms being reclaimed by the banks.

C. The wave of farmers selling their land contributed to the stock market crash.

D. The reduction of topsoil in the Midwest led to people migrating to industrial centers in the Northeast.

Question 2

Use the excerpt and what you know about U.S. history to answer the question below.

Excerpt from *Reaching Adulthood in Mississippi* (1968)

By Sarah Booker

This excerpt by Sarah Booker, an African American student at Rust College in Mississippi and an SNCC volunteer, discusses involvement in the civil rights movement.

[W]e would have day-long signing petitions, and at night, we would hold protests. But they were usually small. Many feared being seen. When we started, some wouldn't even speak with our group … There were even some [who] didn't know they could vote …

As we continued to meet through summer, people started attending. I think they realized our motives were good. But some started getting laid off from work, thrown out of sharecropping, and left on the street … SNCC began assigning representatives to college campuses in the North. They went asking for money, food, and clothes for the needy in Mississippi, and the money, food, and clothes started pouring in. The Delta Negroes … knew they had found family; family they could rely on …

Which statements **best** describe how SNCC helped in the movement to secure civil rights for African Americans? Select **two** correct answers.

A. SNCC appealed to the president to send in federal protection for African Americans.

B. SNCC advocated for African Americans to unite and take action for equality.

C. SNCC representatives spoke out against white supremacists at state colleges and universities.

D. SNCC organized armed resistance in African American towns and cities.

E. SNCC put together voter registration drives in African American towns and cities.

F. SNCC argued against discriminatory practices in Supreme Court cases.

The Standalones | Boot Camp for LEAP 2025 U.S. History

Question 3

Use the excerpt and what you know about U.S. history to answer the question below.

This excerpt is by Private Walter Edwards, an American soldier of the 128th infantry during World War I. It describes his experience in the trenches.

Excerpt from *In the Trench* (1918)

by Walter Edwards

There was a new kid manning lookout, on this particular morning; I was sitting against the entry, preparing my rounds, when gas shells started raining down.

I didn't hesitate, reaching for my gun immediately, but I was hit on the head and my helmet was dented. My head would have been cracked open if not for my helmet.

My eyes were watering and I lost my breathing for a period, and if it hadn't been for my compatriot next to me, I probably wouldn't be writing this …

Which statement **best** describes the effects of gas attacks on the battlefield during World War I?

A. Gas attacks gave Germany a significant advantage and allowed them to overcome Great Britain before the United States entered the conflict.

B. Gas attacks were responsible for millions of casualties and resulted in mass demonstrations against the war.

C. Gas attacks made trench warfare harsh and had a significant psychological impact on soldiers.

D. Gas attacks horrified soldiers and resulted in them demanding a cease-fire to end the war.

Question 4

Use the news article and what you know about U.S. history to answer the question below.

PENDLETON, OREGON THURSDAY, MARCH 1, 1917

GERMANY PLOTS AGAINST THE U.S.

THREATS OF SUBMARINE WARFARE REVEALED

THE ZIMMERMAN TELEGRAM

"We intend to begin on the first of February unrestricted submarine warfare. We shall endeavor in spite of this to keep the United States of America neutral. In the event of this not succeeding, we make Mexico a proposal or alliance on the above most secretly as soon as the outbreak of war with the United States of America is certain and add the suggestion that he should, on his own initiative, invite Japan to immediate adherence and at the same time mediate

JAPAN AND MEXICO SOUGHT AS ALLIES IN TEUTON SCHEME

Document Bearing Instructions to Von Eckhardt in Mexico City Is Intercepted; Has Been in Possession of U.S. Government for Some Time; Sinister Sequence of Events Explained; Big Concessions Offered as Bait.

Which statement **best** explains how the interception of the Zimmerman Telegram contributed to the eventual entry of the United States into World War I?

A. The revelation of Germany's plans against the United States led many citizens to support joining the war as a member of the Allied forces.

B. The information uncovered in the telegram led the United States to create a secret arms pact with Great Britain.

C. The revelation of plans to interfere with United States trade led corporations to support the war effort.

D. The loss of Mexico as an ally led the United States to invade German colonies in South America.

Just the Facts?

Instructions

Refer to the questions below as your instructor leads the discussion. Do not answer the questions.

Option 1

Which of the following quotations appears in the Declaration of Independence?

A. "We the People of the United States, in Order to form a more perfect Union, establish Justice, ensure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."

B. "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

C. "We hold these truths to be self-evident, that all men are created equal, that they are endowed by the Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness."

D. "They who can give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety."

Option 2

Use the excerpt and what you know about U.S. history to answer the question below.

Excerpt from an Interview with Two Arkansans (2003)

This excerpt is from an interview with two women who lived in Arkansas during the Great Depression.

Dorothy Hallet: Out of nowhere it came out. It wasn't light, like sand. We saw it, like a black cloud. Did you?

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