Arvin Union School District

Independent Study Packet

Seventh Grade

10 Day Planner

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Arvin Union School District
Independent Study Packet

Dear Parents,

This is your guide for the days your child will be absent from school. This packet includes daily assignments for each day of absence involving all curriculum areas. You can assist your child by providing them with a quiet time every day to complete their daily assignments. Daily independent reading is included and is just as important as completing the pages in this packet. Each day, have your child check off the assignments completed on the activity tracker provided. Upon returning to school bring the completed activity tracker, with parent and student signatures, along with the work packet.

NOTE: The physical education activities may be replaced with vigorous exercise that is a part of your travels (e.g., hiking, swimming, horseback riding, skateboarding, bicycling, etc.) The important thing is to make sure your child is participating in daily activities that promote good health.

Dear Students,

You are required to do these assignments. All work must be completed to receive credit. It is best to complete the assignments on a daily basis as outlined on the activity tracker. Please keep all of your work together, and be prepared to have it checked when you return. These activities were chosen so that you can continue learning while you are absent and have fun at the same time. Please do both while you are away!

Arvin Union School District
Paquete de estudio independiente

Queridos padres,

Esta es su guía para los días que su hijo (a) estará ausente de la escuela. Este paquete incluye tareas diarias para cada día de ausencia que involucran todas las áreas del plan de estudios. Puede ayudar a su hijo proporcionándole un momento de tranquilidad todos los días para completar sus tareas diarias. Lectura independiente está incluida y es tan importante como completar las páginas de este paquete. Todos los días su hijo puede marque las tareas completadas en el rastreador de actividad provisto. Al regresar a la escuela, traiga el rastreador de actividad completo, con las firmas de el padre y estudiante, junto con el paquete de trabajo.

NOTA: Las actividades de educación física pueden reemplazarse con ejercicio vigoroso que sea parte de sus viajes (por ejemplo, senderismo, natación, equitación, patineta, bicicleta, etc.). Lo importante es asegurarse de que su hijo participe en las actividades diarias. que promueven la buena salud.

Queridos estudiantes,

Debes hacer estas tareas. Todo el trabajo debe completarse para recibir crédito. Es mejor completar las tareas diariamente como se describe en el rastreador de actividad. Mantenga todo su trabajo junto y prepárese para que lo revisen cuando regrese. Estas actividades fueron elegidas para que pueda continuar aprendiendo mientras está ausente y divertirse al mismo tiempo. ¡Por favor haz las dos cosas mientras estás fuera!

Week 1 Activity Tracker **Student name:** _____

Date: _____ **School:** _____ **Grade:** _____

M

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

T

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

W

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Th.

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

F

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Week 2 Activity Tracker **Student name:** _____

Date: _____ **School:** _____ **Grade:** _____

M

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

T

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

W

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Th.

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

F

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

classic warmup

Complete PE/Movement activities daily.



neck tilts



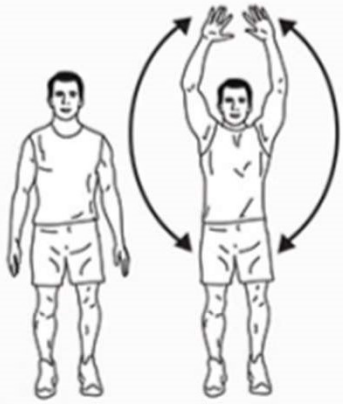
neck rotations



torso rotations



chest expansions



side arm raises



arm rotations



arm cirles (wide)



side-to-side hops
feet together



side-to-side hops

Daily PE Activities

SPARTAN

Complete PE/Movement activities daily.

LEVEL I 3 sets **LEVEL II** 5 sets **LEVEL III** 7 sets **REST** up to 2 minutes



20 squats



10 jump knee tucks



20 slow climbers



to failure push-ups



20sec elbow plank



40 lunges



10 sit-ups



10 leg raises



10 reverse crunches

Day 1 Reading

Independent Reading Read a book or article of your choice. Complete the reading log.

Notice and Wonder Poster: Look at the pictures of the invasive plant species (Japanese Knotweed & Kudzu). Write down anything you notice about the pictures under "What do you notice?" Write down any questions or "wonderings" you might have about the pictures under "What do you wonder?"

Day 1 Writing

Read over the **Explanatory Article Writing Prompt** and **Source #1: Invasive Plant Fact Sheet.** Feel free to annotate, highlight and underline important ideas as necessary.

Day 1 Math

Students will complete a **task** and construct a graph. Students make connection to real life scenarios and answer questions using proportional reasoning.

Students will practice ratios and proportional reasoning using multiple representations. These include tables, double number line and tape diagrams. They should complete each section to build understanding and connections between the representations.

Use **practice pages** to apply math understanding about Ratios, Rates and Proportional Relationships.

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Dia 1 Lectura

Lectura Independiente Lea un libro o artículo de su elección. Completa el registro de lectura.

Aviso y poster de maravilla: Mire las fotos de las especies de plantas invasoras (Knotweed y Kudzu japoneses). Escriba todo lo que observe sobre las imágenes en "¿Qué observa?" Escriba cualquier pregunta o "pregunta" que pueda tener sobre las imágenes en "¿Qué se pregunta?"

Dia 1 Escritura

Lee sobre el **Explanatory Article Writing Prompt** y **Source #1: Invasive Plant Fact Sheet.** Siéntase libre de anotar, resaltar y subrayar ideas importantes según sea necesario

Day 1 Matematicas

Los estudiantes completarán una **tarea** y construirán una gráfica. Los estudiantes se conectan a escenarios de la vida real y responden preguntas usando razonamiento proporcional.

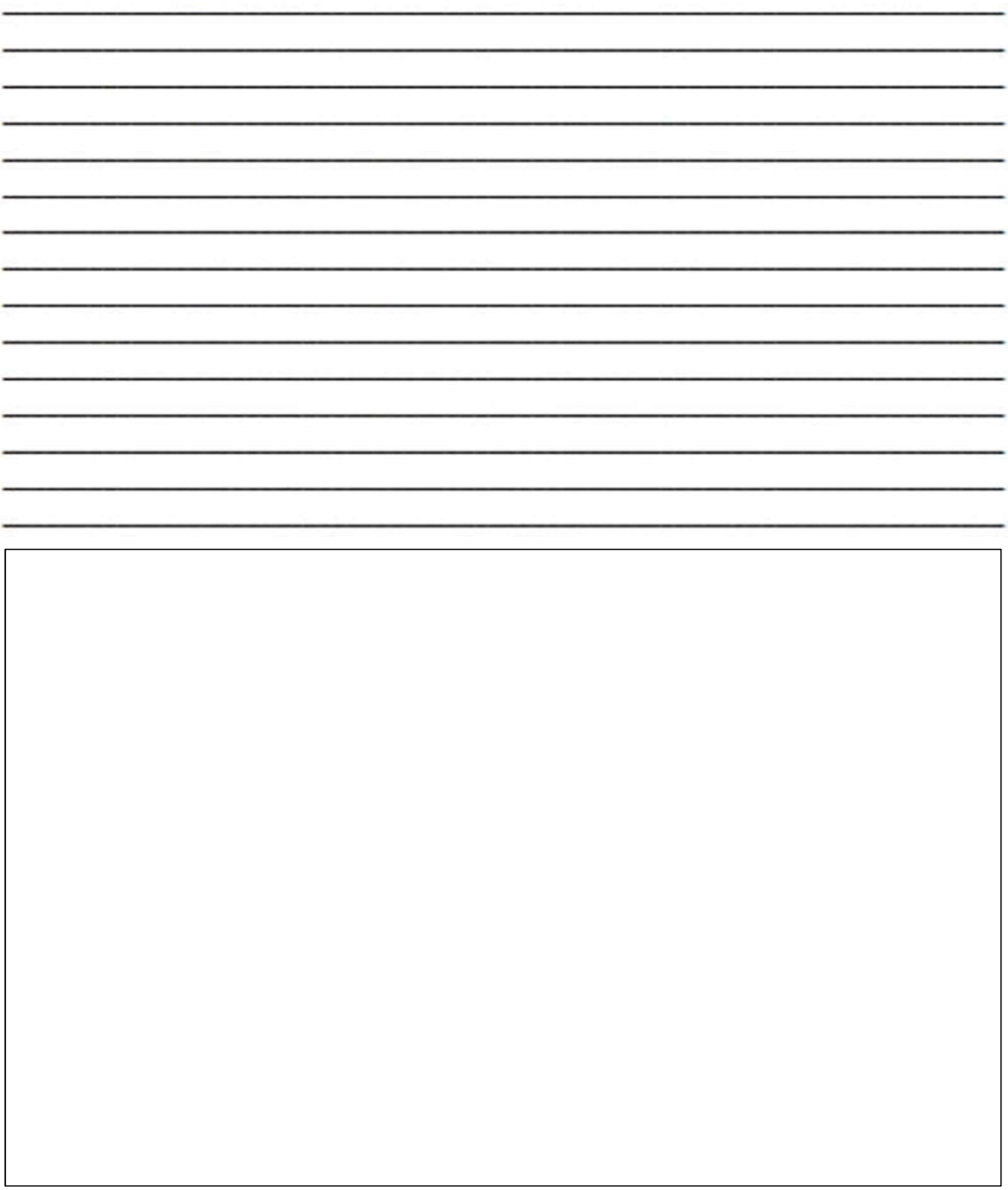
Los estudiantes practicarán proporciones y razonamiento proporcional usando múltiples representaciones. Estos incluyen tablas, rectas numéricas dobles y diagramas de cinta. Deben completar cada sección para construir entendimiento y conexiones entre las representaciones.

Use **páginas de práctica** para aplicar la comprensión matemática sobre razones, tasas y relaciones proporcionales.

Use la **página de representación múltiple** para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 1

Read a book or article of your choice. Write a brief reflection or illustration of what you read.



Invasive Plant Species





Japanese Knotweed



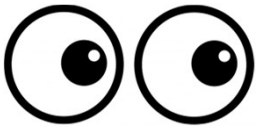
Invasive Plant Species



Kudzu





What do you notice? 	What do you wonder? 



Day 1 ELA - Explanatory Article Writing Prompt

Your Assignment:

The science club in your school wants to help students and teachers better understand invasive plant species that have recently appeared on your campus. The science club has asked you to help them with their research on this topic.

Using more than one source, develop a thesis/controlling idea about invasive plant species. Once you have a thesis/controlling idea, select the most relevant information from more than one source to support your thesis/controlling idea. Then, write a multi-paragraph explanatory article explaining your thesis/controlling idea. Clearly organize your article and elaborate on your ideas. Develop your ideas and use your own words, except when quoting directly from the sources. Be sure to reference the source title or number when quoting or paraphrasing details or facts from the sources.

Informational Essay Scoring: Your informational essay will be scored using the following:

1. **Organization/purpose:** How well did you state your thesis? Did you maintain a logical progression of ideas from the beginning to the end? How well did your ideas thoughtfully flow from beginning to end using effective transitions? How effective was your introduction and your conclusion?
2. **Evidence/elaboration:** How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did you clearly state ideas in your own words using precise language that is appropriate for your audience and purpose? How well did you reference the sources you used by title or number?
3. **Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Day 1 ELA - Source #1

Source 1: Invasive Plant Fact Sheet *The following information is adapted from the website of the United States Department of Agriculture.*

Numbers of invasive plant species:

- 1,500 species of plants known as "weeds" that are found in the United States are from foreign countries
- There are from 1,000 to 22,000 invasive plants that have the potential to invade the U.S.

Characteristics of invasive plants:

- Rapid growth and short life cycle—may go from being a seed to producing seeds within three weeks
- Most are flowering plants
- Able to grow in many habitats
- Animals may not eat them
- Seeds are spread easily
- New plants are created by many different methods, including seeds, runners, and cuttings
- Insects, birds, bats, or other pollinators quickly spread the seeds over a wide area
- Few natural diseases to stop growth

Common consequences of invasive plant invasion:

- Increased fire risk
- Expensive cleanup efforts by the government agencies
- Kills or damages many native plants
- Damage to sidewalks, streets and buildings
- Uprooting of trees
- Damage or destruction of nesting sites for birds and animals
- Damage to crops; reduced crop production

How to control invasive plant species:

- Prevent the plants from spreading
- Biological control with the plant's natural enemies
- Removal from ground
- Chemical control (herbicides)

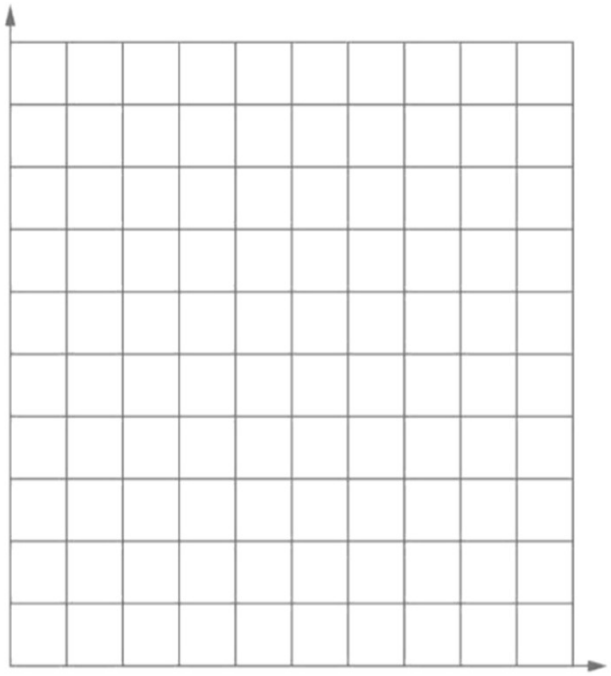
Day 1 ELA - Source #1 Notes

Perfect Purple Paint



Jessica gets her favorite shade of purple paint by mixing 1/3 cup of blue paint with 1/2 cup of red paint. How many cups of blue and red paint does Jessica need to make 20 cups of her favorite purple paint?

RULE OF FOUR: Multiple Representations of Mathematics

CREATE A TABLE	GRAPH
	
EXPRESSION/EQUATION	**WORDS**
$c = 3p$ **CHECK YOUR EXPRESSION/EQUATION**	Label graph. Write a sentence describing the pattern.

RATES: Find each unit Rate. Round to the nearest hundredth if necessary.

1. 13 feet in 5 steps

2. 6 eggs in 7 days

3. 51 gallons in 14 minutes

4. $99 for 12 CDs

5. 120 problems in 5 hours

6. 3 trips in 14 months

Use any strategy

Use models or visuals

-7 + 10

Write a story

How do you know your answer is correct?

Day 2 Reading

Independent Reading Read a book or article of your choice. Complete the reading log.

Read Source #2: Blog Entry - Our Great Garden Invasion. Take notes and annotate the source as needed.

Read Source #3: Invasive Plants. Take notes and annotate the source as needed.

Day 2 Writing

Thesis Statement - Compose a rough draft of the thesis statement/controlling idea for your essay.

Day 2 Math

Students will complete a **task** to make connections to real life scenarios and answer questions using proportional reasoning.

Students will practice ratios and proportional reasoning using multiple representations. These include tables, double number line and tape diagrams. They should complete each section to build understanding and connections between the representations.

Use **practice pages** to apply math understanding about Ratios and Proportional Relationships: Unit rates and fractions.

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Dia 2 Lectura

Lectura independiente Lea un libro o artículo de su elección. Completa el registro de lectura.

Lea la Fuente # 2: Entrada de blog - Our Great Garden Invasion. Tome notas y anote la origen según sea necesario.

Lea la Fuente # 3: Invasive Plants. Tome notas y anote la fuente según sea necesario.

Dia 2 Escritura

Redacte un borrador de su tesis de artículo evaluativo / idea de control.

Dia 2 Matematicas

Los estudiantes completarán una **tarea** para hacer conexiones con escenarios de la vida real y responder preguntas usando razonamiento proporcional.

Los estudiantes practicarán proporciones y razonamiento proporcional usando múltiples representaciones. Estos incluyen tablas, rectas numéricas dobles y diagramas de cinta. Deben completar cada sección para construir entendimiento y conexiones entre las representaciones.

Use **páginas de práctica** para aplicar la comprensión matemática sobre razones y relaciones proporcionales: tasas y fracciones de unidades.

Use la **página de representación múltiple** para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 2

Read a book or article of your choice. Write a brief reflection or illustration of what you read.

Day 2 ELA - Source #2 (p. 1)

Source 2: Blog Entry Our Great Garden Invasion

The following passage is a blog entry written by a dedicated gardener.

Talk about poor timing. My wife and I took a one-month trip out of the U.S. just at the end of winter. We have a large backyard with several large flowerbeds. So we figured we would come back home to beautiful flowers and plants in full bloom, plus a few weeds, of course. Instead, we returned to find our garden overgrown with exotic plants we had never seen before. Most of our best plants were dead or dying. Must be weeds, we thought. However, they were not the usual ugly and scary looking types of weeds. The new plants were so pretty we even considered leaving some of them in the ground. My wife wanted to collect samples of the seeds so we could plant them in the future. Many gardeners don't seem to mind the new arrivals. But, as we soon discovered, these were not weeds at all but members of several nasty invasive plant species! After reading information about these pests, we knew that saving any seeds was out of the question.

I'd heard about invasive plants before, but I always thought that just meant something like "ugly weeds." I had never studied the matter. There are many types of invasive species. They have pleasant names like Chinese Wisteria, Bush Honeysuckle, Bamboo, English Ivy, Autumn Olive, and Brazilian Pepper Tree. But what they did to our garden wasn't pleasant at all. They took over many of the spaces where our favorite plants used to be, blocked sunlight (because they covered so much of the ground), and even climbed up the sides of our back deck and major portions of our fence.

How did these non-native species invade the garden? They certainly weren't there the year before. Maybe those nice bird feeders we started leaving out this year were not such a great idea. Birds and other animals often carry the seeds of invasive species from a long way away. They drop a few seeds in the garden in late winter or early spring and the invasion begins. Also, it certainly didn't help that our neighbor buys plants at a garden center that we now know sells some invasive plants because of popular demand. These things grow fast, and with no one around to spot them or halt their growth, they can ruin a garden in a few weeks.

Day 2 ELA - Source #2 (p. 2)

Now I'm going to talk about the worst thing about invasive plants: removing them! The day after returning from our relaxing vacation, my wife and I spent the entire morning researching how to get rid of these plants, the entire afternoon at the hardware store and garden center buying the proper weapons, and all of the next day in a major battle. We tried burying the short ones. We coated others with oil, thought about setting some on fire and ended up just pulling most of them out by the roots or digging deep below ground with a shovel. By the end of the day, we had several large trash cans full of once beautiful plants.

As I've mentioned, some people actually like these invasive pests because they're unusual and beautiful. But unless your idea of beauty also involves getting bruises on your knees from digging in the ground all day and splinters from putting up a new fence, I would suggest that you learn to appreciate the many native plants that we have in this country, like buffalo grass, fir trees, and sunflowers.

Day 2 ELA - Source #3 (p. 1)

Source 3: Invasive Plants *The following information is adapted from the website of the National Park Service.*

Yosemite National Park is a place of beauty. Its natural diversity is nearly intact, from its small wildflowers to its giant sequoias, the park's elevation provides a wide variety of growing conditions for more than 1,450 native plant species to grow. In spring and summer, Yosemite's wildflowers explode in abundant and spectacular displays, supplying food, habitat and shelter for a wide variety of wildlife. Invasive plants are the largest threat to plants and animals within Yosemite. Currently, 275 non-native plant species have been found within the park. 28 of these plants have been discovered since 2012. Many of Yosemite's annual visitors cross through weed-infested lands on their way to the park. Visitors unintentionally bring invasive plant seeds in on socks, shoe laces, tires, and pet fur. Invasive plants are also mistakenly brought in by park management through construction projects and maintenance. Keeping weeds out of Yosemite is a constant challenge that requires a strong understanding of invasive plants and treatments. Park management must also understand the planning required to manage such a large and rugged park.

How do Invasive Plants Impact Yosemite? Invasive plants not only damage native plants, they also have serious impact on other natural features.

Impact Native Wildlife Native plants and wildlife depend on each other for their survival. Many native animals, especially insects, only eat certain foods. An interruption or change in any food source is devastating. Some non- native plants can provide large amounts of food, affecting the eating habits and behavior of animals. For example, non-native blackberry covered about 80 acres of Yosemite Valley, often near developed areas. Ripe blackberries attract black bears to those developed areas. This increases the frequency of human-bear interactions, and can compromise the safety of both wildlife and visitors.

Day 2 ELA - Source #3 (pg. 2)

Change Fire Regimes Invasive plants such as cheat grass can alter the amount, time, and strength of wildfires. Wildfires alter habitat, destroying the homes of plants and animals.

Alter the Visitor Experience Invasive plants can transform spectacular displays of wildflowers into large, ugly land masses. Thorns and spines on invasive plants can turn inviting and accessible areas into thick and unattractive thickets of weeds.

Cause Impacts Beyond Park Borders Invasive species have no regard for political boundaries. They can rapidly spread between Yosemite and adjacent lands.

Yosemite's High Priority Weed Yellow star-thistle is one of Yosemite's most aggressive invasive plants. Already widespread throughout California, yellow star-thistle has recently become well established in the Sierra Nevada foothills. Along the river canyons of the park's western boundary, land managers are trying to stop its spread. In previous years, the invasive plant program has used mechanical mowing as a way of control with some success. However, due to the large scale and rocky, uneven surface of the mountain, herbicide treatment is the only way for safe and successful control of the yellow star-thistle. Chemical treatments have reduced yellow star-thistle drastically. With successful treatments, both the areas of infestation and the amount of herbicide needed for follow up treatments are greatly reduced.

Day 2 ELA - Explanatory Article Notes & Thesis Rough Draft



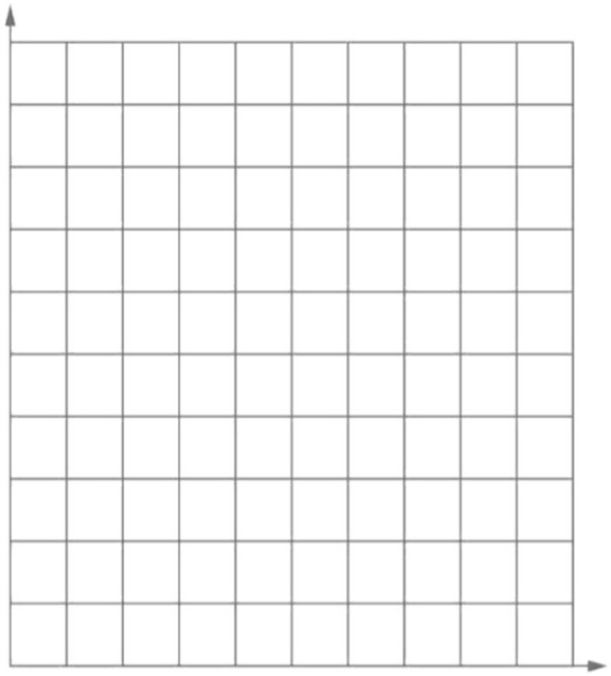
Climbing the steps of El Castillo

Chichén Itzá was a Mayan city in what is now Mexico. The picture below shows El Castillo, also known as the pyramid of Kukulcán, which is a pyramid located in the ruins of Chichén Itzá.



The temple at the top of the pyramid is approximately 24 meters above the ground, and there are 91 steps leading up to the temple. How high above the ground would you be if you were standing on the 50th step?

RULE OF FOUR: Multiple Representations of Mathematics

CREATE A TABLE	GRAPH
<table><tr><th>p</th><th>c</th></tr><tr><td>3</td><td>15</td></tr><tr><td>5</td><td>25</td></tr><tr><td>7</td><td>35</td></tr><tr><td>9</td><td>45</td></tr><tr><td>10</td><td>50</td></tr></table>	
EXPRESSION/EQUATION	**WORDS**
CHECK YOUR EXPRESSION/EQUATION	Label graph. Describe the pattern in the graph.

Complex Fractions and Unit Rates:
(adapted from math worksheets land)

1. Ethan writes 1/6 of a page in 1/12 of a minute. How much time does it take him to write a full page?



2. William fills 1/3 of a water bottle in 1/6 of a minute. How much time will it take him to fill the bottle?



3. Michael plays 1/5 of a song in 1/15 of a minute. How much time will it take him to play an entire song?



4. Gabriel used 1/3 of a liter of milk to make 1/9 of a jug of tea. How much milk is required to fill the jug?



5. Isaac used 1/4 of an ounce of nuts to make 1/12 pound of cake. How many ounces of nuts are needed to make a cake?



Use any strategy

Use models or visuals

2.5 + 1 ½

Write a story

How do you know your answer is correct?

Day 3 Reading

Independent Reading Read a book or article of your choice. Complete the reading log.

Re-read ELA sources 1, 2, 3.

Day 3 Writing

Complete the attached constructed response questions based on ELA sources 1, 2, 3.

Re-read and revise your article thesis/controlling statement if necessary.

Day 3 Math

Students will complete a **task** to make connections to real life scenarios and answer questions using proportional reasoning. Using percents

Students will practice ratios and proportional reasoning using multiple representations. These include tables, double number line and tape diagrams. They should complete each section to build understanding and connections between the representations.

Use **practice pages** to apply math understanding about Ratios and Proportional Relationships: Unit rates.

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Dia 3 Lectura

Lectura independiente Lea un libro o artículo de su elección. Completa el registro de lectura.

Vuelva a leer las fuentes de ELA 1, 2, 3.

Dia 3 Escritura

Complete las preguntas de respuesta construidas adjuntas basadas en las fuentes de ELA 1, 2, 3.

Vuelva a leer y revise su tesis del artículo / declaración de control si es necesario.

Dia 3 Matematicas

Los estudiantes completarán una **tarea** para hacer conexiones con escenarios de la vida real y responder preguntas usando razonamiento proporcional. Usando porcentajes.

Los estudiantes practicarán proporciones y razonamiento proporcional usando múltiples representaciones. Estos incluyen tablas, rectas numéricas dobles y diagramas de cinta. Deben completar cada sección para construir entendimiento y conexiones entre las representaciones.

Use **páginas de práctica** para aplicar la comprensión matemática sobre razones y relaciones proporcionales: tasas unitarias.

Use la **página de representación múltiple** para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 3

Read a book or article of your choice. Write a brief reflection or illustration of what you read.

Day 3 ELA - Selected/Constructed Response Questions (p. 1)

1. Kaylin is writing a report about invasive plant species. She would like to include a paragraph with general facts about invasive plants. What is the best source for Kaylin to use for her paragraph?

A. Source 1
B. Source 2
C. Source 3
D. No sources

2. Kaylin's wants to include information from sources, but does not want to plagiarize the author's ideas. Read the following paragraph from Kaylin's report.

Invasive plant species wreak major havoc on an area's natural ecosystem. According to the United States Department of Agriculture, invasive plants may cause damage to land, increase the risk of fires, and damage streets and buildings. An example is the yellow star-thistle. The yellow star-thistle is one of Yosemite's most aggressive invasive plants. However, with successful treatments of herbicides and mowing, the problem is slowly getting under control.

Select the sentence from the paragraph that is plagiarized.

A. According to the United States Department of Agriculture, invasive plants may cause damage to land, increase the risk of fires, and streets and buildings.

B. An example is the yellow star-thistle.

C. Yellow star-thistle is one of Yosemite's most aggressive invasive plants.

D. However, with successful treatments of herbicides and mowing, the problem is slowly getting under control.

Day 3 ELA - Selected/Constructed Response Questions (p. 2)

3. Kaylin's report claims that invasive plant species cost the public lots of money. Write three pieces of evidence from the sources that support Kaylin's claim.

1)_____

_____

_____

_____

_____

_____

_____

2)_____

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3)_____

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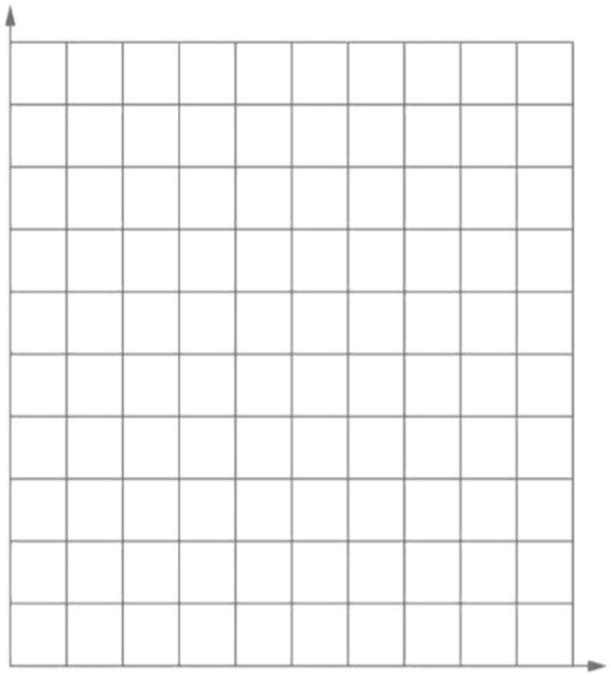
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Tax and Tip



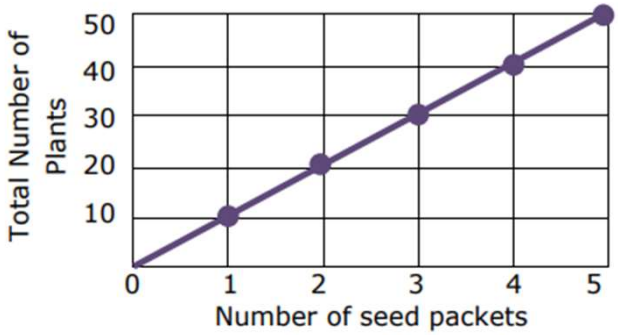
After eating at your favorite restaurant, you know that the bill before tax is $52.60 and that the sales tax rate is 8%. You decide to leave a 20% tip for the waiter based on the pre-tax amount. How much should you leave for the waiter? How much will the total bill be, including tax and tip? Show work to support your answers.

RULE OF FOUR: Multiple Representations of Mathematics

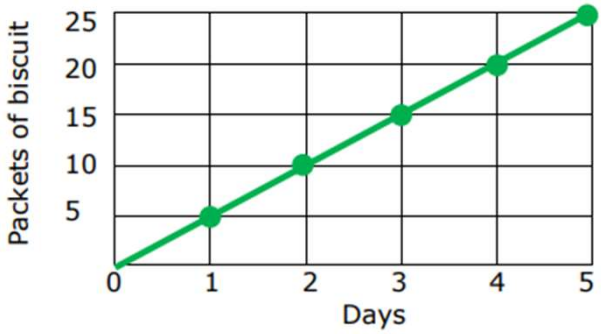
CREATE A TABLE	GRAPH
	
EXPRESSION/EQUATION	**WORDS**
y = 2x **CHECK YOUR EXPRESSION/EQUATION**	Label graph. Describe the pattern in the graph.

Identify the Constant of Proportionality: Complete all the problems. Use any strategy to solve. (adapted from mathworksheetland.com)

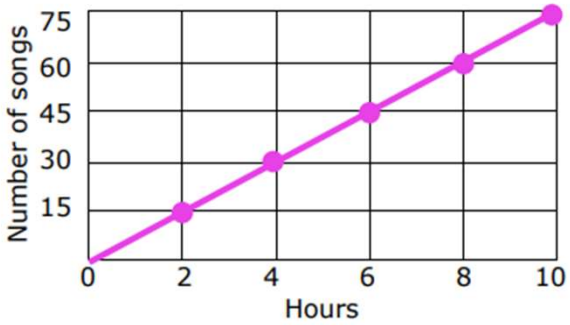
1. The graph represents the total number of plants and number of seed packets used. What is the constant of proportionality?



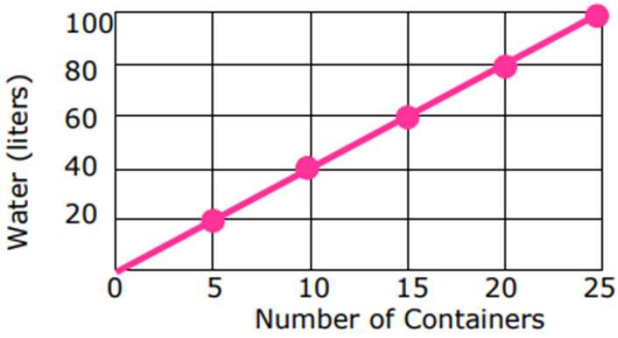
2. The graph represents the packets of biscuits consumed over time. What is the constant of proportionality?



3. The graph below represents the number of songs played on a radio station. What is the constant of proportionality?



4. The graph below represents the number of containers and liters of water contained in the containers. What is the constant of proportionality?



Use any strategy

Use models or visuals

25.2 • (-16)

Create a new similar Problem

How do you know your answer is correct?

Day 4 Reading

Independent Reading Read a book or article of your choice. Complete the reading log.

Read the excerpt from chapter 1 of the book, ***Brian's Return***, by Gary Paulsen**.**

Day 4 Writing

Complete the attached reflection questions for ***Brian's Return***, by Gary Paulsen**.**

Re-read the Explanatory Article Writing Prompt from day 1. Write the rough draft of your explanatory article.

Day 4 Math

Students will complete a **task** to make connections to real life scenarios and answer questions using proportional reasoning. Using percents.

Students will practice ratios and proportional reasoning using multiple representations. These include tables, double number line and tape diagrams. They should complete each section to build understanding and connections between the representations.

Use **practice pages** to apply math understanding about Ratios and Proportional and Nonproportional Relationships:

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Día 4 Lectura

Lectura independiente Lea un libro o artículo de su elección. Completa el registro de lectura.

Lea el extracto del capítulo 1 de la historia, ***Brian's Return*.**

Día 4 Escritura

Complete las preguntas de reflexión adjuntas para ***Brian's Return.***

Vuelva a leer el Aviso explicativo de la escritura del artículo desde el día 1. Escriba el borrador de su artículo explicativo.

Día 4 Matemáticas

Los estudiantes completarán una **tarea** para hacer conexiones con escenarios de la vida real y responder preguntas usando razonamiento proporcional. Usando porcentajes.

Los estudiantes practicarán proporciones y razonamiento proporcional usando múltiples representaciones. Estos incluyen tablas, rectas numéricas dobles y diagramas de cinta. Deben completar cada sección para construir entendimiento y conexiones entre las representaciones.

Use **páginas de práctica** para aplicar la comprensión matemática sobre razones y relaciones proporcionales y no proporcionales:

Use la **página de representación múltiple** para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 4

Read a book or article of your choice. Write a brief reflection or illustration of what you read.

Day 4 ELA - Explanatory Article (RoughDraft)

Day 4 ELA - Explanatory Article (RoughDraft)

Day 4 ELA - Story: *Brian's Return* (From Ch. 1) p. 1

Brian sat quietly, taken by a peace he had not known for a long time, and let the canoe drift forward along the lily pads. To his right was the shoreline of a small lake he had flown into an hour earlier. Around him was the lake itself, an almost circular body of water of approximately eighty acres surrounded by northern forest—pine, spruce, poplar and birch—and thick brush.

It was late spring—June 3, to be exact—and the lake was teeming, crawling, buzzing and flying with life. Mosquitos and flies filled the air, swarming on him, and he smiled now, remembering his first horror at the small blood drinkers. In the middle of the canoe he had an old coffee can with some kindling inside it, and a bit of birchbark, and he lit them and dropped a handful of green poplar leaves on the tiny fire. Soon smoke **billowed** out and drifted back and forth across the canoe and the insects left him. He had repellant

with him this time—along with nearly two hundred pounds of other gear—but he hated the smell of it and found it didn't work as well as a touch of smoke now and then. The blackflies and deerflies and horseflies ignored repellant completely—he swore they seemed to lick it off—but they hated the smoke and stayed well off the canoe.

The relief gave him time to see the rest of the activity on the lake. He remained still, watching, listening.

To his left rear he heard a beaver slap the water with its tail and dive—a warning at the **intruder,** at the strange smoking log holding the person. Brian smiled. He had come to know beaver for what they truly were—engineers, family-oriented home builders. He'd read that most of the cities in Europe were founded by beaver. That beaver had first felled the trees along the rivers and dammed them up. The rising water killed more trees and when the food was gone and the beaver had no more bark to chew they left. The dams eventually broke apart, and the water drained and left large clearings along the rivers where the beaver had cut down all the trees. Early man came along and started cities where the clearings lay. Cities like London and Paris were founded and settled first by beaver.

In front and to the right he heard the heavier footsteps of a deer moving through the hazel brush. Probably a **buck** because he heard no smaller footsteps of a fawn. A buck with its antlers in velvet, more than likely, moving away from the smell of smoke from the canoe.

A frog jumped from a lily pad six feet away and had barely entered the water when a northern pike took it with a slashing strike that tore the surface of the lake and flipped lily pads over to show their pale undersides.

Somewhere a hawk screeeeeennned, and he looked for it but could not see it through the leaves of the trees around the lake. It would be hunting. Bringing home mice for a nest full of young. Looking for something to kill.

No, Brian thought—not in that way. The hawk did not hunt to kill. It hunted to eat. Of course it had to kill to eat—along with all other carnivorous animals—but the killing was the means to bring food, not the end. Only man hunted for sport, or for trophies.

It is the same with me as with the hawk, Brian felt. He turned the paddle **edgeways,** eased it forward silently and pulled back with an even stroke. I will kill to eat, or to defend myself. But for no other reason.

In the past two years, except for the time with Derek on the river, in a kind of lonely agony he had tried to find things to read or watch that brought the woods to him. He missed the forest, the lakes, the wild as he thought of it, so much that at times he could not bear it. The guns-and-hunting magazines, the hunting and fishing videos on television sickened him. Men using high-velocity weapons to shoot deer or elk from so far away they could barely see them, or worse, blasting them from a blind or the back of a Jeep; baiting bear with pits full of rotten meat and shooting them with rifles that could stop a car; taking bass for sport or money in huge contests with fancy boats and electronic gear that located each fish individually.

Sport, they called it. But they weren't hunting or fishing because they needed to; they were killing to kill, not eat, to prove some kind of worth, and he stopped reading the magazines and watching the videos. His survival in the wilderness had made him famous, in a small way, and some of the magazines interviewed him, as did some of the hunting and sporting shows on television, but they got it all wrong. Completely wrong.

Day 4 ELA - Story: Brian's Return (From Ch. 1) p. 3

"Boy conquers **savage** wilderness!" some magazines said in the blurbs on the covers. "Learns to beat nature ..."

It wasn't that way. Had never been that way. Brian hadn't conquered anything. Nature had whipped him, not the other way around; had beaten him down and pounded the stupidity out of his brain until he had been forced to bend, forced to give, forced to learn to survive. He had learned the most important fact of all, and the one that is so hard for many to understand or believe: Man proposes, nature disposes. He hadn't conquered nature at all—he had become part of it. And it had become part of him, maybe all of him.

And that, he thought as the canoe slid gently forward, had been exactly the problem.

Excerpted from Brian's Return by Gary Paulsen, published by Ember.

Day 4 ELA - Reflection Questions for Brian's Return.

Question 1

Describe Brian's emotional state in this excerpt. Use the specific words and phrases in the text that indicate how he may be feeling.

_____

_____

_____

_____

_____

_____

_____

Question 2

Choose at least three details that evoke the use of the five senses and write them down. Analyze the significance of Brian using all five senses during his experience of returning to the wilderness.

_____

_____

_____

_____

_____

_____

_____



Double Discounts

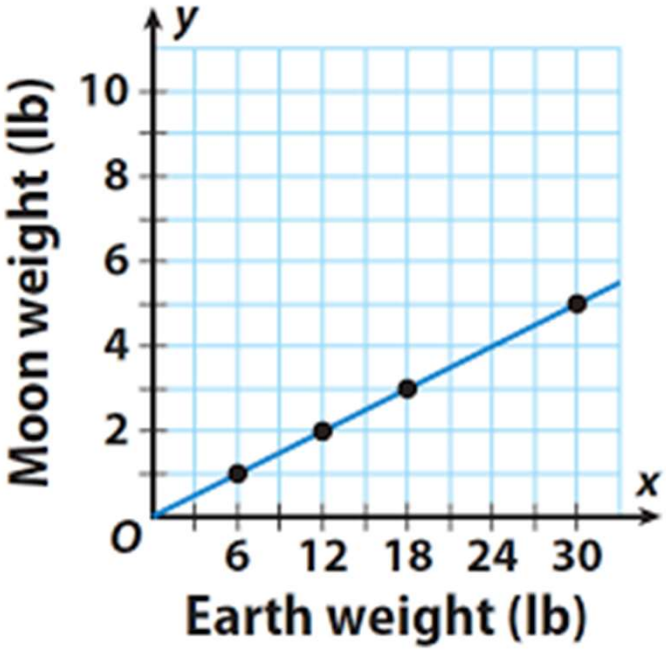
Emily has a coupon for 20 percent off of her purchase at the store. She finds a backpack that she likes on the discount rack. Its original price is $60 but everything on the rack comes with a 30 percent discount. Emily says,

"Thirty percent and twenty percent make fifty percent so it will cost $30."

a. Is Emily correct? Explain.

b. What price will Emily pay for the backpack?

RULE OF FOUR: Multiple Representations of Mathematics

CREATE A TABLE	GRAPH
	
EXPRESSION/EQUATION	**WORDS**
CHECK YOUR EXPRESSION/EQUATION	**What is the constant rate of proportionality?_____**

Proportional and Nonproportional Relationships:

Write the ratios in the table to show the relationship between each set of values.

1.

Number of Hours	1	2	3	4
Total Amount Earned	$15	$30	$45	$60
Ratios				

2.

Number of Hours	1	2	3	4
Total Amount Earned	$11	$20	$29	$38
Ratios				

Write proportional or nonproportional.

3.

Number of Hours	1	2	3	4
Total Amount Earned				

4.

Number of Hours	1	2	3	4
Number of Pages Read in Book				

5.

Number of Lunches	1	2	3	4
Total Cost				

Use any strategy

Use models or visuals

7(x - 4) = 14

Write a story

How do you know your answer is correct?

Day 5 Reading

Independent Reading Read a book or article of your choice. Complete the reading log.
Re-read the excerpt from chapter 1 of the story, ***Brian's Return*** by Gary Paulsen**.**

Day 5 Writing

Complete your response to the attached writing prompt for ***Brian's Return*** by Gary Paulsen**.**
Review the rough draft of your explanatory article from yesterday. Make revisions and compose the final draft of your article.

Writing Prompt - Explanatory Article (from Day 1): The science club in your school wants to help students and teachers better understand invasive plant species that have recently appeared on your campus. The science club has asked you to help them with their research on this topic.

Using more than one source, develop a thesis/controlling idea about invasive plant species. Once you have a thesis/controlling idea, select the most relevant information from more than one source to support your thesis/controlling idea. Then, write a multi-paragraph explanatory article explaining your thesis/controlling idea. Clearly organize your article and elaborate on your ideas. Develop your ideas and use your own words, except when quoting directly from the sources. Be sure to reference the source title or number when quoting or paraphrasing details or facts from the sources.

Day 5 Math

Students will complete a **task** using proportions to graph.

Students will practice ratios and proportional reasoning using multiple representations. These include tables, double number line and tape diagrams. They should complete each section to build understanding and connections between the representations.

Use **practice pages** to apply math understanding about Ratios and Proportional Relationships: Graph proportional relationships.

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Día 5 Lectura

Lectura independiente Lea un libro o artículo de su elección. Completa el registro de lectura.
Vuelva a leer el extracto del capítulo 1 de la historia, ***Brian's Return*.**

Día 5 Escritura

Complete su respuesta a la solicitud de escritura adjunta para el regreso de Brian.
Revise el borrador de su artículo explicativo de ayer. Haga revisiones y redacte el borrador final de su artículo.
Mensaje de escritura: artículo explicativo (desde el día 1): el club de ciencias de su escuela quiere ayudar a los estudiantes y maestros a comprender mejor las especies de plantas invasoras que han aparecido recientemente en su campus. El club de ciencias le ha pedido que los ayude con su investigación sobre este tema.
Usando más de una fuente, desarrolle una tesis / idea de control sobre las especies de plantas invasoras. Una vez que tenga una idea de tesis / control, seleccione la información más relevante de más de una fuente para respaldar su idea de tesis / control. Luego, escribe un artículo explicativo de varios párrafos que explique tu tesis / idea de control. Organice claramente su artículo y elabore sus ideas. Desarrolle sus ideas y use sus propias palabras, excepto cuando cite directamente de las fuentes. Asegúrese de hacer referencia al título o número de la fuente al citar o parafrasear detalles o hechos de las fuentes.

Día 5 Matemáticas

Los estudiantes completarán una **tarea** usando proporciones para graficar.

Los estudiantes practicarán proporciones y razonamiento proporcional usando múltiples representaciones. Estos incluyen tablas, rectas numéricas dobles y diagramas de cinta. Deben completar cada sección para construir entendimiento y conexiones entre las representaciones.

Use **páginas de práctica** para aplicar la comprensión matemática sobre razones y relaciones proporcionales: graficar relaciones proporcionales.

Use la **página de representación múltiple** para practicar el sentido numérico, las estrategias y la fluidez.

Day 1 Art

Materials: Pencil, paper, and objects as subjects

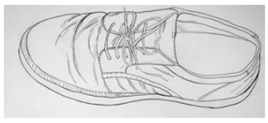
Instructions: This week we will learn a technique that many artists use. This technique is called Contour Drawing (focusing on drawing the outline/profile and outer lines of a subject).

Contour drawing your hand: Draw your hand in different positions.



Day 2 Art

Contour drawing your shoes: Draw your shoes in different positions.



Day 3 Art

Contour drawing of your backpack: Find other objects that you can use as subjects.

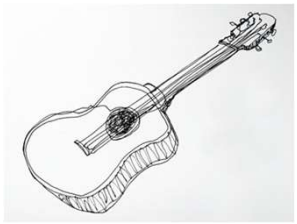
Day 4 Art

Contour drawing of someone in your family: Position them in different ways that will help you get the best contour lines.

Day 5 Art

Contour drawing of your choice: Find something that you would like to focus on and draw it.





Dia 1 Arte

Materiales: Lapiz, papel y objetos como sujetos
Instrucciónes: Esta semana aprenderemos una técnica que muchos artistas usan. Esta técnica se llama dibujo de contorno (básicamente se enfoca en dibujar el contorno/perfil y las líneas externas de un sujeto)
Contorno dibujando tu mano: Dibuja más, intenta dibujar tu mano en diferentes posiciones



Dia 2 Arte

Contorno dibujando tus zapatos: Dibuja más, intenta dibujar tus zapatos en diferentes posiciones.



Dia 3 Arte

Contorno dibujando tu mochila: Dibuja más, intenta dibujar otros objetos que puedes usar como sujetos. .

Dia 4 Arte

Contorno dibujando a alguien en tu familia: Posicionados en diferentes maneras que te ayuden a obtener las mejores líneas de contorno.

Dia 5 Arte

Dibujo de contorno deseado: Encuentra algo en que te gustaría enfocar y dibujalo.





Reading Reflection DAY 5

Read a book or article of your choice. Write a brief reflection or illustration of what you read.

Day 5 ELA - Writing Prompt for Brian's Return.

Writing Prompt

Brian's previous experience in the wilderness can be inferred by how much he knows about the creatures that surround him. Cite at least three details from the text that illustrate Brian's knowledge of animal behavior. Do you think Brian is glad to be back? Why or why not?

Day 5 ELA - Explanatory Article (Final Draft)

Day 5 ELA - Explanatory Article (Final Draft)

Day 5 ELA - Explanatory Article (Final Draft)

Gym Membership Plans



In January, Georgia signed up for a membership at Anytime Fitness. The plan she chose cost $95 in start-up fees and then $20 per month starting in February. Edwin also signed up at Anytime Fitness in January. His plan cost $35 per month starting in February, and his start-up fees were waived.

a. Create tables for both Georgia and Edwin that compare the number of months since January to the total cost of their gym memberships. Continue this table for one year.

b. Plot the points from the two tables in part (a) on a coordinate plane. (use graph paper on next page)

c. Decide if either or both gym memberships are described by a proportional relationship, and write an equation representing any such relationship. Explain how parts (a) and (b) could be used to support your answer.

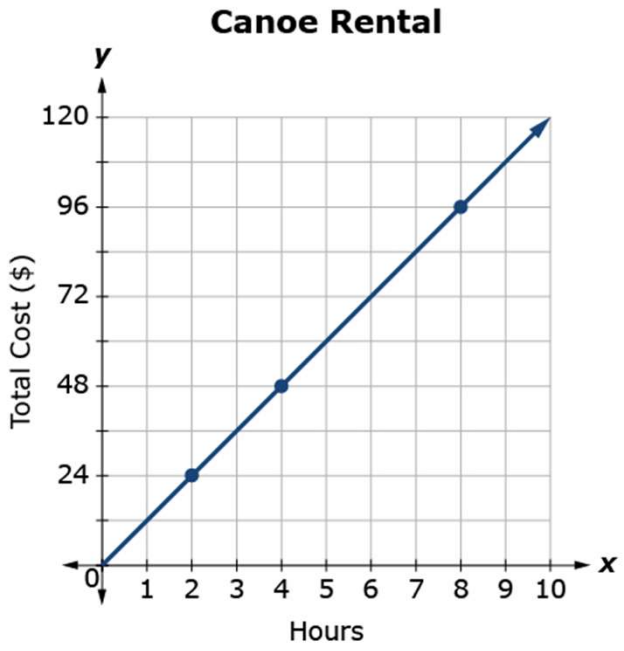
1 Block = 1/4 "



Math-Aids.Com



RULE OF FOUR: Multiple Representations of Mathematics

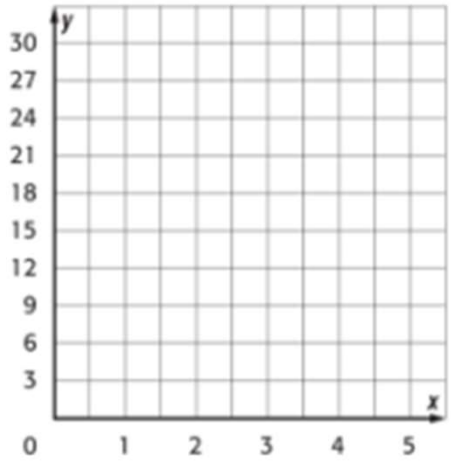
CREATE A TABLE	GRAPH
	
EXPRESSION/EQUATION	**WORDS**
CHECK YOUR EXPRESSION/EQUATION	**What is the rate of proportionality?** **_____**

Graph Proportional Relationships

Determine whether the relationship between the two quantities show in each table are proportional by graphing on the coordinate plane.

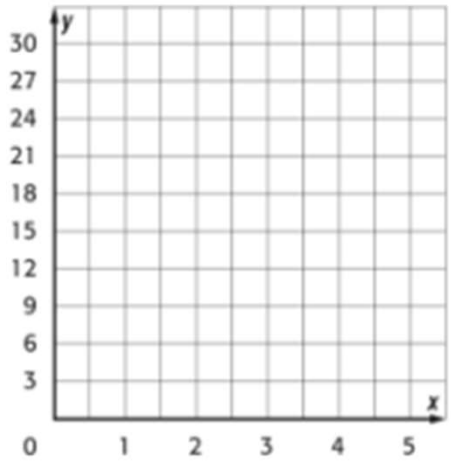
1.

Volume of a Cube	
Side Length (ft.)	**Volume (ft^3)**
1	**1**
2	**8**
3	**27**



2.

Gallons of Gas Used Per Hour	
Number of Hours	**Gallons of Gas**
3	**15**
4	**20**
5	**25**



3. How does understanding a table and graph help you identify if the relationship is proportional?

Use any strategy

Use models or visuals

30% of $37.50

Write a story

How do you know your answer is correct?

Day 6 Reading

Independent Reading Read a book or article of your choice. Complete the reading log.

Read the Explanatory Article Writing Prompt.

Read Source #1: How to Help Students Create a Positive Digital Footprint. Feel free to annotate, highlight and underline important ideas as necessary.

Day 6 Writing

Begin brainstorming and writing down main ideas for your explanatory article.

Compose a rough draft of your thesis statement.

Day 6 Math

Students will complete a **task** using proportions to graph.

Students will practice ratios and proportional reasoning using multiple representations. These include tables, double number line and tape diagrams. They should complete each section to build understanding and connections between the representations.

Use **practice pages** to apply math understanding about Ratios and Proportional Relationships: Solve to find missing value.

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Día 6 Lectura

Lectura independiente Lea un libro o artículo de su elección. Completa el registro de lectura.
Lea el aviso explicativo sobre la redacción del artículo.
Lea la Fuente # 1: Cómo ayudar a los estudiantes a crear una huella digital positiva. Siéntase libre de anotar, resaltar y subrayar ideas importantes según sea necesario.

Día 6 Escritura

Comience con ideas y escriba las ideas principales para su artículo explicativo. Redacte un borrador de su tesis.

Día 6 Matemáticas

Los estudiantes completarán una **tarea** usando proporciones para graficar.

Los estudiantes practicarán proporciones y razonamiento proporcional usando múltiples representaciones. Estos incluyen tablas, rectas numéricas dobles y diagramas de cinta. Deben completar cada sección para construir entendimiento y conexiones entre las representaciones.

Use **páginas de práctica** para aplicar la comprensión matemática sobre razones y relaciones proporcionales: resuelva para encontrar el valor que falta.

Use la **página de representación múltiple** para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 6

Read a book or article of your choice. Write a brief reflection or illustration of what you read.

Day 6 ELA - Explanatory Article Writing Prompt

Your Assignment: Your computer class is preparing for a technology fair at your school. The technology fair will focus on the impact of the information age. For your part in the fair, you need to help students, parents, and teachers understand digital footprints.

Using more than one source, develop a thesis/controlling idea to explain the impact of digital footprints. Once you have a thesis/controlling idea, select the most relevant information from more than one source to support your thesis/controlling idea. Then, write a multi-paragraph explanatory article explaining your thesis/controlling idea. Clearly organize your article and elaborate your ideas. Develop your ideas and use your own words, except when quoting directly from the sources. Be sure to reference the source.

Day 6 ELA - Source #1 (p.1)

How to Help Students Create a Positive Digital Footprint By Sheri Watkins for Navigator
adapted by BCSD Curriculum and Instruction

Children today are more tech savvy than previous generations and have digital footprints at earlier ages. Many parents "share" their children online before they are even born, through pregnancy updates and sonograms. Some parents post status updates about their child's milestones, grades, sports, and activities. According to online security firm AVG in a 2012 study, 81% of U.S. children have a digital footprint before age two. But how can we keep this digital footprint positive?

Importance of a positive digital footprint: It's difficult for children to consider their long-term future. Children do not think about college acceptance or future jobs. However, as adults we know how important a first online impression will be.

Kids need to know how their digital footprint may relate more to short-term goals. Kids might consider what their digital footprint says to the neighbor thinking of hiring them for summer babysitting, dog walking, or yard work. Kids want to impress the coach they are trying out for next season, to teachers and principals, or to peers and classmates counting on them to positively impact online and offline communities.

Kids are creating a digital footprint if they are participating on social media. It is important to take control and manage that imprint.

Whether you are a parent or an educator, here are 3 things to consider when teaching children to create a positive digital footprint:

1. Monitor and educate: Guide children to use digital media as a resource for learning and positive interactions. Talk early and often about the pros and cons of social media and show them how to participate in a positive way. As parents and educators, it's our job to know what digital media our kids are using and to become familiar with the security settings. Use those settings to limit who a child interacts with. Many parents and schools introduce kids to social media by requiring the use of an "online" name. This is a good idea for younger children and early tweens – especially with online games. But many sites, like Facebook, forbid the use of a false identity because the site is meant for social interaction, spreading news and sharing authentic information. Using a false name may distort a child's view of what they can and can't say.

2. Make positive connections: Remind kids who they associate with will reflect back on them. This is especially true online. Online friends should be chosen with the same care and consideration given to offline friends. Read someone's profile before friending, visit their website or examine past posts before following or connecting with them.

3. Build a positive digital footprint: One of the best ways for kids to create a positive digital footprint is to highlight their achievements and success. Encourage kids to share links to any online news accounts showcasing their achievements and post information about their community service projects or extracurricular activities. Share academic awards, sports, and civic accomplishments. Sharing this information can show a pattern of success that can create opportunities and leave a positive digital footprint. Encourage kids to develop positive online AND offline leadership skills. A great way for children to learn the concept of paying it forward is to share links from favorite bloggers, books, shows, and news stories. This allows kids to take responsibility for creating a positive culture in their own networks. They are paying it forward by giving the creator of the content positive attention and showing maturity by sharing safe, positive, information within their online community!

Through this kind of positive participation, a child learns how to network with future colleagues and is focused on suitable online behavior, not just surfing aimlessly.

About Navigator Navigator is Compass Learning's thought-leadership blog intended to help inspire and motivate educators to discuss and effect change in the education sector. We hope to create a vibrant conversation that helps empower educators with shared, innovative ideas and insights that they can use to both engage students in learning and support academic achievement and personal growth.

http://navigator.compasslearning.com/featured/how-to-help-students-create-positive-digital-footprint/

Day 6 ELA - Explanatory Article Notes

Art Class

The students in Ms. Baca's art class were mixing yellow and blue paint. She told them that two mixtures will be the same shade of green if the blue and yellow paint are in the same ratio.

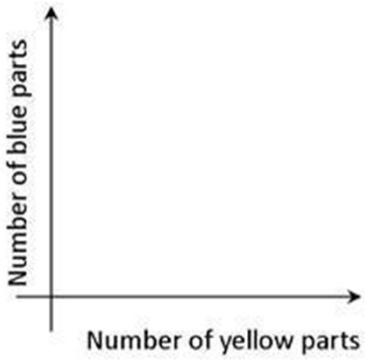
The table below shows the different mixtures of paint that the students made.

Yellow	1 part	2 parts	3 parts	4 parts	6 parts
Blue	2 part	3 parts	6parts	6 parts	9 parts

a. How many different shades of paint did the students make?

b. Some of the shades of paint were bluer than others. Which mixture(s) were the bluest? Show work or explain how you know.

c. Carefully plot a point for each mixture on a coordinate plane like the one that is shown in the figure.



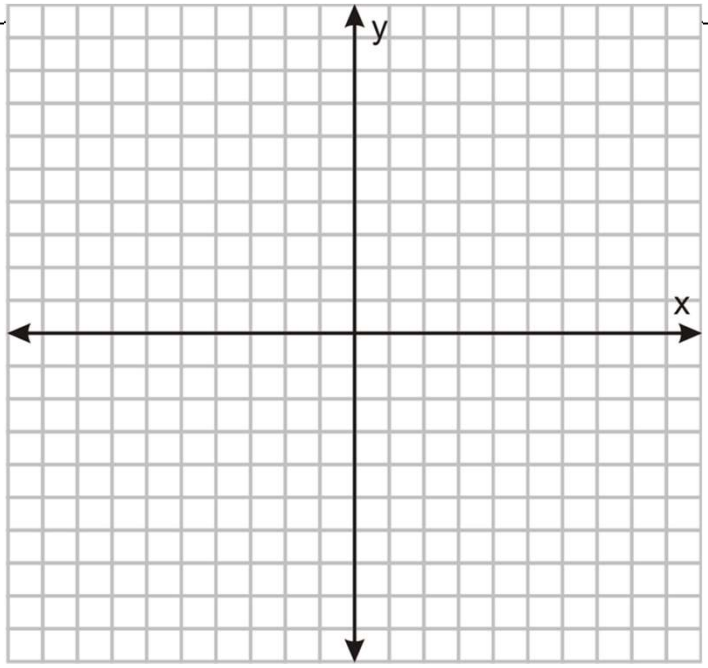
d. Draw a line connecting each point to (0, 0). What do the mixtures that are the same shade of green have in common?

RULE OF FOUR: Multiple Representations of Mathematics

CREATE A TABLE

x	f(x)
-2	4
-1	1
0	0
1	1
2	4

GRAPH



EXPRESSION/EQUATION

CHECK YOUR EXPRESSION/EQUATION

WORDS

What is the rate of proportionality?

_____

Determine whether each pair of ratios form a proportion.

1. $\frac{5}{8}, \frac{2}{3}$

2. $\frac{16}{9}, \frac{11}{6}$

3. $\frac{5}{9}, \frac{15}{27}$

4. $\frac{9}{13}, \frac{13}{17}$

Solve each proportion.

5. $\frac{4}{12} = \frac{y}{9}$

6. $\frac{5}{10} = \frac{8}{w}$

7. $\frac{5}{9} = \frac{6}{r}$

8. $\frac{y}{5} = \frac{13}{10}$

9. $\frac{1.2}{m} = \frac{3}{5}$

Use any strategy

Use models or visuals

After a 20% discount, you pay $140 for a skateboard. What was the original price?

Write another question you could ask about the scenario

How do you know your answer is correct?

Day 7 Reading

Independent Reading Read a book or article of your choice. Complete the reading log.

Read Source #2: Digital Citizenship Is As Important as Potty Training: Let's Start Cyber Civics Courses in all Classes in All Schools. Feel free to annotate, highlight and underline important ideas as necessary.

Read Source #3: Now Is the Perfect Time to Clean Up Your Digital Footprint. Feel free to annotate, highlight and underline important ideas as necessary.

Day 7 Writing

Review your rough draft of the thesis/controlling statement for your explanatory article. Make revisions as necessary after reading sources 2 & 3.

Day 7 Math

Students will complete a **task** using proportional reasoning**.**

Students will practice ratios and proportional reasoning using multiple representations. These include tables, double number line and tape diagrams. They should complete each section to build understanding and connections between the representations.

Use **practice pages** to apply math understanding about Ratios and Proportional Relationships: Find a constant rate of change.

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Día 7 Lectura

Lectura independiente Lea un libro o artículo de su elección. Completa el registro de lectura.
Lea la Fuente # 2: La ciudadanía digital es tan importante como el entrenamiento para ir al baño: comencemos los cursos de cívica cívica en todas las clases en todas las escuelas. Siéntase libre de anotar, resaltar y subrayar ideas importantes según sea necesario.
Lea la Fuente # 3: Ahora es el momento perfecto para limpiar su huella digital. Siéntase libre de anotar, resaltar y subrayar ideas importantes según sea necesario.

Día 7 Escritura

Revise su borrador de la tesis / declaración de control para su artículo explicativo. Haga las revisiones que sean necesarias después de leer las fuentes 2 y 3.

Día 7 Matemáticas

Los estudiantes completarán una **tarea** usando razonamiento proporcional.

Los estudiantes practicarán proporciones y razonamiento proporcional usando múltiples representaciones. Estos incluyen tablas, rectas numéricas dobles y diagramas de cinta. Deben completar cada sección para construir entendimiento y conexiones entre las representaciones.

Use **páginas de práctica** para aplicar la comprensión matemática sobre razones y relaciones proporcionales: encuentre una tasa de cambio constante.

Use la **página de representación múltiple** para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 7

Read a book or article of your choice. Write a brief reflection or illustration of what you read.

Day 7 ELA - Source #2 (p. 1)

Digital Citizenship Is As Important As Potty Training: Let's Start Cyber Civics Courses In All Classes in All Schools by Sue Scheff

We live in a digital age where this is a fact: *Your virtual resume determines your future*. Studies indicate that a student's GPA may not be good enough for college recruiters if their social media behavior is out of line. A Career Builders survey shows that 51% of employers did *not* hire an applicant due to negative social media behavior and online content.

Since cyber-life is imperative to a child's future, isn't it about time to demand that schools implement **Cyber Civics** classes?

Back in my day we took Home Economics and Woodshop classes because these were important life skills. Digital Citizenship is the Home Economics of this generation. Let's consider the curriculum:

1. Online Safety: Offline education keeps kids safe online. Teaching students about safe websites, phishing, chat room etiquette, why social media networks have age restrictions, strong passwords, and more, gives them an understanding of *why* things can be risky or dangerous online. Rather than telling kids they're "not allowed" (because when has that ever worked?), let's teach them *how* to make safe choices, like clicking-out when they feel uncomfortable.

2. Email Netiquette: Knowing how to email appropriately can mean landing a job or possibly a college acceptance. Unfortunately many kids get lazy with texting slang and when they have to write a professional email for a cover letter they're lost. Let's teach them the proper etiquette.

3. Online Reputation: Learning how to use cyberspace advantageously by building a positive virtual image through blogs, websites, and social networks is an essential skill. If young people don't craft their own virtual resume, someone else will do it for them! We must teach students the art of maintaining a digital persona they can be proud of.

Day 7 ELA - Source #2 (p.2)

4. Online Cruelty/ Crimes/Cyberbullying: Students need to know what steps to take if they become a victim of online abuse, whether from online predator or a cyberbully. They also need prevention skills, *and* they need to know where/who to go to for help without fear of being ostracized. Studies show that many teens don't tell they are being harmed online because they fear the consequences. We must turn this around.

5. Digital Citizenship: Every student should get the chance to become a cyber-savvy, upstanding digital citizen. Let's teach them the simple facts about digital life: *Think before you post or publish photos. They will impact your future. Once you click 'send' they can become public and permanent*... while this might seem cliché, kids aren't getting these lessons! Digital Citizenship skills help students pause and consider each keystroke, preventing possible damage to their digital footprints.

All of the **Cyber Civics** lessons above make a huge difference in how kids conduct themselves online, yet nothing replaces good old-fashioned parenting.

It does take a *village* to raise a child. Now more than ever, parents, schools, and communities must join together in educating our youth for the future. A future that will be determined by their *digital footprint*.

In California, some schools have already implemented Cyber Civics classes. **Diana Graber**, co-founder of **Cyberwise**, developed and started teaching these middle school classes five years ago. Her hopes are that they will not only spread through California, but throughout the country!

In her book, ***Wit's End! Advice and Resources for Saving Your Out-of-Control Teen***, Sue Scheff journals her own difficulties with her teen, as well as offers prescriptive advice for parents at their wit's end. Visit Sue at **helpyourteens.com** and **suescheff.com** for more great information. ***Note:*** *This Perspectives Blog post is written by a guest blogger of DrGreene.com. The opinions expressed on this post do not necessarily reflect the opinions of Dr. Greene or DrGreene.com, and as such we are not responsible for the accuracy of the information supplied.*

http://www.drgreene.com/perspectives/digital-citizenship-is-as-important-as-potty-training-lets-start- cyber-civics-classes-in-all-schools/

Day 7 ELA - Source #3



https://www.fosi.org/good-digital-parenting/7-ways-clean-digital-footprint-spring/

Molly's Run



Molly runs ⅓ of a mile in 4 minutes.

a. If Molly continues at the same speed, how long will it take her to run one mile?

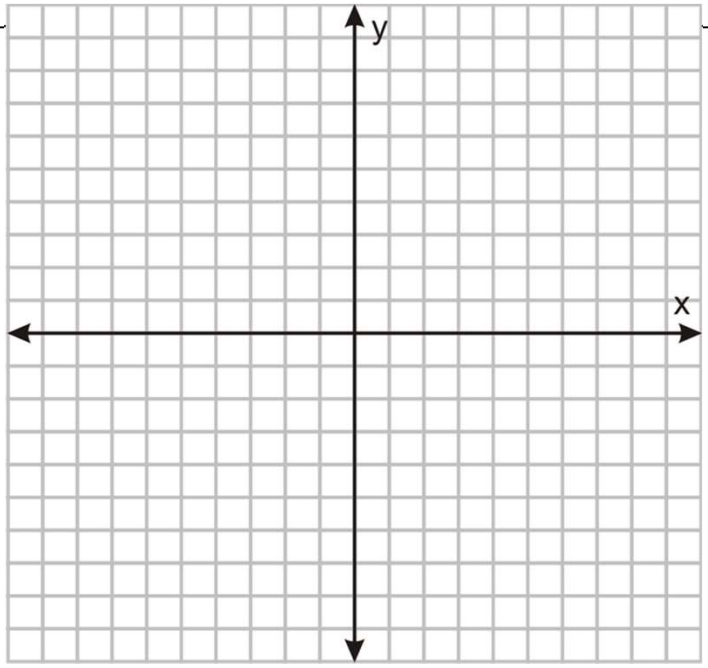
b. Draw and label a picture showing why your answer to part (a) makes sense.

RULE OF FOUR: Multiple Representations of Mathematics

CREATE A TABLE

x	f(x)
-2	4
-1	1
0	0
1	1
2	4

GRAPH



EXPRESSION/EQUATION

CHECK YOUR EXPRESSION/EQUATION

WORDS

What is the rate of proportionality?

_____

Constant Rate of Change

Find the constant rate of change for each table.

1.

Time Spent Mowing (h)	Money Earned ($)
1	10
3	30
5	50
7	70

2.

Time	Temperature (^oF)
9:00	60
10:00	62
11:00	64
12:00	66

3.

Number of Students	Number of Magazines Sold
10	100
15	150
20	200
25	250

4.

Number of Trees	Number of Apples
10	100
15	150
20	200
25	250

Use any strategy

Use models or visuals

(-3.5) - 1.5

Write another problem and solve

How do you know your answer is correct?

Day 8 Reading

Independent Reading Read a book or article of your choice. Complete the reading log.

Review/Re-read Sources 1, 2, and 3. Take additional notes as needed.

Day 8 Writing

Complete the attached Selected/Constructed Response questions that correspond with sources 1, 2, and 3.

Day 8 Math

Students will complete a **task** using proportions to compare.

Students will practice ratios and proportional reasoning using multiple representations. These include tables, double number line and tape diagrams. They should complete each section to build understanding and connections between the representations.

Use **practice pages** to apply math understanding about Ratios and Proportional Relationships: Slope

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Día 8 Lectura

Lectura independiente Lea un libro o artículo de su elección. Completa el registro de lectura.
Revise / vuelva a leer las fuentes 1, 2 y 3. Tome notas adicionales según sea necesario.

Día 8 Escritura

Complete las preguntas de respuesta seleccionadas / construidas que se corresponden con las fuentes 1, 2 y 3.

Día 8 Matemáticas

Los estudiantes completarán una **tarea** usando proporciones para comparar.

Los estudiantes practicarán proporciones y razonamiento proporcional usando múltiples representaciones. Estos incluyen tablas, rectas numéricas dobles y diagramas de cinta. Deben completar cada sección para construir entendimiento y conexiones entre las representaciones.

Use **páginas de práctica** para aplicar la comprensión matemática sobre razones y relaciones proporcionales: pendiente

Use la **página de representación múltiple** para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 8

Read a book or article of your choice. Write a brief reflection or illustration of what you read.

Day 8 ELA - Selected/Constructed Response Questions (p. 1)

Selected/Constructed Response

1. Maya is writing a research report about cyber safety. She wants to include information from sources, but does not want to plagiarize the author's ideas. Read the following paragraph from the students report.

It is important for kids to be responsible when using the internet. Each time a child uses the internet, they leave a digital footprint, or a record of their online activity. A digital footprint can last forever. Kids are creating a digital footprint if they are participating on social media. In order to leave a positive digital footprint, it is important for kids to understand the impact of their online activity. Parents, teachers and other adults have a duty to guide their children in proper online behavior.

Select the sentence from the paragraph that is plagiarized.

A. Each time a child uses the internet, they leave a digital footprint, or a record of their online activity.

B. Kids are creating a digital footprint if they are participating on social media.

C. In order to leave a positive digital footprint, it is important for kids to understand the impact of their online activity.

D. Parents, teachers and other adults have a duty to guide their children in proper online behavior.

2. Maya's report includes a section about parental responsibility in teaching their children cyber safety. Maya is using the three sources, but she wants to cite the most credible source. Which source should she cite?

A. Source 1

B. Source 2

C. Source 3

D. None. The sources are not related to the topic.

Selected/Constructed Response

3. Maya's report claims that a positive digital footprint is an important factor in college admissions. Write three pieces of evidence from the sources that support Maya's claim.

1)_____

_____

_____

_____

_____

_____

2)_____

_____

_____

_____

_____

_____

_____

3)_____

_____

_____

_____

_____

_____

_____

Cider versus Juice - Variation 1

128 ounces = 1 gallon

The price of a gallon of apple cider is $7.00. The price of eight 4.23-ounce juice boxes is $2.39.

a. Suppose the juice was instead packaged like the cider. Approximately what is the cost per gallon of the juice?

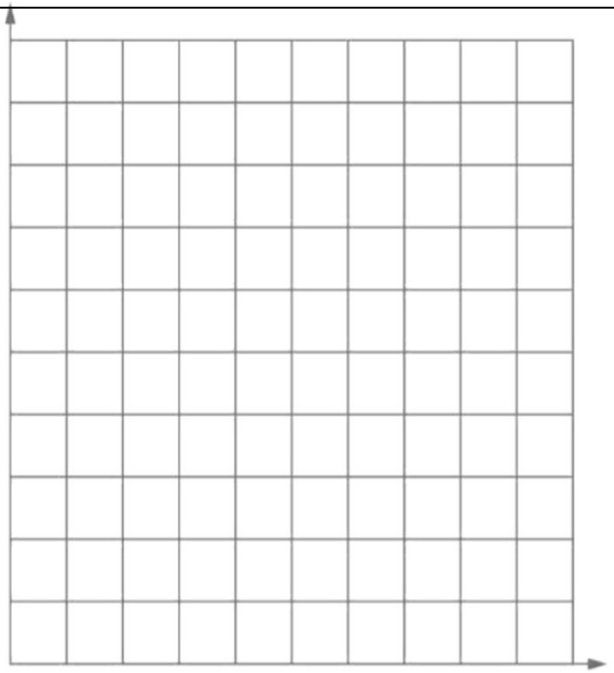
b. Suppose the cider was instead packaged like the juice. Approximately what is the cost per eight 4.23-ounce boxes of cider?

c. Peter wants to have at least a gallon of either only cider or only juice. Which product is the better deal?

d. State the unit rate(s) you used to compare the cost of cider versus juice in your answer to Question c.

e. List two or more additional unit rates that could be used to make this comparison.

RULE OF FOUR: Multiple Representations of Mathematics

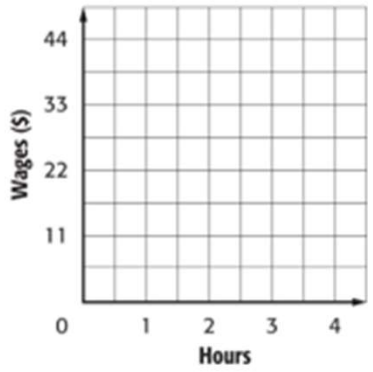
CREATE A TABLE	**GRAPH**
	
EXPRESSION/EQUATION	**WORDS**
CHECK YOUR EXPRESSION/EQUATION	**Meat costs $8.00 per pound at a store.** **What is the rate of proportionality?** **_____**

Slope

Graph the data. Then find the slope. Explain what the slope represents.

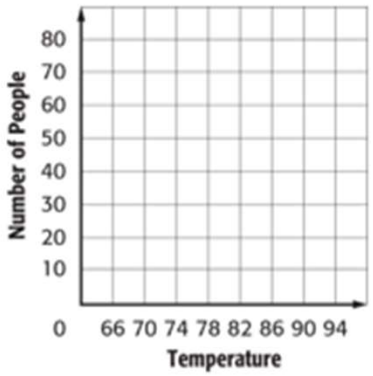
1.

Hours	1	2	3	4
Wages ($)	11	22	33	44

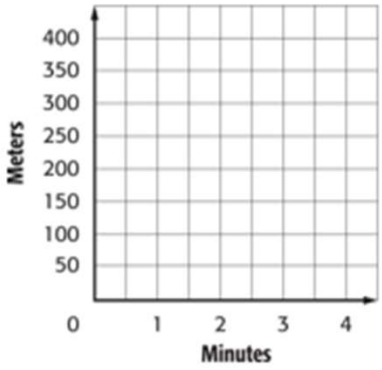


2.

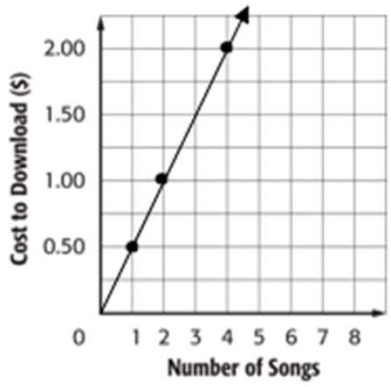
Temperature (°F)	70	78	86	94
Number of People on Beach	24	40	56	72



3. SWIMMING Latonya swims 50 meters in $\frac{1}{2}$ minute.



4. SONGS Find the slope of the line on the graph showing the cost to download songs.



Use any strategy

Use models or visuals

-30 ÷ 1.5

Write a story

How do you know your answer is correct?

Day 9 Reading

Independent Reading Read a book or article of your choice. Complete the reading log.

Read the story, **Connected.** Take notes and annotate as necessary.

Day 9 Writing

Complete the attached reflection questions for the reading.
Revise your thesis/controlling statement, if needed.
Compose a rough draft of your explanatory article.

Day 9 Math

Students will complete a **task** using proportions to compare.

Students will practice ratios and proportional reasoning using multiple representations. These include tables, double number line and tape diagrams. They should complete each section to build understanding and connections between the representations.

Use **practice pages** to apply math understanding about Ratios and Proportional Relationships: percents.

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Día 9 Lectura

Lectura independiente Lea un libro o artículo de su elección. Completa el registro de lectura.
Lee la historia, **Connected**. Tome notas y anote según sea necesario.

Día 9 Escritura

Complete las preguntas de reflexión adjuntas para la lectura.
Revise su tesis / declaración de control, si es necesario.
Redacte un borrador de su artículo explicativo.

Día 9 Matemáticas

Los estudiantes completarán una tarea usando proporciones para comparar..

Los estudiantes practicarán proporciones y razonamiento proporcional usando múltiples representaciones. Estos incluyen tablas, rectas numéricas dobles y diagramas de cinta. Deben completar cada sección para construir entendimiento y conexiones entre las representaciones.

Use páginas de práctica para aplicar la comprensión matemática sobre razones y relaciones proporcionales: porcentajes.

Use la página de representación múltiple para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 9

Read a book or article of your choice. Write a brief reflection or illustration of what you read.

Day 9 ELA - Story: Connected (p.1)

Joshua was late. At first, his friends were not surprised. Joshua was **habitually** late. Joshua liked to stay connected to the Internet. His friends thought he was *too* connected.

But it was opening night for the biggest movie of the summer. Joshua should have met them hours ago.

"Did you hear from him today?" Victoria asked. Ibrahim and Mateo shook their heads.

She frowned. "Something's not right. We need to see what's going on."

"I know where he could be," Ibrahim said.

"His computer," they all exclaimed.

Ibrahim opened the door to Joshua's room and **froze.** Clothes, food wrappers, and comic books were on the floor. A blue light glowed on Joshua's computer. He wasn't there.

"Start looking," Victoria said.

"For what?" Ibrahim asked.

"I don't know," Victoria answered, "but I think we'll find a clue."

Mateo stood behind his friends.

Ibrahim searched Joshua's backpack. Victoria checked some notebooks. She saw Mateo's eyes before he glanced down.

"What's wrong? Aren't you going to help us?"

Mateo mumbled something but didn't look up.

"What is it?" Ibrahim asked.

Mateo answered, "A few days ago Joshua told me he discovered a **virus.** He said it was different. It

could take over any computer."

"But there was more," Mateo continued. "Joshua said the virus could take over *anyone*. He was going to find out who created it. He asked me not to tell."

Victoria and Ibrahim were shocked. Mateo stepped forward.

"What about his computer?" he asked. "Maybe he left something there."

"Yes!" said Victoria.

The three friends gathered around the computer. Ibrahim took the mouse and clicked.

They saw white numbers moving across the screen. Soon, the **digits** moved faster. First, they moved diagonally, like rippling water. Then, they moved in circles like a **whirlpool.** The three friends moved closer to the screen. They couldn't look away. The numbers blurred and four words appeared:

Enter, if you wish

Day 9 ELA - Story: Connected (p. 3)

Ibrahim pressed [Enter].

They saw a bright flash and had to close their eyes. When they opened their eyes, they were in a long hallway.

They could see a shape. It was the figure of a man, moving toward them.

"That was an interesting choice, wouldn't you say?" the figure said coolly. The words hung in the air like icicles.

Victoria spoke first. "Who are you?" she asked, her voice shivering.

"We will get to that. And we will get to your friend. But first you must do something for us."

Day 9 ELA - Reflection Questions for Connected

Question 1

Where do the three friends go to find Joshua? Cite evidence from the text to support your answer.

Question 2

Why do the three friends look at Joshua's computer? Provide the evidence from the text that supports your answer.

Day 9 ELA - Explanatory Article (Rough Draft)

Day 9 ELA - Explanatory Article (Rough Draft)

Day 9 ELA - Explanatory Article (Rough Draft)

Cider versus Juice - Variation 2

Assuming you like juice and cider equally, which product is the better deal?

128 ounces = 1 gallon

a.



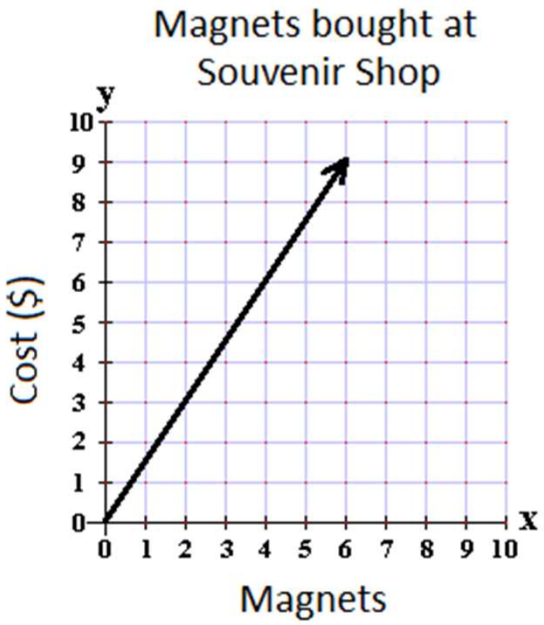
$7.00/gallon



$2.39 for 8
4.23 oz boxes

b. Suppose the juice boxes go on sale for $1.79 for the eight 4.23-ounce juice boxes, and the cider goes on sale for $6.50 per gallon. Does this change your decision?

RULE OF FOUR: Multiple Representations of Mathematics

CREATE A TABLE	GRAPH
	
EXPRESSION/EQUATION	**WORDS**
CHECK YOUR EXPRESSION/EQUATION	**What is the rate of proportionality?** _____

Percent of a Number

Find each number.

1. What is 95% of 600?

2. Find 60% of $150?

3. What is 70% of 1,760?

4. What is 40% of 80?

Find the new price.

5. Maria has a 30% coupon for her $60 jeans, what is the new price?

6. Pants are 25%, if pants are $50, what, what is the new price?

7. You have a 40% off coupon, what will the price be of shoes that cost $45?

Use any strategy

Use models or visuals

55 % of 800

Write a story

How do you know your answer is correct?

Day 10 Reading

Independent Reading Read a book or article of your choice. Complete the reading log.

Re-read the story, **Connected**. Take additional notes and make annotations if needed.

Review **Sources 1,2, and 3** as needed.

Day 10 Writing

Complete the reflection question/writing prompt for Connected.
Review & revise your explanatory article rough draft.
Compose the final draft of your article.

Writing Prompt - Explanatory Article (from Day 5): Your computer class is preparing for a technology fair at your school. The technology fair will focus on the impact of the information age. For your part in the fair, you need to help students, parents, and teachers understand digital footprints.

Using more than one source, develop a thesis/controlling idea to explain the impact of digital footprints. Once you have a thesis/controlling idea, select the most relevant information from more than one source to support your thesis/controlling idea. Then, write a multi-paragraph explanatory article explaining your thesis/controlling idea. Clearly organize your article and elaborate your ideas. Develop your ideas and use your own words, except when quoting directly from the sources. Be sure to reference the source.

Day 10 Math

Students will complete a **task** using proportions to compare.

Students will practice ratios and proportional reasoning using multiple representations. These include tables, double number line and tape diagrams. They should complete each section to build understanding and connections between the representations.

Use **practice pages** to apply math understanding about Ratios and Proportional Relationships: percent proportions.

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Día 10 Lectura

Lectura independiente Lea un libro o articulo de su elección. Completa el registro de lectura.

Vuelva a leer la historia, **Conectado**. Tome notas adicionales y haga anotaciones si es necesario.

Revise las Fuentes 1, 2 y 3 según sea necesario

Día 10 Escritura

Complete la pregunta de reflexión/ solicitud de escritura para **Connected**.

Revise su borrador del artículo explicativo.

Redacta el borrador final de tu artículo.

Mensaje de escritura - Artículo explicativo (del Dia 5): Tu clase de informática se está preparando para una feria de tecnología en tu escuela. La feria de tecnología se concentrara en el impacto de la era de la información. Por su parte en la feria, debe ayudar a los estudiantes, padres y maestros a comprender las huellas digitales.

Usando más de una fuente, desarrolle una idea de tesis / control para explicar el impacto de las huellas digitales. Una vez que tenga una idea de tesis / control, seleccione la información más relevante de mas de una fuente para respaldar su idea de tesis / control. Luego, escribe un artículo explicativo de varios párrafos que explique tu tesis / idea de control. Organiza claramente su artículo y elabore sus ideas. Desarrolle sus ideas y use sus propias palabras, excepto cuando cite directamente de las fuentes. Asegúrese de hacer referencia a la fuente.

Día 10 Matematicas

Los estudiantes completaran una **tarea** usando proporciones para comparar.

Los estudiantes practicarán proporciones y razonamiento proporcional usando múltiples representaciones. Estos incluyen tablas, rectas numéricas dobles y diagramas de cinta. Deben completar cada sección para construir entendimiento y comunicaciones entre las representaciones.

Use páginas de práctica para aplicar la comprensión matemática sobre razones y relaciones proporcionales: proporciones porcentuales.

Use la página de representación múltiple para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 10

Read a book or article of your choice. Write a brief reflection or illustration of what you read.

Day 9 ELA - Reflection Question for Connected

Writing Prompt: Would you have pressed [Enter] like Joshua's friends did? Write a short paragraph that explains your reasoning. Make sure your sentences are clear and organized.

Day 10 ELA - Explanatory Article (Final Draft)

Day 10 ELA - Explanatory Article (Final Draft)

Day 10 ELA - Explanatory Article (Final Draft)

Dueling Candidates



Joel and Marisa are running for president at their middle school (grades 6-8). After the votes are in, Joel and Marisa are each convinced that they have won the election:

- Joel argues that he has won a larger percentage of the overall vote than Marisa so he should be the new president.

- Marisa argues that she has won a larger percentage than Joel of the 6th grade vote and the 7th grade vote. Since the majority of the grades voted for her, she should be the new president.

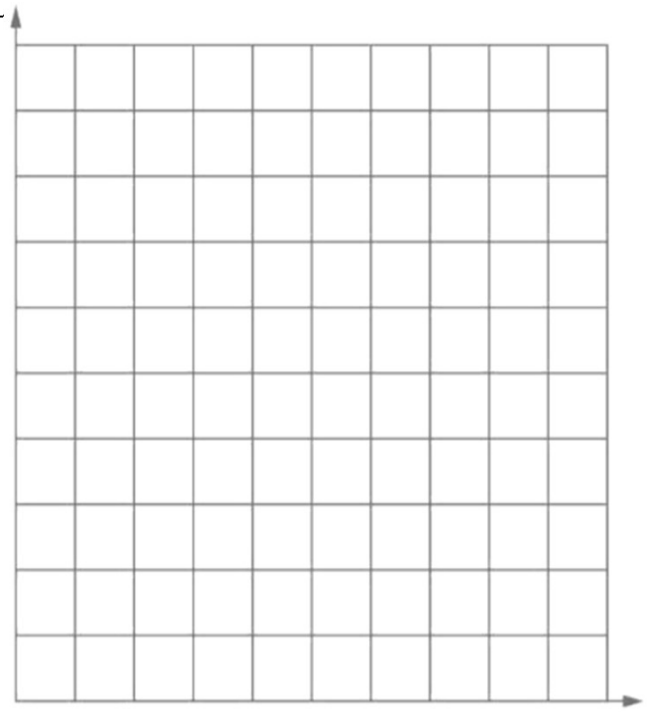
Is it possible that both Joel and Marisa are making accurate claims? Explain.

RULE OF FOUR: Multiple Representations of Mathematics

CREATE A TABLE

# of Mules	Bales of Hay
2	1
4	2
6	3
8	4
10	5

GRAPH



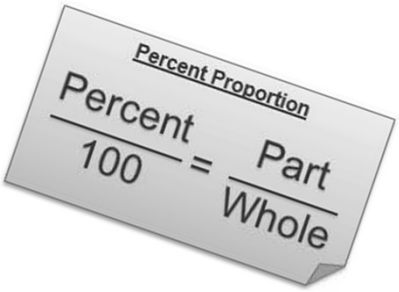
EXPRESSION/EQUATION

CHECK YOUR EXPRESSION/EQUATION

WORDS

What is the unit rate?

_____



The Percent Proportion: Find each number. Round to the nearest tenth if necessary

1. 50 is 20% of what number?

2. What number is 70% of 250?

3. What percent of 90 is 36?

4. 73 is 20% of what number?

5. 25 is what percent of 365?

6. 85% of 190 is what number?

Use any strategy

Use models or visuals

$$-\frac{25}{28} \div \left(\frac{5}{4}\right)$$

Write a story

How do you know your answer is correct?

Day 6 Art

Shapes
What are shapes, colors and patterns?

Day 7 Art

Background information on famous artist Henri Matisse.
Analyze his artwork from late in life, cut-out shape art pieces.

Day 8 Art

Explore patterns and creative shapes.

Day 9 Art

Begin a rough draft and decide what creative shapes you will use in your vase.

Day 10 Art

Paste shapes into the VASE template.
Do reflection page.

Dia 6 Arte

Formas

¿Cuales son las formas, colores y patrones?

Dia 7 Arte

Información general sobre el famoso artista Henri Mattise.
Analiza su obra de arte desde el final de su vida, y corta piezas de arte

Dia 8 Arte

Explora patrones y formas creativas.

Dia 9 Arte

Comience un borrador y decida qué formas creativas va a usar en su florero.

Dia 10 Arte

Pegue las formas en la página del florero modelo.
Completa la página de refleccion

Artist Background and Works



This is Henri Matisse. What do you notice?
What do you wonder?

He was from France and liked to paint with very bright colors. He truly enjoyed the act of painting. His purpose for doing art was for others to be happy when they saw his compositions.
Late in life when he became ill he began to do paper cut-outs and made some of his most famous pieces during this time.
He was passionate about his painting.



What pattern is he using? What do you think the painting is representing?

What shapes do you see in this painting?

Write two sentences on how the creative shapes make pictures.
What images did Matisse create with shapes?

_____

_____

_____

_____



How did he use cut-outs to make patterns?

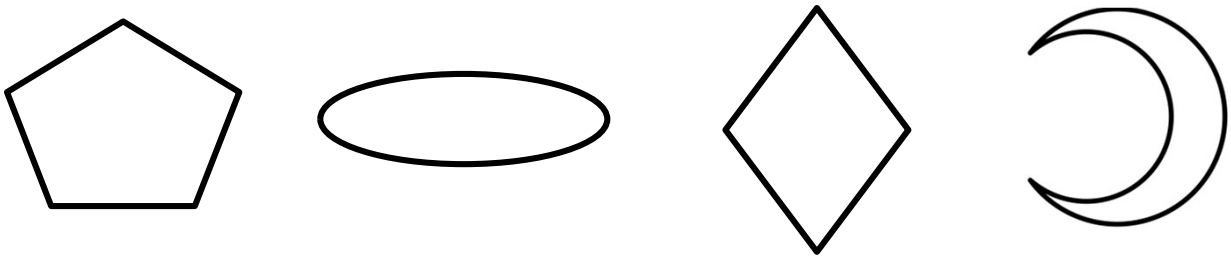
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INTRODUCTION-SHAPES

Shapes

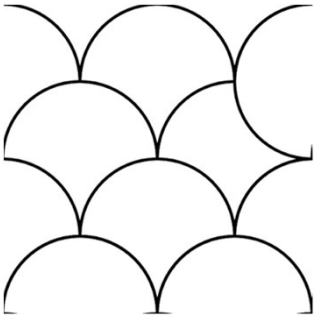
What are shapes? Identify these shapes. Are any creative shapes?



What are patterns? A pattern is a repeated design on paper or fabric.

Find objects in your home that have a pattern.



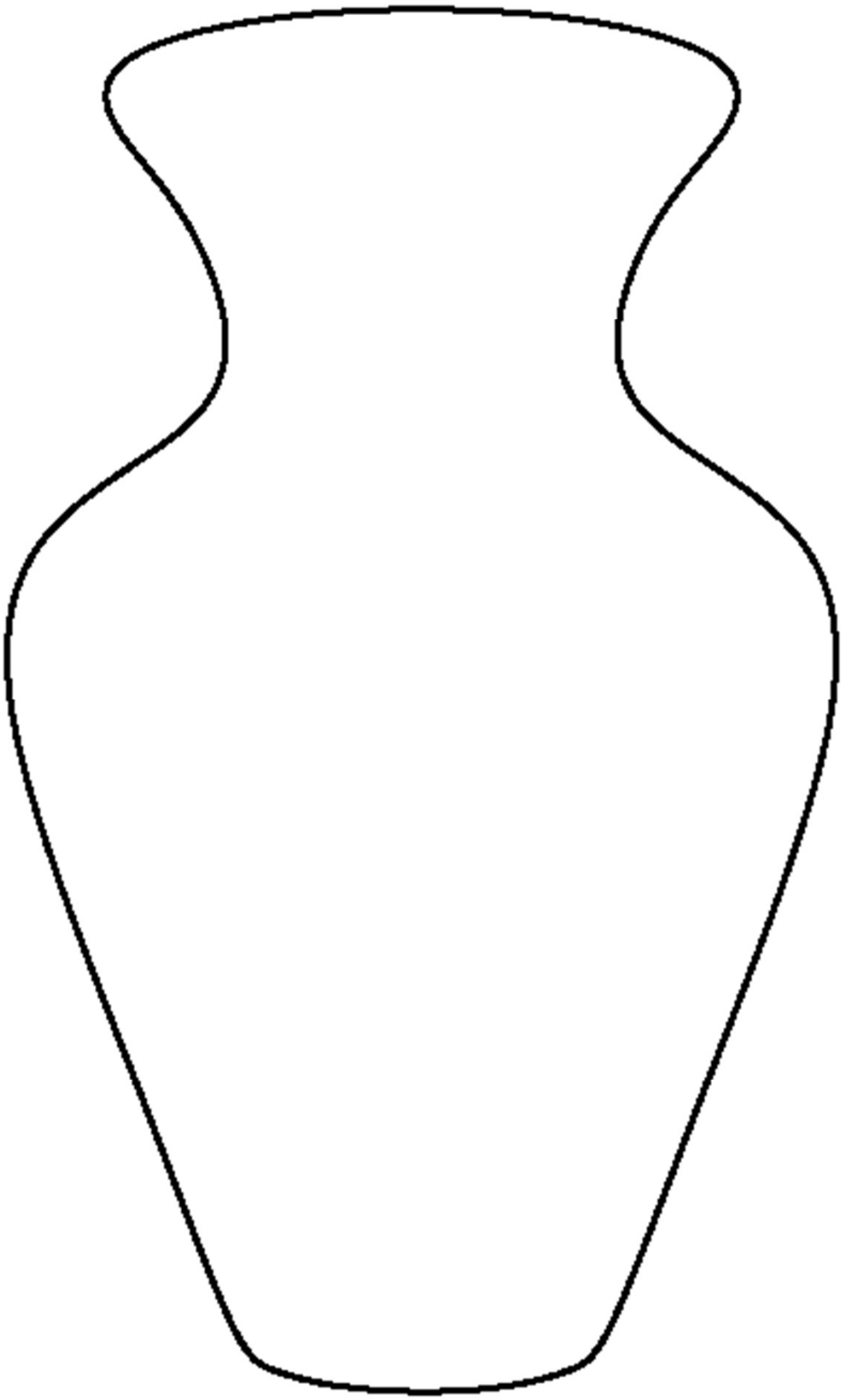


Draw a few creative shapes that are not the regular square, triangle and hexagon. Fill in with a pattern. Look at Matisse's work for inspiration.

Vase template

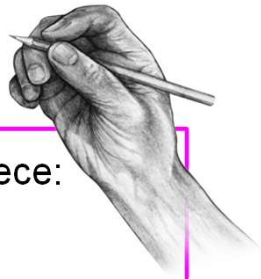
Name: _____

Fill in the vase with 4 different creative shapes and various patterns. Use color if you can. Use the shapes to make a pattern.



Name: _____ Date: _____

End of Project Reflection



Title of your artwork:

Description of your piece:

What was your most successful part of this artwork?

What aspect of your artwork would you like recreate, redo?



What is one technique that you learned from this project that you will use in future art making?

If you had an unlimited budget or time for this artwork, what would you have done differently?

Which artists inspired you in the making of this piece?

