PASSAIC
PUBLIC SCHOOLS

Grade 7

PASSAIC
PUBLIC SCHOOLS

Computers
Grade 7

PASSAIC PUBLIC SCHOOLS

Pablo Muñoz
Superintendent of Schools

Joanna Antoniou
Supervisor of Educational Technology

Computer Applications Class Health-Related School Closure Plan
Grades 6-8

Working with a laptop at home? *Follow the "Plugged" activities below. Instruct students to log into their Learning.com account, and complete the lessons listed.*

No Device? No Problem! If you do not have access to a device at home, complete the "unplugged" activities listed below.

Grades 6-8 "Unplugged" Suggested Pacing

Approach		Assignment
Unplugged (without Chromebook or device)	Week 1	Journal Entry: -How can you respond when cyberbullying occurs?
	Week 1	Journal Entry: -How do we balance digital media use in our lives?
	Week 2	Journal Entry: -What are the benefits and drawbacks of presenting yourself in different ways online?
	Week 2	Journal Entry: -How do you de-escalate digital drama so it doesn't go too far?
	Week 3	Journal Entry: -How do we find credible information on the internet?
	Week 3	Journal Entry: -How does social media affect our relationships?

Division of Staff Development

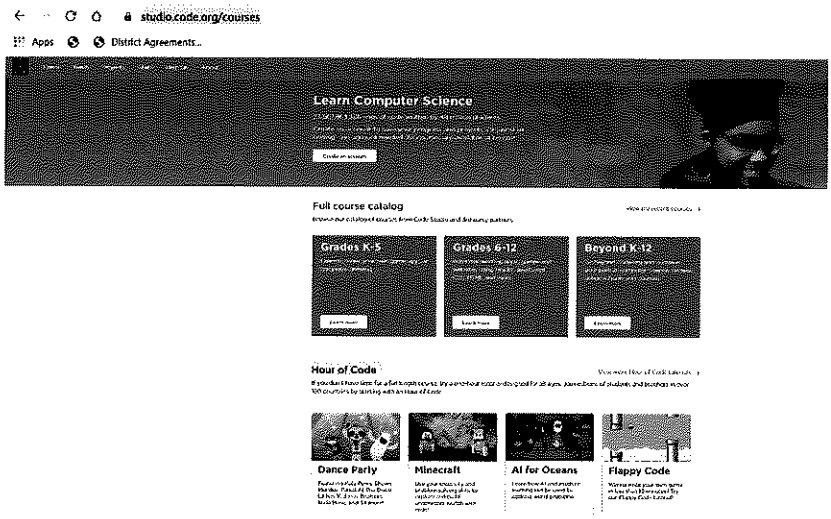
Phone: 973.859.1320 Ext. 5708 | 663 Main Avenue, Passaic, NJ 07055 | jantoniou@passaicschools.org

PASSAIC PUBLIC SCHOOLS

Pablo Muñoz
Superintendent of Schools

Joanna Antoniou
Supervisor of Educational Technology

Grades 6-8 "Plugged" Suggested Pacing

Approach		Assignment
Plugged (with Chromebook or device)	Week 1 Week 2 Week 3	Go to https://studio.code.org/courses Scroll down to "Hour of Code" and complete the modules.  For additional lessons, go to https://studio.code.org/s/express-2019 for lessons on the basics of computer science and internet safety. Work through the modules in order at your pace.

Division of Staff Development

Phone: 973.859.1320 Ext. 5708 | 663 Main Avenue, Passaic, NJ 07055 | jantoniou@passaicschools.org

PASSAIC PUBLIC SCHOOLS

Pablo Muñoz
Superintendent of Schools

Joanna Antoniou
Supervisor of Educational Technology

Clase de Aplicaciones de computadora relacionada con la salud
Plan de cierre de escuelas - Grades 6-8

¿Trabajas con una computadora portátil en casa? *Sigue las actividades "Conectadas" a continuación. Indique a los alumnos que entren a su cuenta de Learning.com y completen las lecciones enumeradas.*

¿No tienes una computadora? ¡No hay problema! Si no tienes acceso a una computadora en el hogar, completa las actividades "desconectadas" que se enumeran a continuación.

Actividades "desconectadas" sugeridas para grados 6-8

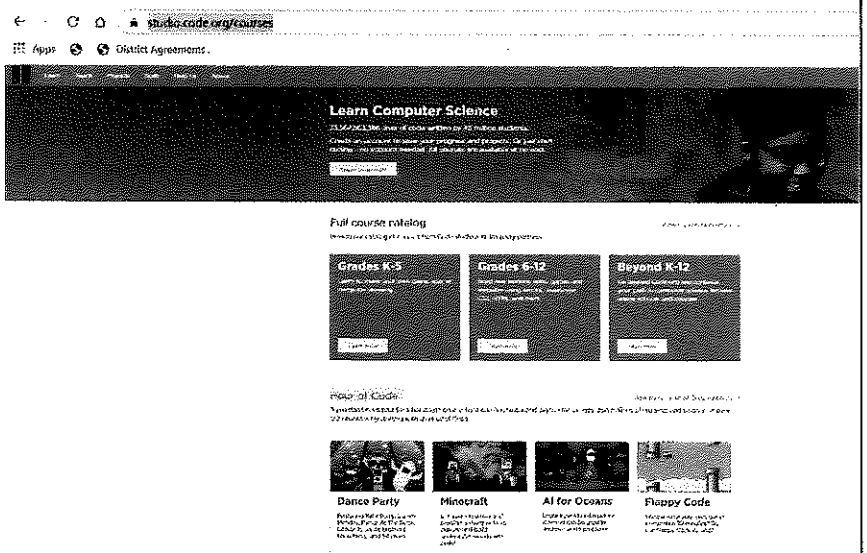
Metodo		Asignación
"Actividades desconectadas" (sin Chromebook o dispositivo electrónico)	Semana 1	Entrada en el diario: -¿Cómo puedes responder en caso de hostigamiento cibernético?
	Semana 1	Entrada en el diario: -¿Cómo equilibramos el uso de medios digitales en nuestras vidas?
	Semana 2	Entrada en el diario: -¿Cuáles son los beneficios y las desventajas de presentarte de diferentes maneras en línea?
	Semana 2	Entrada en el diario: -¿Cómo se reduce el drama digital para que no llegue demasiado lejos?
	Semana 3	Entrada en el diario: -¿Cómo encontramos información creíble en internet?
	Semana 3	Entrada en el diario: -¿Cómo las redes sociales afectan nuestras relaciones?

PASSAIC PUBLIC SCHOOLS

Pablo Muñoz
Superintendent of Schools

Joanna Antoniou
Supervisor of Educational Technology

Actividades "Conectadas" sugeridas para grados 6-8

Método		Asignación
"Actividades Conectadas" (con Chromebook o dispositivo electrónico)	Semana 1 Semana 2 Semana 3	Ir a https://studio.code.org/courses Desplácese hacia abajo hasta "Hora de código" y complete los módulos.  Para lecciones adicionales, ir a: https://studio.code.org/s/express-2019 para lecciones sobre los conceptos básicos de informática y seguridad en el Internet. Sigue los módulos en orden a tu ritmo.

PASSAIC
PUBLIC SCHOOLS

ELA
Grade 7

PASSAIC PUBLIC SCHOOLS
CHILDREN • COMMUNITY • COMMITMENT

Pablo Muñoz
Superintendent of Schools

Lisa C. Rowbotham
Supervisor of English Language Arts 9-12

To: Grades 6- 8 English Language Arts Teachers

Subject: English Language Art Grades 6-8 Home Instruction Expectations

ELA HOME INSTRUCTION TEACHER HANDOUT

The purpose of the plan is to identify and outline the responsibilities/duties of Passaic district English Language Arts teachers in grades 6-8. This plan provides students, parents, and other members of the community assurances that Passaic Public Schools has established guidelines and procedures to respond to incidents/hazards in an effective way.

The basic plan and the functions are outlined below in an organized, systematic method in the event of a school closure. Please review the components and the student handout that you will be responsible to reproduce and distribute to all students in your respective classes.

Teachers: The following outline was designed to provide 15 daily student assignments. The "*student handout*" that accompanies this document should be reproduced and sent home with your students. Additionally, a copy of the "*student handout*" sheet can also be uploaded to your Google Classroom site. The assignments in the "*student handout*" are mandatory. The "*student handout*" template may be altered in style and additional content such as videos, articles, and tasks maybe added but the assignments embedded in the"*student handout*" templates may not be omitted. Please give each student a copy of their 4th marking period novel to take home.

The following provides an outline and further clarification of the components of the "*student handout*".

Standards to be addressed:

Grade	Week 1 Standards	Week 2 Standards	Week 3 Standards
6	RL.6.3, RL.6.4, W.6.3	RL.6.4, RL.6.5, W.6.2	RL.6.1, W.6.1
7	RL.7.3, W.7.3	RL.7.5, RL.7.3, W.7.2	RL.7.6, RL.7.4, W.7.1
8	RL.8.3, RL.8.4, W.8.3	RL.8.4, RL.8.3, W.8.2	RL.8.6, RL.8.2, W.8.1

4th MP Core Novel reading pages: Use the chart below outlines the expectation concerning the amount of pages students must read of their core novel on a daily basis during our 15 days of home instruction.

Level	Average # of pages in a fiction book per week	Average # of pages in a nonfiction book per week	# of books needed for the week
J, K, L	40–60	20–30	8–15
M, N, O, P	60–110	30–50	6–20
Q, R, S, T	75–120	40–60	2–8
U, V, W	150–250	50–70	1–5

Volume statistics from Jennifer Serravallo's *Independent Reading Assessment*

Cornell Notes: Students will produce and submit daily Cornell Notes to accompany the readings. This includes a 5 to 6 sentence summary of the reading.

Daily Journaling: Students will produce and submit a journal entry. 15 journal prompts that align thematically to the core novel, have been selected. Each journal entry must meet the "page per day" expectation stated in the chart below.

Writing Expectations by Grade Level

Grade	*Page Per day*
6-8	*2+ notebook pages a day*
9-12	*12-20 pages across the week- much of it low stakes, ungraded writing*

Essays: Students will produce and submit a five paragraph essay per week. Any additional supplemental readings/resources will be developed and shared with students by the teacher. All essays will be submitted on Friday of each week. Teachers will use the NJSLS rubrics to score the essays.

- Week 1: Narrative
- Week 2: Informational
- Week 3: Argumentative

PASSAIC PUBLIC SCHOOLS
CHILDREN • COMMUNITY • COMMITMENT

Pablo Muñoz
Superintendent of Schools

Lisa C. Rowbotham
Supervisor of English Language Arts 9-12

To: Grade 7 ELA students

ELA HOME INSTRUCTION STUDENT HANDOUT

Students: Please follow the instructions provided to complete your daily assignments. Assignments may be submitted daily via Google Classroom or handed in to your teacher the first day you return back to school.

Week 1 Grade 7 Marking Period 4 Theme: The Stuff of Consumer Culture

Core Novel:

- **The Pearl**

	Day 1	Day 2	Day 3	Day 4	Day 5
Core Novel Title and assigned reading pages	**Students:** Read the following pages of your core novel. **The Pearl** **Pages #1-3**	**Students:** Read the following pages of your core novel. **The Pearl** **Pages #4-6**	**Students:** Read the following pages of your core novel. **The Pearl** **Pages #7-9**	**Students:** Read the following pages of your core novel. **The Pearl** **Pages #10-12**	**Students:** Read the following pages of your core novel. **The Pearl** **Pages #13**
Cornell Note Template for Daily Notes Link for Student Sample: How to Use Cornell Notes	**Students:** Use the following link to access an AVID Cornell Notes template or design your own. You must complete a Cornell Note sheet daily to accompany your	**Students:** Use the following link to access an AVID Cornell Notes template or design your own. You must complete a Cornell Note sheet daily to accompany your	**Students:** Use the following link to access an AVID Cornell Notes template or design your own. You must complete a Cornell Note sheet daily to accompany your	**Students:** Use the following link to access an AVID Cornell Notes template or design your own. You must complete a Cornell Note sheet daily to accompany your	**Students:** Use the following link to access an AVID Cornell Notes template or design your own. You must complete a Cornell Note sheet daily to accompany your

	readings. You are also required to write a 5 to 6 sentence summary of the reading, We have linked one example for you to use as a guide. Cornell Note Template for Daily Notes Exemplar	readings. You are also required to write a 5 to 6 sentence summary of the reading, We have linked one example for you to use as a guide Cornell Note Template for Daily Notes	readings. You are also required to write a 5 to 6 sentence summary of the reading, We have linked one example for you to use as a guide Cornell Note Template for Daily Notes	readings. You are also required to write a 5 to 6 sentence summary of the reading, We have linked one example for you to use as a guide Cornell Note Template for Daily Notes	readings. You are also required to write a 5 to 6 sentence summary of the reading, We have linked one example for you to use as a guide Cornell Note Template for Daily Notes
Daily Journaling Prompt	**Students:** Use use the prompt below to write two or more pages for your journal entry. **Prompt**: Kino has arisen and the day has begun. What is this song he hears and what does it suggest about how he is feeling this morning?	**Students:** Use use the prompt below to write two or more pages for your journal entry. **Prompt:** While Kino's environment is safe and pleasant, how does the picture of the ants and the roosters underscore the struggle for survival in nature?	**Students:** Use use the prompt below to write two or more pages for your journal entry. **Prompt:** What conflict exists between Kino's people and the doctor's people?	**Students:** Use use the prompt below to write two or more pages for your journal entry. **Prompt:** Why did the doctor refuse to treat Coyotito? What does that tell you about his personality?	**Students:** Use use the prompt below to write two or more pages for your journal entry. **Prompt:** What does the doctor's comment on page 11 reveal about his attitude toward Indians?
Essay Genre: Narrative NJSLA Rubrics District Writing Outlines*	**Students:** Use use the prompt below to write five paragraph Narrative essay. Outline is due Video: What is a	Introduction & Body Paragraphs due	Conclusion due	Revisions due	Final Draft due

	Narrative Essay? **Prompt**: Write a short story around something that is very valuable to you. Would you risk your life for this valuable thing? Your story should contain characters, setting, conflict and resolution. Outline is due				

Week 2

	Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
Core Novel Title and assigned reading pages	**Students:** Read the following pages of your core novel. **The Pearl** **Pages # 14-15**	**Students:** Read the following pages of your core novel. **The Pearl** **Pages # 16-17**	**Students:** Read the following pages of your core novel. **The Pearl** **Pages # 18-19**	**Students:** Read the following pages of your core novel. **The Pearl** **Pages # 20-21**	**Students:** Read the following pages of your core novel. **The Pearl** **Pages # 22-23**
Cornell Note Template for Daily Notes Link for Student Sample: How to Use	**Students:** Use the following link to access an AVID Cornell Notes template or design your own. You must complete a Cornell Note sheet daily to	**Students:** Use the following link to access an AVID Cornell Notes template or design your own. You must complete a Cornell Note sheet daily to	**Students:** Use the following link to access an AVID Cornell Notes template or design your own. You must complete a Cornell Note sheet daily to	**Students:** Use the following link to access an AVID Cornell Notes template or design your own. You must complete a Cornell Note sheet daily to	**Students:** Use the following link to access an AVID Cornell Notes template or design your own. You must complete a Cornell Note sheet daily to

Cornell Notes	accompany your readings. You are also required to write a 5 to 6 sentence summary of the reading, We have linked one example for you to use as a guide. Cornell Note Template for Daily Notes	accompany your readings. You are also required to write a 5 to 6 sentence summary of the reading, We have linked one example for you to use as a guide Cornell Note Template for Daily Notes	accompany your readings. You are also required to write a 5 to 6 sentence summary of the reading, We have linked one example for you to use as a guide Cornell Note Template for Daily Notes	accompany your readings. You are also required to write a 5 to 6 sentence summary of the reading, We have linked one example for you to use as a guide Cornell Note Template for Daily Notes	accompany your readings. You are also required to write a 5 to 6 sentence summary of the reading, We have linked one example for you to use as a guide Cornell Note Template for Daily Notes
Daily Journaling Prompt	**Students:** Use the prompt below to write two or more pages for your journal entry. **Prompt:** How much control does an individual have over his/her success in life?	**Students:** Use the prompt below to write two or more pages for your journal entry. **Prompt:** What is Kino's most valuable possession and why?	**Students:** Use the prompt below to write two or more pages for your journal entry. **Prompt:** Why does Juana feel that it is "not good to want a thing too much?" What does this reveal about the people's values?	**Students:** Use the prompt below to write two or more pages for your journal entry. **Prompt:** How is the setting a part of the people's ways of seeing and thinking?	**Students:** Use use the prompt below to write two or more pages for your journal entry. **Prompt:** What "miracle" accompanies the discovery of the pearl? Does Kino link the two events? Why or why not?
Essay Genre Informational NJSLA Rubrics District Writing Outlines	**Students:** Use use the prompt below to write five paragraph Informational essay. Outline is due	Introduction & Body Paragraphs due	Conclusion due	Revisions due	Final Draft due

	Video: <u>What is informational essay?</u> **Prompt:** Research the setting of The Pearl. Write an informational article about life in this part of the world during this time period. What was it about this cutlure that inspired Steinbeck to write the Pearl.				

Week 3

	Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
Core Novel Title and assigned reading pages	**<u>Students:</u>** Read the following pages of your core novel. **The Pearl** **Pages # 24-25**	**<u>Students:</u>** Read the following pages of your core novel. **The Pearl** **Pages # 26-30**	**<u>Students:</u>** Read the following pages of your core novel. **The Pearl** **Pages # 31-34**	**<u>Students:</u>** Read the following pages of your core novel. **The Pearl** **Pages # 35-38**	**<u>Students:</u>** Read the following pages of your core novel. **The Pearl** **Pages # 39-40**
<u>Cornell Note Template for Daily Notes</u>	**<u>Students:</u>** Use the following link to access an AVID Cornell	**<u>Students:</u>** Use the following link to access an AVID	**<u>Students:</u>** Use the following link to access an AVID Cornell	**<u>Students:</u>** Use the following link to access an AVID Cornell	**<u>Students:</u>** Use the following link to access an AVID Cornell

Link for Student Sample: How to Use Cornell Notes	Notes template or design your own. You must complete a Cornell Note sheet daily to accompany your readings. You are also required to write a 5 to 6 sentence summary of the reading, We have linked one example for you to use as a guide. Cornell Note Template for Daily Notes Exemplar	Cornell Notes template or design your own. You must complete a Cornell Note sheet daily to accompany your readings. You are also required to write a 5 to 6 sentence summary of the reading, We have linked one example for you to use as a guide Cornell Note Template for Daily Notes	Notes template or design your own. You must complete a Cornell Note sheet daily to accompany your readings. You are also required to write a 5 to 6 sentence summary of the reading, We have linked one example for you to use as a guide Cornell Note Template for Daily Notes	Notes template or design your own. You must complete a Cornell Note sheet daily to accompany your readings. You are also required to write a 5 to 6 sentence summary of the reading, We have linked one example for you to use as a guide Cornell Note Template for Daily Notes	Notes template or design your own. You must complete a Cornell Note sheet daily to accompany your readings. You are also required to write a 5 to 6 sentence summary of the reading, We have linked one example for you to use as a guide Cornell Note Template for Daily Notes
Insert Daily Journaling Prompt	**Students:** Use use the prompt below to write two or more pages for your journal entry. **Prompt:** How is the town described? How does the town react to Kino's news?	**Students:** Use use the prompt below to write two or more pages for your journal entry. **Prompt:** How are Kino and Juana ignorant about the effect of their discovery on the town?	**Students:** Use use the prompt below to write two or more pages for your journal entry. **Prompt:** What songs does Kino hear in this chapter? When does he hear them? What does Kino see in the pearl?	**Students:** Use use the prompt below to write two or more pages for your journal entry. **Prompt:** What does the description of the scene with the thief and Kino suggest has happened to Kino?	**Students:** Use use the prompt below to write two or more pages for your journal entry. **Prompt:** Contrast Kino's and Juana's reactions to the pearl at the end of the chapter.
Insert Essay Genre Argumentative NJSLA Rubrics	**Students:** Use use the prompt below to write five paragraph Argumentative	Introduction & Body Paragraphs due	Conclusion due	Revisions due	Final Draft due

District Writing Outlines	Essay. Outline is due **Video:** What is Argumentative Essay? **Prompt:** Some people say that *The Pearl* as a very specific critique of the American dream of wealth and success. Write an argumentative essay to address the following questions: Does having wealth mean that a person is successful? How does money and success impact one's life in positive and/or negative ways? Outline due.				

PASSAIC
PUBLIC SCHOOLS

CORNELL NOTES AVID Decades of College Dreams	**Topic/Objective:**	**Name:**
		Class/Period:
		Date:

Essential Question:	
Questions:	**Notes:**

SUMMARY:

PASSAIC
PUBLIC SCHOOLS

Categories	4	3	2	1
Components	All components of the Cornell Notes are complete	1-2 components of the Cornell Notes are missing	3-5 areas of the Cornell Note paper are missing	Cornell Notes are incomplete
Content	The content of notes display an analysis of the text. The notes go beyond a basic summary.	The notes attempt to go beyond a literal meaning at some point.	The notes are generally a summary of the text and do not go beyond the literal meaning.	The notes are incomplete and display a lack of effort.
Questions	There are at least 3 questions generated for each scene. Higher-order thinking questions are included.	1 question is missing. There is an attempt at higher-order thinking questions.	2 questions are missing. There are no higher-order thinking questions	There are no questions in the margins.
Summary	All of the key points of the scene are addressed. Students attempts to summarize all of the main points to the best of his/her ability.	Some of the key points are missing, but the students provides a good overall summary of the main points.	Many of the key points are missing from the summary.	Students does not understand the text or fails to summarize the key points.

GRADES 6-11
SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Research Simulation Task and Literary Analysis Task

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	The student response • demonstrates **full** comprehension of ideas stated explicitly and inferentially by providing an **accurate** analysis; • addresses the prompt and provides **effective and comprehensive** development of the claim or topic that is **consistently appropriate** to task, purpose, and audience; • uses **clear** reasoning supported by **relevant** text-based evidence in the development of the claim or topic; • is **effectively** organized with **clear and coherent** writing; • establishes and maintains an **effective** style.	The student response • demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis; • addresses the prompt and provides **mostly effective** development of claim or topic that is **mostly appropriate** to task, purpose, and audience; • uses **mostly clear** reasoning supported by **relevant** text-based evidence in the development of the claim or topic; • is organized with **mostly clear and coherent** writing; • establishes and maintains a **mostly effective** style.	The student response • demonstrates **basic** comprehension of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis; • addresses the prompt and provides **some** development of claim or topic that is **somewhat appropriate** to task, purpose, and audience; • uses **some** reasoning and text-based evidence in the development of the claim or topic; • demonstrates **some** organization with **somewhat** coherent writing; • has a style that is **somewhat** effective.	The student response • demonstrates **limited** comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis; • addresses the prompt and provides minimal development of claim or topic that is **limited in its appropriateness** to task, purpose, and audience; • uses **limited** reasoning and text-based evidence; • demonstrates **limited** organization and coherence; • has a style that is **minimally** effective.	The student response • demonstrates **no** comprehension of ideas by providing an **inaccurate** or no analysis; • **is undeveloped and/or inappropriate** to task, purpose, and audience; • includes little to no text-based evidence; • **lacks** organization and coherence; • **has an inappropriate style.**
Knowledge of Language and Conventions		The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear.**	The student response to the prompt demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear.**	The student response to the prompt demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.**	The student response to the prompt **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding.**

GRADES 6-11
SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Narrative Task (NT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	The student response • is effectively developed with narrative elements and is consistently appropriate to the task; • is effectively organized with clear and coherent writing; • establishes and maintains an effective style.	The student response • is mostly effectively developed with narrative elements and is mostly appropriate to the task; • is organized with mostly clear and coherent writing; • establishes and maintains a mostly effective style.	The student response • is developed with some narrative elements and is generally appropriate to the task; • demonstrates some organization with somewhat coherent writing; • has a style that is somewhat effective.	The student response • is minimally developed with few narrative elements and is limited in its appropriateness to the task; • demonstrates limited organization and coherence; • has a style that has limited effectiveness.	The student response • is undeveloped and/or inappropriate to the task; • lacks organization and coherence; • has an inappropriate style.
Knowledge of Language and Conventions		The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.	The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.

NOTE:

- The reading dimension is not scored for elicited narrative stories.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing.
- Tone is not assessed in grade 6.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters' personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing.

A response is considered unscoreable if it cannot be assigned a score based on the rubric criteria. For unscoreable student responses, one of the following condition codes will be applied.

Coded Responses:

A=No response
B=Response is unintelligible or undecipherable
C=Response is not written in English
D=Off-topic
E=Refusal to respond
F=Don't understand/know

Pablo Muñoz
Superintendent of Schools

Lisa C. Rowbotham
Supervisor of English Language Arts 9-12

Para: Estudiantes Grado 7 - Lenguaje

FOLLETO ESTUDIANTIL DE LENGUAJE DURANTE INSTRUCCIÓN EN EL HOGAR

Estudiantes: Siga las instrucciones proporcionadas para completar sus asignaciones diarias. Las asignaciones pueden enviarse diariamente a través de Google Classroom o entregarse a su maestro o maestra el primer día que se regrese a la escuela.

Semana 1 Grado 7 Periodo 4 Tema: El material de la cultura del consumidor

Novela Principal:

- **La Perla**

Semana 1	**Día 1**	**Día 2**	**Día 3**	**Día 4**	**Día 5**
Título de la novela principal y páginas de lectura asignadas	**Estudiantes:** Lean las siguientes páginas de su novela principal. **La Perla** **Páginas #1-3**	**Estudiantes:** Lean las siguientes páginas de su novela principal. **La Perla** **Páginas #4-6**	**Estudiantes:** Lean las siguientes páginas de su novela principal. **La Perla** **Páginas #4-6**	**Estudiantes:** Lean las siguientes páginas de su novela principal. **La Perla** **Páginas #10-12**	**Estudiantes:** Lean las siguientes páginas de su novela principal. **La Perla** **Páginas #13**
Página de Notas Cornell para Notas Diarias Notas Cornell en español 2019-2020 Enlace de un ejemplo para estudiante: ¿Cómo usar notas Cornell?	**Estudiantes:** Use el siguiente enlace para acceder a una plantilla AVID Cornell Notes o diseñe la suya propia. Debe completar una hoja de notas de Cornell diariamente	**Estudiantes:** Use el siguiente enlace para acceder a una plantilla AVID Cornell Notes o diseñe la suya propia. Debe completar una hoja de notas de Cornell diariamente para acompañar sus lecturas.	**Estudiantes:** Use el siguiente enlace para acceder a una plantilla AVID Cornell Notes o diseñe la suya propia. Debe completar una hoja de notas de Cornell diariamente para acompañar sus lecturas.	**Estudiantes:** Use el siguiente enlace para acceder a una plantilla AVID Cornell Notes o diseñe la suya propia. Debe completar una hoja de notas de Cornell diariamente para acompañar sus lecturas.	**Estudiantes:** Use el siguiente enlace para acceder a una plantilla AVID Cornell Notes o diseñe la suya propia. Debe completar una hoja de notas de Cornell diariamente para acompañar sus lecturas.

	para acompañar sus lecturas. También debe escribir un resumen de la lectura de 5 a 6 oraciones. Hemos adjuntado un ejemplo para que lo use como guía. Página de Notas Cornell para Notas Diarias Notas Cornell en español 2019-2020	También debe escribir un resumen de la lectura de 5 a 6 oraciones. Hemos adjuntado un ejemplo para que lo use como guía. Página de Notas Cornell para Notas Diarias Notas Cornell en español 2019-2020	También debe escribir un resumen de la lectura de 5 a 6 oraciones. Hemos adjuntado un ejemplo para que lo use como guía. Página de Notas Cornell para Notas Diarias Notas Cornell en español 2019-2020	También debe escribir un resumen de la lectura de 5 a 6 oraciones. Hemos adjuntado un ejemplo para que lo use como guía. Página de Notas Cornell para Notas Diarias Notas Cornell en español 2019-2020	También debe escribir un resumen de la lectura de 5 a 6 oraciones. Hemos adjuntado un ejemplo para que lo use como guía. Página de Notas Cornell para Notas Diarias Notas Cornell en español 2019-2020
Temas para escribir en el diario todos los días	**Estudiantes:** Use el siguiente mensaje para escribir dos o más páginas en su entrada del diario. **Mensaje**: Kino ha surgido y el Día ha comenzado. ¿Cuál es esta canción que él escucha y qué sugiere sobre cómo se siente 130l esta mañana?	**Estudiantes:** Use el siguiente mensaje para escribir dos o más páginas en su entrada del diario. **Mensaje:** Si bien el entorno de Kino es seguro y agradable, ¿cómo ilustra la imagen de las hormigas y los gallos la lucha por la supervivencia en la naturaleza?	**Estudiantes:** Use el siguiente mensaje para escribir dos o más páginas en su entrada del diario. **Mensaje:** ¿Qué conflicto existe entre la gente de Kino y la gente del médico?	**Estudiantes:** Use el siguiente mensaje para escribir dos o más páginas en su entrada del diario. **Mensaje:** ¿Por qué el médico se negó a tratar a Coyotito? ¿Qué te dice eso sobre su personalidad?	**Estudiantes:** Use el siguiente mensaje para escribir dos o más páginas en su entrada del diario.. **Mensaje:** ¿Qué revela el comentario del médico en la página 11 sobre su actitud hacia los indios?

Género de ensayo: **Narración** NJSLA Rubrics-Bilingual Guías de lectura del distrito	**Estudiantes:** Use el siguiente mensaje para escribir una narración de cinco párrafos. Se debe mostrar un esquema. Video: ¿Qué es una narración? **Mensaje**: Escribe una historia corta sobre algo que sea muy valioso para ti. ¿Arriesgarías tu vida por esta cosa valiosa? Tu historia debe contener personajes, escenario, conflicto y resolución. Se debe mostrar un esquema.	Introducción y párrafos del cuerpo deben completar	La conclusión se debe terminar	Las revisiones se deben terminar	La copia final se debe terminar

Semana 2	Día 1	Día 2	Día 3	Día 4	Día 5
Título de la novela principal y páginas de lectura asignadas	**Estudiantes:** Lee las siguientes páginas de la novela. **La Perla** **Páginas # 14-15**	**Estudiantes:** Lee las siguientes páginas de la novela. **La Perla** **Páginas # 16-17**	**Estudiantes:** Lee las siguientes páginas de la novela. **La Perla** **Páginas # 18-19**	**Estudiantes:** Lee las siguientes páginas de la novela. **La Perla** **Páginas # 20-21**	**Estudiantes:** Lee las siguientes páginas de la novela.. **La Perla** **Páginas # 22-23**
Página de Notas Cornell para Notas Diarias Notas Cornell en español 2019-2020	**Estudiantes:** Use el siguiente enlace para acceder a una plantilla AVID Cornell Notes o diseñe la suya propia. Debe completar una hoja de notas de Cornell diariamente para acompañar sus lecturas. También debe escribir un resumen de la lectura de 5 a 6 oraciones. Hemos adjuntado un ejemplo para que lo use como guía. Página de	**Estudiantes:** Use el siguiente enlace para acceder a una plantilla AVID Cornell Notes o diseñe la suya propia. Debe completar una hoja de notas de Cornell diariamente para acompañar sus lecturas. También debe escribir un resumen de la lectura de 5 a 6 oraciones. Hemos adjuntado un ejemplo para que lo use como guía Página de Notas Cornell para Notas Diarias	**Estudiantes:** Use el siguiente enlace para acceder a una plantilla AVID Cornell Notes o diseñe la suya propia. Debe completar una hoja de notas de Cornell diariamente para acompañar sus lecturas. También debe escribir un resumen de la lectura de 5 a 6 oraciones. Hemos adjuntado un ejemplo para que lo use como guía Página de Notas Cornell para Notas Diarias	**Estudiantes:** Use el siguiente enlace para acceder a una plantilla AVID Cornell Notes o diseñe la suya propia. Debe completar una hoja de notas de Cornell diariamente para acompañar sus lecturas. También debe escribir un resumen de la lectura de 5 a 6 oraciones. Hemos adjuntado un ejemplo para que lo use como guía Página de Notas Cornell para Notas Diarias	**Estudiantes:** Use el siguiente enlace para acceder a una plantilla AVID Cornell Notes o diseñe la suya propia. Debe completar una hoja de notas de Cornell diariamente para acompañar sus lecturas. También debe escribir un resumen de la lectura de 5 a 6 oraciones. Hemos adjuntado un ejemplo para que lo use como guía Página de Notas Cornell para Notas Diarias

	Notas Cornell para Notas Diarias Notas Cornell en español 2019-2020	Notas Cornell en español 2019-2020	Notas Cornell en español 2019-2020	Notas Cornell en español 2019-2020	Notas Cornell en español 2019-2020
Daily Journaling Mensaje	**Estudiantes:** Use el siguiente mensaje para escribir dos o más páginas en su entrada del diario. **Mensaje:** ¿Cuánto control tiene un individuo sobre su éxito en la vida?	**Estudiantes:** Use el siguiente mensaje para escribir dos o más páginas en su entrada del diario. . **Mensaje:** ¿Cuál es la posesión más valiosa de Kino ¿Por qué?	**Estudiantes:** Use el siguiente mensaje para escribir dos o más páginas en su entrada del diario. **Mensaje:** ¿Por qué Juana siente que "no es bueno querer demasiado una cosa?" ¿Qué revela esto sobre los valores de las personas?	**Estudiantes:** Use el siguiente mensaje para escribir dos o más páginas en su entrada del diario. . **Mensaje:**¿Cómo es el lugar parte de las formas de ver y pensar de las personas?	**Estudiantes:** Use el siguiente mensaje para escribir dos o más páginas en su entrada del diario. **Mensaje:** ¿Que "milagro" acompaña el descubrimiento de la Perla? Conecta Kino los dos eventos ¿Por qué si? ¿Por qué no?
Género de ensayo: Informativo NJSLA Rubrics-Bilingual Guías de lectura del distrito	**Estudiantes:** Use el mensaje a continuación para escribir un ensayo informativo de cinco párrafos. Esquema es debido. Video: What is informational essay? (Qué es un ensayo informativo?	Introducción y párrafos del cuerpo deben completar	La conclusión se debe terminar	Las revisiones se deben terminar	La copia final se debe terminar

	Investigue el escenario de La Perla. Escriba un artículo informativo sobre la vida en esta parte del mundo durante este período de tiempo. ¿Qué tenía esta cultura que inspiró a Steinbeck a escribir La Perla?				

Semana 3	Día 1	Día 2	Día 3	Día 4	Día 5
Título de la novela principal y páginas de lectura asignadas	**Students:** Lee las siguientes páginas de tu novela principal. **La Perla** **Páginas # 24-25**	**Students:** Lee las siguientes páginas de tu novela principal. **La Perla** **Páginas # 26-30**	**Students:** Lee las siguientes páginas de tu novela principal. **La Perla** **Páginas # 31-34**	**Students:** Lee las siguientes páginas de tu novela principal. **La Perla** **Páginas # 35-38**	**Students:** Lee las siguientes páginas de tu novela principal. **La Perla** **Páginas # 39-40**
Página de Notas Cornell para Notas Diarias Notas Cornell en español 2019-2020	**Estudiantes**: Use el siguiente enlace para acceder a una plantilla AVID Cornell Notes o diseñe la suya propia. Debe completar una hoja de notas de Cornell diariamente para acompañar sus lecturas. También debe escribir un resumen de la lectura de 5 a 6 oraciones. Hemos adjuntado un ejemplo para que lo use como guía. Página de Notas Cornell para Notas Diarias	**Estudiantes**: Use el siguiente enlace para acceder a una plantilla AVID Cornell Notes o diseñe la suya propia. Debe completar una hoja de notas de Cornell diariamente para acompañar sus lecturas. También debe escribir un resumen de la lectura de 5 a 6 oraciones. Hemos adjuntado un ejemplo para que lo use como guía.	**Estudiantes**: Use el siguiente enlace para acceder a una plantilla AVID Cornell Notes o diseñe la suya propia. Debe completar una hoja de notas de Cornell diariamente para acompañar sus lecturas. También debe escribir un resumen de la lectura de 5 a 6 oraciones. Hemos adjuntado un ejemplo para que lo use como guía. Página de Notas Cornell para Notas Diarias	**Estudiantes**: Use el siguiente enlace para acceder a una plantilla AVID Cornell Notes o diseñe la suya propia. Debe completar una hoja de notas de Cornell diariamente para acompañar sus lecturas. También debe escribir un resumen de la lectura de 5 a 6 oraciones. Hemos adjuntado un ejemplo para que lo use como guía. Página de Notas Cornell para Notas Diarias	**Estudiantes**: Use el siguiente enlace para acceder a una plantilla AVID Cornell Notes o diseñe la suya propia. Debe completar una hoja de notas de Cornell diariamente para acompañar sus lecturas. También debe escribir un resumen de la lectura de 5 a 6 oraciones. Hemos adjuntado un ejemplo para que lo use como guía. Página de Notas Cornell para Notas Diarias

	Notas Cornell en español 2019-2020	Página de Notas Cornell para Notas Diarias Notas Cornell en español 2019-2020	Notas Cornell en español 2019-2020	Notas Cornell en español 2019-2020	Notas Cornell en español 2019-2020
Mensaje Incluir diario	**Estudiantes:** Use el siguiente mensaje para escribir dos o más páginas en su entrada del diario. **Mensaje:** ¿Cómo se describe el pueblo? ¿Cómo reacciona el pueblo ante las noticias de Kino?	**Estudiantes:** Use el siguiente mensaje para escribir dos o más páginas en su entrada del diario. **Mensaje:** ¿Cómo Kino y Juana son ignorantes sobre el efecto de su descubrimiento en la ciudad?	**Estudiantes:** Use el siguiente mensaje para escribir dos o más páginas en su entrada del diario. **Mensaje:** ¿Qué canciones escucha Kino en este capítulo? ¿Cuándo las escucha? Que ve Kino en La Perla?	**Estudiantes:** Use el siguiente mensaje para escribir dos o más páginas en su entrada del diario. **Mensaje:** ¿Qué le sugiere la descripción de la escena con el ladrón y Kino sobre lo que le pasó a Kino?	**Estudiantes:** Use el siguiente mensaje para escribir dos o más páginas en su entrada del diario. **Mensaje:** Contraste las reacciones de Kino y Juana a La Perla al final del capítulo
Género de ensayo: Argumentativo NJSLA Rubrics-Bilingual Guías de lectura del distrito	**Estudiantes:** Use el mensaje a continuación para escribir un ensayo argumentativo de cinco párrafos. Esquema es debido **Video:** What is Argumentative Essay? (Qué es un ensayo	Introducción y párrafos del cuerpo deben completar	La conclusión se debe terminar	Las revisiones se deben terminar	La copia final se debe terminar

	argumentativo? **Mensaje:** Algunas personas dicen que The Pearl es una crítica muy específica del sueño americano de riqueza y éxito. Escriba un ensayo argumentativo para apoyar las siguientes preguntas: ¿Tener riqueza significa que una persona tiene éxito? ¿Cómo impacta el dinero y el éxito en la vida de uno de manera positiva y / o negativa? Esquema pendiente.				

PASSAIC
PUBLIC SCHOOLS

Escritura Narrativa Personal

Esquema

1. Párrafo 1- Introducción

    a. El "gancho"
    b. establece la escena
    c. declaración de tesis

2. párrafos del cuerpo:
    a. Párrafo 2 Acción inicial
        i. Tema principal:
            1. Detalle 1.
            2. Detalle 2.
            3. Detalle 3.
    b. Párrafo 3 acción media
            1. Detalle 1.
            2. Detalle 2.
            3. Detalle 3.
    c. Párrafo 4 Acción final
            1. Detalle 1.
            2. Detalle 2.
            3. Detalle 3

3. Conclusión:
    d. Analice y reflexione sobre acción de la historia, incluyendo cómo los eventos son importantes para usted.

Ejemplos:
Lograr el núcleo: Escritura narrativa:demanda
Rúbrica bajo:
Rúbricas NJSLA - para escritura narrativa
recursos de:
Estructura de un ensayo

PASSAIC
PUBLIC SCHOOLS

Formato de Narrativa Personal

Párrafo de introducción: de 5 a 8 oraciones

1. **Gancho: algo que atrae al lector en cuestión, anécdota, declaración sorprendente**
2. **Establecer la información de fondo de la escena**
3. **Declaración de tesis**
4. **Introducción a los temas del párrafo del cuerpo en el orden en que aparecen**

Párrafo del cuerpo 1-Longitud de 6 a 8 oraciones (puede ser más largo si es necesario)

1. Oración temática: relacione el tema de su párrafo con el tema de su trabajo
2. Detalles de apoyo: utilice ejemplos específicos y descripciones vívidas para explicar su párrafo a fondo.

Párrafo del cuerpo 2-Longitud de 6 a 8 oraciones (puede ser más largo si es necesario)

1. Oración temática: relacione el tema de su párrafo con el tema de su trabajo
2. Detalles de apoyo: utilice ejemplos específicos y descripciones vívidas para explicar su párrafo a fondo.

Párrafo del cuerpo 3-Longitud de 6 a 8 oraciones (puede ser más largo si es necesario)

1. Oración temática: relacione el tema de su párrafo con el tema de su trabajo
2. Detalles de apoyo: utilice ejemplos específicos y descripciones vívidas para explicar su párrafo a fondo.

Párrafo de conclusión -Longitud de 4 a 6 oraciones (

1. **Reafirmar la tesis** - de manera diferente, usando frases finales como "como se muestra arriba", "para resumir", "en general", "en conclusión", "como está probado", "está claro" y muchos otros
2. **Tocar de nuevo-** los temas de los párrafos de tu cuerpo mientras usas detalles mínimos
3. **Punto clave-** deje al lector con un sentido de finalización o algo en lo que pensar: las ideas para un factor decisivo llegan a una conclusión firme, haga una pregunta al lector o relacione su tema con algo en la sociedad.

PASSAIC
PUBLIC SCHOOLS

Escritura expositiva / informativa

Esquema de 5 párrafos

Párrafo 1: Introducción
Tesis
Resumen breve de las tres ideas centrales

Párrafo 2: Idea principal (primera pieza para apoyar la tesis)
Elaborar la oración principal
Proporcionar un ejemplo/evidencia/cita
Explicar la significancia del ejemplo/evidencia/cita

Párrafo 3: Idea principal (segunda pieza para apoyar la tesis)
Elaborar la oración principal
Proporcionar un ejemplo/evidencia/cita
Explicar la significancia del ejemplo/evidencia/cita

Párrafo 4: Idea principal (tercera pieza para apoyar la tesis)
Elaborar la oración principal
Proporcionar un ejemplo/evidencia/cita
Explicar la significancia del ejemplo/evidencia/cita

Párrafo 5: Conclusión
Resumir las tres ideas principales
Mostrar cómo las ideas en los párrafos 2,3 y 4 apoyan tu tesis

Un ensayo informativo efectivo incluye:

i. Una introducción con una idea de control claramente establecida.
ii. Un cuerpo lógicamente estructurado que desarrolla a fondo el tema con ejemplos relevantes, detalles concretos, citas y otras pruebas.
iii. Transiciones para aclarar las relaciones entre las ideas sobre literatura gótica o La era romántica de la literatura y la evidencia recopilada de los textos
iv. Una conclusión que sigue las ideas transmitidas en el cuerpo del ensayo
v. Uso preciso del lenguaje con el estilo y tono apropiados para un ensayo

Informativo Rúbricas NJSLA: tarea de simulación de investigación y tarea de análisis literario

PASSAIC
PUBLIC SCHOOLS

I. Título atractivo
II. Párrafo 1: Introducción (Usar GATPRT)
    A. Gancho
    B. Autor
    C. Título
    D. Personajes principales
    E. Resumen breve
    F. Tesis

III. Párrafo 2: Primer párrafo del cuerpo
    A. Oración principal (lo que el párrafo va a tratar, cómo probará tu tesis)
    B. Contexto para la cita
        1. ¿Quién lo dice?
        2. ¿Qué está pasando en el texto cuando se dice?
    C. Cita del texto (citada apropiadamente)
    D. Análisis de la cita: ¿cómo prueba tu tesis?
    E. Oración de cierre (encierra el párrafo para una transición efectiva al párrafo siguiente)

IV. Párrafo 3: Primer párrafo del cuerpo
    A. Oración principal (lo que el párrafo va a tratar, cómo probará tu tesis)
    B. Contexto para la cita
        1. ¿Quién lo dice?
        2. ¿Qué está pasando en el texto cuando se dice?
    C. Cita del texto (citada apropiadamente)
    D. Análisis de la cita: ¿cómo prueba tu tesis?
    E. Oración de cierre (encierra el párrafo para una transición efectiva al párrafo siguiente)

V. Párrafo 4: Primer párrafo del cuerpo
    A. Oración principal (lo que el párrafo va a tratar, cómo probará tu tesis)
    B. Contexto para la cita
        1. ¿Quién lo dice?
        2. ¿Qué está pasando en el texto cuando se dice?
    C. Cita del texto (citada apropiadamente)
    D. Análisis de la cita: ¿cómo prueba tu tesis?
    E. Oración de cierre (encierra el párrafo para una transición efectiva al párrafo siguiente)

VI. Conclusión (No tiene por qué seguir este orden, pero incluye lo siguiente:
    A. Resumir tu argumento
    B. Expandir el argumento
    C. Mostrar por qué el texto es importante.

NJSLA Rúbricas: Tarea de simulación de investigación y Tarea de análisis literario

GRADES 6-11 (July 2015)
PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS
Research Simulation Task and Literary Analysis Task
Tarea de Simulación de Investigación y Tarea de Análisis Literario

Construct Measure	**Score Point 4**	**Score Point 3**	**Score Point 2**	**Score Point 1**	**Score Point 0**
Reading Comprehension and Written Expression *Comprensión de lectura y expresión escrita*	The student response *La respuesta del alumno* • demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis; *demuestra una comprensión completa de las ideas expuestas explícita e inferencialmente al proporcionar un análisis preciso;* • addresses the prompt and provides effective	The student response *La respuesta del alumno* • demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; *demuestra la comprensión de las ideas expuestas explícitamente o inferencialmente al proporcionar un análisis mayormente preciso;*	The student response *La respuesta del alumno* • demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; *demuestra una comprensión básica de las ideas expuestas explícitamente o inferencialmente al proporcionar un análisis generalmente exacto;*	The student response *La respuesta del alumno* • demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis; *demuestra una comprensión limitada de las ideas expuestas explícitamente o inferencialmente al proporcionar un análisis mínimamente preciso;*	The student response *La respuesta del alumno* • demonstrates no comprehension of ideas by providing an inaccurate or no analysis; *no demuestra comprensión de ideas al proporcionar un análisis incorrecto o no da un análisis;* • is undeveloped and/or inappropriate to task, purpose, and audience;

	and comprehensive development of the claim or topic that is consistently appropriate to task, purpose, and audience; *aborda el aviso y proporciona un desarrollo efectivo e integral de la reclamación o tema que es consistentemente apropiado para el trabajo, el propósito y la audiencia;* • uses clear reasoning supported by relevant text-based evidence in the development of the claim or topic; *utiliza un razonamiento*	• addresses the prompt and provides mostly effective development of claim or topic that is mostly appropriate to task, purpose, and audience; *aborda el aviso y proporciona un desarrollo mayormente efectivo de reclamos o temas que es principalmente apropiado para el trabajo, el propósito y la audiencia;* • uses mostly clear reasoning supported by relevant text based evidence in the development of the claim or topic;	• addresses the prompt and provides some development of claim or topic that is somewhat appropriate to task, purpose, and audience; *aborda el aviso y proporciona un desarrollo de reclamo o tema que es algo apropiado para la tarea, el propósito y la audiencia;* • uses some reasoning and text-based evidence in the development of the claim or topic; *utiliza algún razonamiento y evidencia basada en texto en el desarrollo del reclamo o tema;*	• addresses the prompt and provides minimal development of claim or topic that is limited in its appropriateness to task, purpose, and audience; *aborda el aviso y proporciona un desarrollo mínimo de reclamo o tema que es limitado en su adecuación a la tarea, el propósito y la audiencia;* • uses limited reasoning and text-based evidence; *utiliza razonamiento limitado y evidencia basada en texto;* • demonstrates limited organization and	*no está desarrollado y/o es inapropiado para el trabajo, el propósito y la audiencia;* • includes little to no text-based evidence; *incluye poca o ninguna evidencia basada en texto;* • lacks organization and coherence; *carece de organización y coherencia;* • has an inappropriate style. *Tiene un estilo inapropiado.*

	claro respaldado por evidencia relevante basada en la evidencia del texto en el desarrollo del reclamo o tema; • is effectively organized with clear and coherent writing; *está efectivamente organizado con una escritura clara y coherente;* • establishes and maintains an effective style. *Establece y mantiene un estilo efectivo.*	*utiliza principalmente un razonamiento claro respaldado por evidencia relevante basada en texto en el desarrollo del reclamo o tema;* • is organized with mostly clear and coherent writing; *está organizado con una escritura mayormente clara y coherente;* • establishes and maintains a mostly effective style. *establece y mantiene un estilo mayormente efectivo.*	• demonstrates some organization with somewhat coherent writing; has a style that is somewhat effective. *demuestra alguna organización con escritura algo coherente; tiene un estilo que es algo efectivo.*	coherence; has a style that is minimally effective. *demuestra organización y coherencia limitadas; tiene un estilo que es mínimamente efectivo.*	
Knowledge of Language and Conventions		The student response to the prompt demonstrates full command of the conventions of standard	The student response to the prompt demonstrates some command of the conventions of standard	The student response to the prompt demonstrates limited command of the conventions of standard	The student response to the prompt does not demonstrate command of the conventions of

		English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear. *La respuesta del alumno a la solicitud demuestra un dominio completo de las convenciones del inglés estándar en un nivel apropiado de complejidad. Puede haber algunos errores menores en mecánica, gramática y uso, pero el significado es claro.*	English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear. *La respuesta del alumno a la solicitud demuestra cierto dominio de las convenciones del inglés estándar en un nivel apropiado de complejidad. Puede haber errores en la mecánica, la gramática y el uso que ocasionalmente impiden la comprensión, pero el significado es generalmente claro.*	English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding. *La respuesta del estudiante a la solicitud demuestra un dominio limitado de las convenciones del inglés estándar en un nivel apropiado de complejidad. Puede haber errores en la mecánica, la gramática y el uso que a menudo impiden la comprensión.*	standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding. *La respuesta del alumno a la solicitud no demuestra el dominio de las convenciones del inglés estándar en el nivel de complejidad adecuado. Los errores frecuentes y variados en mecánica, gramática y uso impiden la comprensión.*

GRADES 6-11 (July 2015)
PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS
Narrative Task (NT)
Tarea Narrativa

Construct Measure	**Score Point 4**	**Score Point 3**	**Score Point 2**	**Score Point 1**	**Score Point 0**
Written Expression *Expresión escrita*	The student response *La respuesta del alumno* • is effectively developed with narrative elements and is consistently appropriate to the task; *está efectivamente desarrollado con elementos narrativos y es consistentemente apropiado para la tarea;* • is effectively organized with clear and coherent writing;	The student response *La respuesta del alumno* • is mostly effectively developed with narrative elements and is mostly appropriate to the task; *es principalmente efectivo desarrollado con elementos narrativos y es principalmente apropiado para la tarea;* • is organized with mostly clear and coherent writing;	The student response *La respuesta del alumno* • is developed with some narrative elements and is generally appropriate to the task; *se desarrolla con algunos elementos narrativos y es generalmente apropiado para la tarea;* • demonstrates some organization with somewhat coherent writing; *demuestra algunos*	The student response *La respuesta del alumno* • is minimally developed with few narrative elements and is limited in its appropriateness to the task; *está mínimamente desarrollado con poca elementos narrativos y está limitado en su adecuación a la tarea;* • demonstrates limited organization and coherence;	The student response *La respuesta del alumno* • is undeveloped and/or inappropriat to the task; *no está desarrollad y/e inapropiado para la tarea;* • lacks organization and coherence; *carece de organización y coherencia;* • has an inappropriat style. *tiene un inapropiad estilo.*

	está efectivamente organizado con claro y coherente escritura; • establishes and maintains an effective style. *establece y mantiene un estilo efectivo.*	*está organizado principalmente con claro y coherente escritura;* • establishes and maintains a mostly effective style. *establece y mantiene una mayoría estilo efectivo*	*organización con algo coherente escritura;* • has a style that is somewhat effective. *tiene un estilo que es algo efectivo*	*demuestra organización y coherencia limitado;* • has a style that has limited effectiveness. *tiene un estilo que tiene eficacia limitada*	
Knowledge of Language and Conventions		The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear. *La respuesta del alumno a la solicitud demuestra un dominio completo de las convenciones del inglés estándar en un nivel*	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear. *La respuesta del alumno a la solicitud demuestra cierto dominio de las*	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding. *La respuesta del estudiante a la solicitud demuestra un dominio limitado de las convenciones del inglés estándar en un nivel*	The student response to the prompt does not demonstrat command of the convention of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding. *La respuesta del alumno a l solicitud no demuestra el dominio de las convencione del inglés estándar en el nivel de complejidad adecuado. Los errores*

		apropiado de complejidad. Puede haber algunos errores menores en mecánica, gramática y uso, pero el significado es claro.	*convenciones del inglés estándar en un nivel apropiado de complejidad. Puede haber errores en la mecánica, la gramática y el uso que ocasionalmente impiden la comprensión, pero el significado es generalmente claro.*	*apropiado de complejidad. Puede haber errores en la mecánica, la gramática y el uso que a menudo impiden la comprensión.*	*frecuentes y variados en mecánica, gramática y uso impiden la comprensión.*

PASSAIC
PUBLIC SCHOOLS

Math
Grade 7

PASSAIC
PUBLIC SCHOOLS

Pablo Muñoz
Superintendent of Schools

Ali Alavi
Supervisor of Mathematics

To: Seventh Grade Mathematics Students/Parents

Subject: Seventh Grade Mathematics

The purpose of the plan is to identify and outline the responsibilities/duties of Passaic district Math students in Seventh Grade. This plan provides students, parents, and other members of the community assurances that Passaic Public Schools has established guidelines and procedures to respond to incidents/hazards in an effective way.

The basic plan and the functions are outlined below in an organized, systematic method in the event of a school closure. Please review the components and use them in order to complete the student handout that will be distributed to all students in your respective classes.

Below are the expectations from students.

Home Instruction Math Expectations for Students

Seventh Grade

- Students should log onto Imagine Math at least 3 times per week for 15 minutes each time.
- Students should complete the math **"Student handout"** packet as designated in the pacing chart below.
- Parents and Students should initial next to each day as it is completed on the pacing chart.
- Activity packets should be returned to the teacher upon return to school.

Phone: 973.470.5500x5787 | 663 Main Avenue, Passaic, NJ 07055 | aalavi@passaicschools.org

Student Hand out Packet - English Student Handout Packet - Spanish

Lesson	Standards	Day(s)	Pages
1. Percent	7.RP.A.1	Day 1	1 sp. 1
2. Part of a Whole as a Percent	7.RP.A.1	Day 2	2-3 sp. 2-3
3. Comparing Quantities with Percent	7.RP.A.2c	Day 3	4-7 sp 4-7
4. Percent Increase & Decrease	7.RP.A.3	Day 4	8-9 sp. 8-9
5. Finding One Hundred Percent Given Another Percent	7.RP.A.3	Day 5	10-11 sp. 10-11
6. Fluency with Percents	7.RP.A.3	Day 6	12-13 sp. 12-13
7. Markup & Markdown Problems	7.RP.A.1, 7.RP.A.2c, 7.RP.A.3	Day 7-8	14-16 sp. 14-15
8. Percent Error Problems	7.RP.A.3	Day 9	17-18 sp. 16-17
9. Problem Solving When the Percent Changes	7.RP.A.3	Day 10	19 sp. 18
10. Tax, Commissions, Fees, & Other Real World Problems	7.RP.A.3., 7.EE.3	Day 11	20-21 sp. 19-20
11. The Scale Factor as a Percent for a Scale Drawing	7.RP.A.2b., 7.G.1	Day 12	22-24 sp. 21-23
12. Changing Scales	7.RP.A.2b., 7.G.1	Day 13	25-26 sp. 24-25
13. Computing Actual Lengths from a Scale Drawing	7.G.1	Day 14	27-28 sp. 26-27
14. Solving Area Problems Using Scale Drawings	7.G.1	Day 15	29-30 sp. 28-29

Lesson Summary

- One percent is the number $\frac{1}{100}$ and is written 1%. The number P% is the same as the number $\frac{P}{100}$.
- Usually, there are three ways to write a number: a percent, a fraction, and a decimal. The fraction and decimal forms of $P\%$ are equivalent to $\frac{P}{100}$.

Problem Set

1. Create a model to represent the following percents.

   a. 90% b. 0.9% c. 900% d. $\frac{9}{10}\%$

2. Benjamin believes that $\frac{1}{2}\%$ is equivalent to 50%. Is he correct? Why or why not?

3. Order the following from least to greatest:

   $100\%, \frac{1}{100}, 0.001\%, \frac{1}{10}, 0.001, 1.1, 10,$ and $\frac{10{,}000}{100}$

4. Fill in the chart by converting between fractions, decimals, and percents. Show work in the space below.

Fraction	Decimal	Percent
		100%
	0.0825	
	6.25	
		$\frac{1}{8}\%$
$\frac{2}{300}$		
		33.3%
$\frac{\frac{3}{4}}{100}$		
		250%
	0.005	
$\frac{150}{100}$		
	0.055	

© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Lesson Summary

- Visual models or numeric methods can be used to solve percent problems.
- An equation can be used to solve percent problems:

$$\text{Part} = \text{Percent} \times \text{Whole}.$$

Problem Set

1. Represent each situation using an equation. Check your answer with a visual model or numeric method.
   a. What number is 40% of 90?
   b. What number is 45% of 90?
   c. 27 is 30% of what number?
   d. 18 is 30% of what number?
   e. 25.5 is what percent of 85?
   f. 21 is what percent of 60?

2. 40% of the students on a field trip love the museum. If there are 20 students on the field trip, how many love the museum?

3. Maya spent 40% of her savings to pay for a bicycle that cost her $85.
   a. How much money was in her savings to begin with?
   b. How much money does she have left in her savings after buying the bicycle?

4. Curtis threw 15 darts at a dartboard. 40% of his darts hit the bull's-eye. How many darts did not hit the bull's-eye?

5. A tool set is on sale for $424.15. The original price of the tool set was $499.00. What percent of the original price is the sale price?

6. Matthew scored a total of 168 points in basketball this season. He scored 147 of those points in the regular season, and the rest were scored in his only playoff game. What percent of his total points did he score in the playoff game?

7. Brad put 10 crickets in his pet lizard's cage. After one day, Brad's lizard had eaten 20% of the crickets he had put in the cage. By the end of the next day, the lizard had eaten 25% of the remaining crickets. How many crickets were left in the cage at the end of the second day?

© 2015 Great Minds eureka-math.org
G7-M4-SE-13.0-09.2015

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

8. A furnace used 40% of the fuel in its tank in the month of March and then used 25% of the remaining fuel in the month of April. At the beginning of March, there were 240 gallons of fuel in the tank. How much fuel (in gallons) was left at the end of April?

9. In Lewis County, there were 2,277 student athletes competing in spring sports in 2014. That was 110% of the number from 2013, which was 90% of the number from the year before. How many student athletes signed up for a spring sport in 2012?

10. Write a real-world word problem that could be modeled by the equation below. Identify the elements of the percent equation and where they appear in your word problem, and then solve the problem.

$$57.5 = p(250)$$

© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015

BY-NC-SA This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Lesson Summary

- Visual models or arithmetic methods can be used to solve problems that compare quantities with percents.
- Equations can be used to solve percent problems using the basic equation

$$\text{Quantity} = \text{Percent} \times \text{Whole}.$$

- *Quantity* in the new percent formula is the equivalent of *part* in the original percent formula.

Problem Set

1. Solve each problem using an equation.
   a. 49.5 is what percent of 33?
   b. 72 is what percent of 180?
   c. What percent of 80 is 90?

2. This year, Benny is 12 years old, and his mom is 48 years old.
   a. What percent of his mom's age is Benny's age?
   b. What percent of Benny's age is his mom's age?
   c. In two years, what percent of his age will Benny's mom's age be at that time?
   d. In 10 years, what percent will Benny's mom's age be of his age?
   e. In how many years will Benny be 50% of his mom's age?
   f. As Benny and his mom get older, Benny thinks that the percent of difference between their ages will decrease as well. Do you agree or disagree? Explain your reasoning.

3. This year, Benny is 12 years old. His brother Lenny's age is 175% of Benny's age. How old is Lenny?

4. When Benny's sister Penny is 24, Benny's age will be 125% of her age.
   a. How old will Benny be then?
   b. If Benny is 12 years old now, how old is Penny now? Explain your reasoning.

5. Benny's age is currently 200% of his sister Jenny's age. What percent of Benny's age will Jenny's age be in 4 years?

© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

6. At an animal shelter, there are 15 dogs, 12 cats, 3 snakes, and 5 parakeets.
   a. What percent of the number of cats is the number of dogs?
   b. What percent of the number of cats is the number of snakes?
   c. What percent less parakeets are there than dogs?
   d. Which animal has 80% of the number of another animal?
   e. Which animal makes up approximately 14% of the animals in the shelter?

7. Is 2 hours and 30 minutes more or less than 10% of a day? Explain your answer.

8. A club's membership increased from 25 to 30 members.
   a. Express the new membership as a percent of the old membership.
   b. Express the old membership as a percent of the new membership.

9. The number of boys in a school is 120% the number of girls at the school.
   a. Find the number of boys if there are 320 girls.
   b. Find the number of girls if there are 360 boys.

10. The price of a bicycle was increased from $300 to $450.
    a. What percent of the original price is the increased price?
    b. What percent of the increased price is the original price?

11. The population of Appleton is 175% of the population of Cherryton.
    a. Find the population in Appleton if the population in Cherryton is 4,000 people.
    b. Find the population in Cherryton if the population in Appleton is 10,500 people.

© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015
BY-NC-SA This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

12. A statistics class collected data regarding the number of boys and the number of girls in each classroom at their school during homeroom. Some of their results are shown in the table below.

    a. Complete the blank cells of the table using your knowledge about percent.

Number of Boys (x)	Number of Girls (y)	Number of Girls as a Percent of the Number of Boys
10	5	
	1	25%
18	12	
5	10	
4		50%
20		90%
	10	250%
	6	60%
11		200%
	5	$33\frac{1}{3}\%$
15		20%
	15	75%
6	18	
25	10	
10		110%
	2	10%
16		75%
	7	50%
3		200%
12	10	

    b. Using a coordinate plane and grid paper, locate and label the points representing the ordered pairs (x, y).

    c. Locate all points on the graph that would represent classrooms in which the number of girls y is 100% of the number of boys x. Describe the pattern that these points make.

© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015

BY-NC-SA This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

d. Which points represent the classrooms in which the number of girls as a percent of the number of boys is greater than 100%? Which points represent the classrooms in which the number of girls as a percent of the number of boys is less than 100%? Describe the locations of the points in relation to the points in part (c).

e. Find three ordered pairs from your table representing classrooms where the number of girls is the same percent of the number of boys. Do these points represent a proportional relationship? Explain your reasoning.

f. Show the relationship(s) from part (e) on the graph, and label them with the corresponding equation(s).

g. What is the constant of proportionality in your equation(s), and what does it tell us about the number of girls and the number of boys at each point on the graph that represents it? What does the constant of proportionality represent in the table in part (a)?

© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015

BY-NC-SA This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Lesson Summary

- Within each problem, there are keywords that determine if the problem represents a percent increase or a percent decrease.
- Equations can be used to solve percent problems using the basic equation

$$\text{Quantity} = \text{Percent} \times \text{Whole}.$$

- *Quantity* in the percent formula is the amount of change (increase or decrease) or the amount after the change.
- *Whole* in the percent formula represents the original amount.

Problem Set

1. A store advertises 15% off an item that regularly sells for \$300.
   a. What is the sale price of the item?
   b. How is a 15% discount similar to a 15% decrease? Explain.
   c. If 8% sales tax is charged on the sale price, what is the total with tax?
   d. How is 8% sales tax like an 8% increase? Explain.

2. An item that was selling for \$72.00 is reduced to \$60.00. Find the percent decrease in price. Round your answer to the nearest tenth.

3. A baseball team had 80 players show up for tryouts last year and this year had 96 players show up for tryouts. Find the percent increase in players from last year to this year.

4. At a student council meeting, there was a total of 60 students present. Of those students, 35 were female.
   a. By what percent is the number of females greater than the number of males?
   b. By what percent is the number of males less than the number of females?
   c. Why is the percent increase and percent decrease in parts (a) and (b) different?

5. Once each day, Darlene writes in her personal diary and records whether the sun is shining or not. When she looked back though her diary, she found that over a period of 600 days, the sun was shining 60% of the time. She kept recording for another 200 days and then found that the total number of sunny days dropped to 50%. How many of the final 200 days were sunny days?

6. Henry is considering purchasing a mountain bike. He likes two bikes: One costs \$500, and the other costs \$600. He tells his dad that the bike that is more expensive is 20% more than the cost of the other bike. Is he correct? Justify your answer.

© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

7. State two numbers such that the lesser number is 25% less than the greater number.

8. State two numbers such that the greater number is 75% more than the lesser number.

9. Explain the difference in your thought process for Problems 7 and 8. Can you use the same numbers for each problem? Why or why not?

10. In each of the following expressions, c represents the original cost of an item.
    i. $0.90c$
    ii. $0.10c$
    iii. $c - 0.10c$

    a. Circle the expression(s) that represents 10% of the original cost. If more than one answer is correct, explain why the expressions you chose are equivalent.
    b. Put a box around the expression(s) that represents the final cost of the item after a 10% decrease. If more than one is correct, explain why the expressions you chose are equivalent.
    c. Create a word problem involving a percent decrease so that the answer can be represented by expression (ii).
    d. Create a word problem involving a percent decrease so that the answer can be represented by expression (i).
    e. Tyler wants to know if it matters if he represents a situation involving a 25% decrease as $0.25x$ or $(1 - 0.25)x$. In the space below, write an explanation that would help Tyler understand how the context of a word problem often determines how to represent the situation.

© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015
BY-NC-SA This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Lesson Summary

To find 100% of the whole, you can use a variety of methods, including factors of 100 (1, 2, 4, 5, 10, 20, 25, 50, and 100) and double number lines. Both methods will require breaking 100% into equal-sized intervals. Use the greatest common factor of 100 and the percent corresponding to the part.

Problem Set

Use a double number line to answer Problems 1–5.

1. Tanner collected 360 cans and bottles while fundraising for his baseball team. This was 40% of what Reggie collected. How many cans and bottles did Reggie collect?

2. Emilio paid $287.50 in taxes to the school district that he lives in this year. This year's taxes were a 15% increase from last year. What did Emilio pay in school taxes last year?

3. A snowmobile manufacturer claims that its newest model is 15% lighter than last year's model. If this year's model weighs 799 lb., how much did last year's model weigh?

4. Student enrollment at a local school is concerning the community because the number of students has dropped to 504, which is a 20% decrease from the previous year. What was the student enrollment the previous year?

5. The color of paint used to paint a race car includes a mixture of yellow and green paint. Scotty wants to lighten the color by increasing the amount of yellow paint 30%. If a new mixture contains 3.9 liters of yellow paint, how many liters of yellow paint did he use in the previous mixture?

Use factors of 100 and mental math to answer Problems 6–10. Describe the method you used.

6. Alexis and Tasha challenged each other to a typing test. Alexis typed 54 words in one minute, which was 120% of what Tasha typed. How many words did Tasha type in one minute?

7. Yoshi is 5% taller today than she was one year ago. Her current height is 168 cm. How tall was she one year ago?

8. Toya can run one lap of the track in 1 min. 3 sec., which is 90% of her younger sister Niki's time. What is Niki's time for one lap of the track?

9. An animal shelter houses only cats and dogs, and there are 25% more cats than dogs. If there are 40 cats, how many dogs are there, and how many animals are there total?

© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015

BY-NC-SA This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

10. Angie scored 91 points on a test but only received a 65% grade on the test. How many points were possible on the test?

For Problems 11–17, find the answer using any appropriate method.

11. Robbie owns 15% more movies than Rebecca, and Rebecca owns 10% more movies than Joshua. If Rebecca owns 220 movies, how many movies do Robbie and Joshua each have?

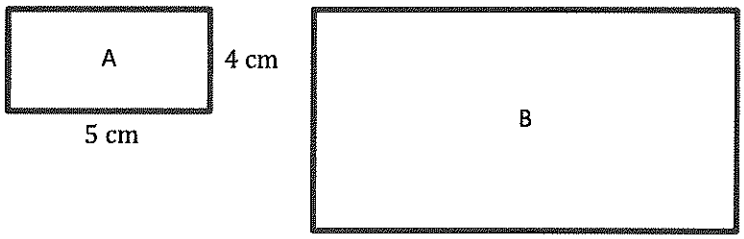
12. 20% of the seventh-grade students have math class in the morning. $16\frac{2}{3}\%$ of those students also have science class in the morning. If 30 seventh-grade students have math class in the morning but not science class, find how many seventh-grade students there are.

13. The school bookstore ordered three-ring notebooks. They put 75% of the order in the warehouse and sold 80% of the rest in the first week of school. There are 25 notebooks left in the store to sell. How many three-ring notebooks did they originally order?

14. In the first game of the year, the modified basketball team made 62.5% of their foul shot free throws. Matthew made all 6 of his free throws, which made up 25% of the team's free throws. How many free throws did the team miss altogether?

15. Aiden's mom calculated that in the previous month, their family had used 40% of their monthly income for gasoline, and 63% of that gasoline was consumed by the family's SUV. If the family's SUV used $261.45 worth of gasoline last month, how much money was left after gasoline expenses?

16. Rectangle A is a scale drawing of Rectangle B and has 25% of its area. If Rectangle A has side lengths of 4 cm and 5 cm, what are the side lengths of Rectangle B?



17. Ted is a supervisor and spends 20% of his typical work day in meetings and 20% of that meeting time in his daily team meeting. If he starts each day at 7:30 a.m., and his daily team meeting is from 8:00 a.m. to 8:20 a.m., when does Ted's typical work day end?

© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015
This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Lesson Summary

- Identify the type of percent problem that is being asked as a comparison of quantities or a part of a whole.
- Identify what numbers represent the part, the whole, and the percent, and use the representation

$$\text{Quantity} = \text{Percent} \times \text{Whole}.$$

- A strategy to solving percents using mental math is to rewrite a percent using 1%, 5%, or 10%. These percents can be solved mentally. For example: $13\% = 10\% + 3(1\%)$. To find 13% of 70, find 10% of 70 as 7, 1% of 70 as 0.7, so 13% of 70 is $7 + 3(0.7) = 7 + 2.10 = 9.10$.

Problem Set

1. Micah has 294 songs stored in his phone, which is 70% of the songs that Jorge has stored in his phone. How many songs are stored on Jorge's phone?

2. Lisa sold 81 magazine subscriptions, which is 27% of her class's fundraising goal. How many magazine subscriptions does her class hope to sell?

3. Theresa and Isaiah are comparing the number of pages that they read for pleasure over the summer. Theresa read 2,210 pages, which was 85% of the number of pages that Isaiah read. How many pages did Isaiah read?

4. In a parking garage, the number of SUVs is 40% greater than the number of non-SUVs. Gina counted 98 SUVs in the parking garage. How many vehicles were parked in the garage?

5. The price of a tent was decreased by 15% and sold for \$76.49. What was the original price of the tent in dollars?

6. 40% of the students at Rockledge Middle School are musicians. 75% of those musicians have to read sheet music when they play their instruments. If 38 of the students can play their instruments without reading sheet music, how many students are there at Rockledge Middle School?

7. At Longbridge Middle School, 240 students said that they are an only child, which is 48% of the school's student enrollment. How many students attend Longbridge Middle School?

8. Grace and her father spent $4\frac{1}{2}$ hours over the weekend restoring their fishing boat. This time makes up 6% of the time needed to fully restore the boat. How much total time is needed to fully restore the boat?

© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015

BY-NC-SA This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

9. Bethany's mother was upset with her because Bethany's text messages from the previous month were 218% of the amount allowed at no extra cost under her phone plan. Her mother had to pay for each text message over the allowance. Bethany had 5,450 text messages last month. How many text messages is she allowed under her phone plan at no extra cost?

10. Harry used 84% of the money in his savings account to buy a used dirt bike that cost him $1,050. How much money is left in Harry's savings account?

11. 15% of the students in Mr. Riley's social studies classes watch the local news every night. Mr. Riley found that 136 of his students do not watch the local news. How many students are in Mr. Riley's social studies classes?

12. Grandma Bailey and her children represent about 9.1% of the Bailey family. If Grandma Bailey has 12 children, how many members are there in the Bailey family?

13. Shelley earned 20% more money in tips waitressing this week than last week. This week she earned $72.00 in tips waitressing. How much money did Shelley earn last week in tips?

14. Lucy's savings account has 35% more money than her sister Edy's. Together, the girls have saved a total of $206.80. How much money has each girl saved?

15. Bella spent 15% of her paycheck at the mall, and 40% of that was spent at the movie theater. Bella spent a total of $13.74 at the movie theater for her movie ticket, popcorn, and a soft drink. How much money was in Bella's paycheck?

16. On a road trip, Sara's brother drove 47.5% of the trip, and Sara drove 80% of the remainder. If Sara drove for 4 hours and 12 minutes, how long was the road trip?

© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015
BY-NC-SA This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Lesson Summary

- To find the markup or markdown of an item, multiply the whole by $(1 \pm m)$, where m is the markup/markdown rate.
- To apply multiple discount rates to the price of an item, you must find the first discount price and then use this answer to get the second discount price.

Problem Set

1. You have a coupon for an additional 25% off the price of any sale item at a store. The store has put a robotics kit on sale for 15% off the original price of \$40. What is the price of the robotics kit after both discounts?

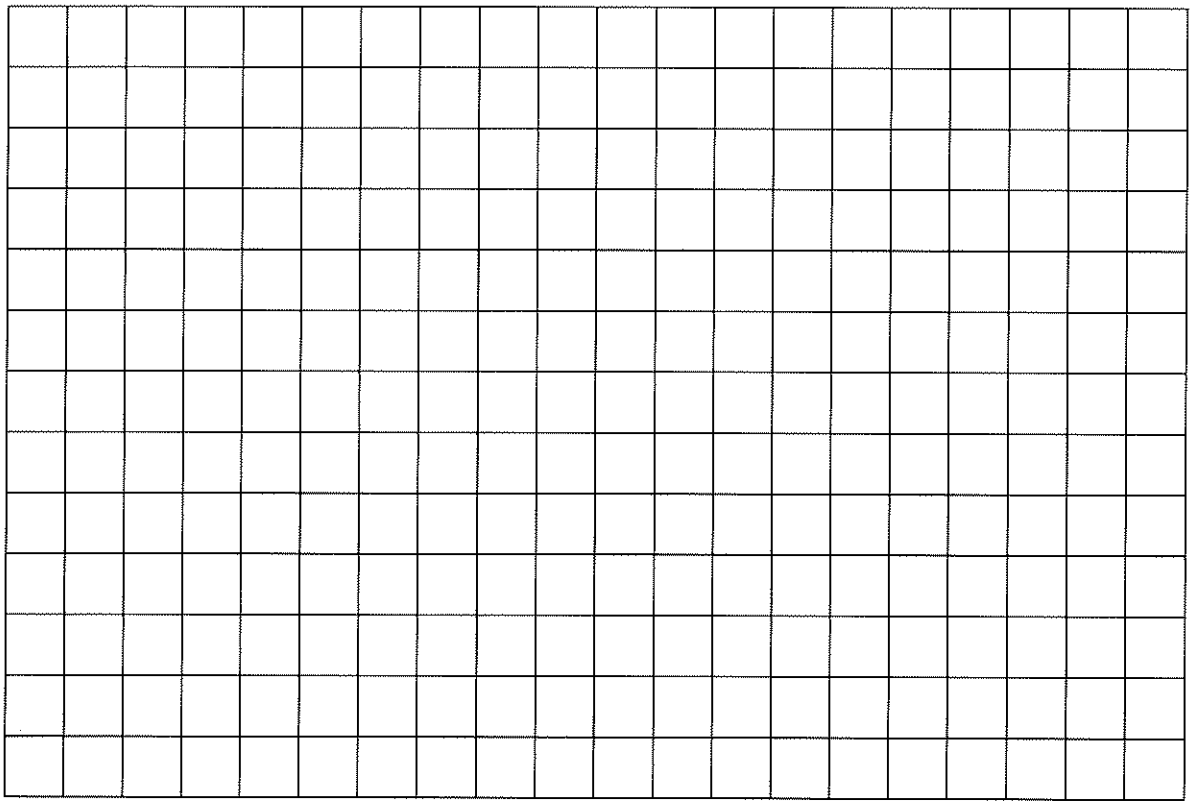
2. A sign says that the price marked on all music equipment is 30% off the original price. You buy an electric guitar for the sale price of \$315.
   a. What is the original price?
   b. How much money did you save off the original price of the guitar?
   c. What percent of the original price is the sale price?

3. The cost of a New York Yankee baseball cap is \$24.00. The local sporting goods store sells it for \$30.00. Find the markup rate.

© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

4. Write an equation to determine the selling price in dollars, p, on an item that is originally priced s dollars after a markdown of 15%.
   a. Create and label a table showing five possible pairs of solutions to the equation.
   b. Create and label a graph of the equation.



   c. Interpret the points $(0,0)$ and $(1,r)$.

5. At the amusement park, Laura paid \$6.00 for a small cotton candy. Her older brother works at the park, and he told her they mark up the cotton candy by 300%. Laura does not think that is mathematically possible. Is it possible, and if so, what is the price of the cotton candy before the markup?

6. A store advertises that customers can take 25% off the original price and then take an extra 10% off. Is this the same as a 35% off discount? Explain.

7. An item that costs \$50.00 is marked 20% off. Sales tax for the item is 8%. What is the final price, including tax?
   a. Solve the problem with the discount applied before the sales tax.
   b. Solve the problem with the discount applied after the sales tax.
   c. Compare your answers in parts (a) and (b). Explain.

© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015
BY-NC-SA This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

8. The sale price for a bicycle is \$315. The original price was first discounted by 50% and then discounted an additional 10%. Find the original price of the bicycle.

9. A ski shop has a markup rate of 50%. Find the selling price of skis that cost the storeowner \$300.

10. A tennis supply store pays a wholesaler \$90 for a tennis racquet and sells it for \$144. What is the markup rate?

11. A shoe store is selling a pair of shoes for \$60 that has been discounted by 25%. What was the original selling price?

12. A shoe store has a markup rate of 75% and is selling a pair of shoes for \$133. Find the price the store paid for the shoes.

13. Write $5\frac{1}{4}\%$ as a simple fraction.

14. Write $\frac{3}{8}$ as a percent.

15. If 20% of the 70 faculty members at John F. Kennedy Middle School are male, what is the number of male faculty members?

16. If a bag contains 400 coins, and $33\frac{1}{2}\%$ are nickels, how many nickels are there? What percent of the coins are not nickels?

17. The temperature outside is 60 degrees Fahrenheit. What would be the temperature if it is increased by 20%?

© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Lesson Summary

- The absolute error is defined as $|a - x|$, where x is the exact value of a quantity and a is an approximate value.
- The percent error is defined as $\frac{|a-x|}{|x|} \times 100\%$.
- The absolute error will tell how big the error is, but the percent error compares the error to the actual value. A good measurement has a small percent error.

Problem Set

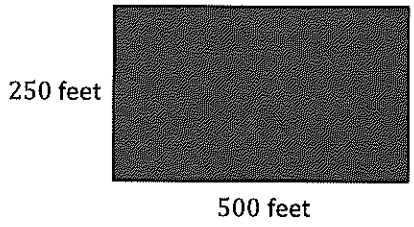
1. The odometer in Mr. Washington's car does not work correctly. The odometer recorded 13.2 miles for his last trip to the hardware store, but he knows the distance traveled is 15 miles. What is the percent error? Use a calculator and the percent error formula to help find the answer. Show your steps.

2. The actual length of a soccer field is 500 feet. A measuring instrument shows the length to be 493 feet. The actual width of the field is 250 feet, but the recorded width is 246.5 feet. Answer the following questions based on this information. Round all decimals to the nearest tenth.

   a. Find the percent error for the length of the soccer field.

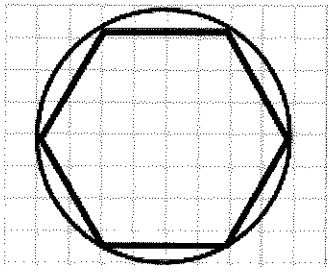
   b. Find the percent error of the area of the soccer field.

   c. Explain why the values from parts (a) and (b) are different.



3. Kayla's class went on a field trip to an aquarium. One tank had 30 clown fish. She miscounted the total number of clown fish in the tank and recorded it as 24 fish. What is Kayla's percent error?

4. Sid used geometry software to draw a circle of radius 4 units on a grid. He estimated the area of the circle by counting the squares that were mostly inside the circle and got an answer of 52 square units.



   a. Is his estimate too large or too small?

   b. Find the percent error in Sid's estimation to the nearest hundredth using the π key on your calculator.

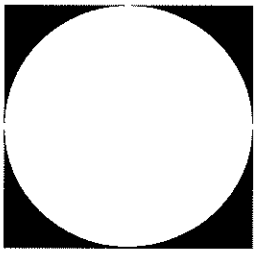
© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

5. The exact value for the density of aluminum is $2.699\ \text{g/cm}^3$. Working in the science lab at school, Joseph finds the density of a piece of aluminum to be $2.75\ \text{g/cm}^3$. What is Joseph's percent error? (Round to the nearest hundredth.)

6. The world's largest marathon, The New York City Marathon, is held on the first Sunday in November each year. Between 2 million and 2.5 million spectators will line the streets to cheer on the marathon runners. At most, what is the percent error?

7. A circle is inscribed inside a square, which has a side length of $12.6\ \text{cm}$. Jared estimates the area of the circle to be about 80% of the area of the square and comes up with an estimate of $127\ \text{cm}^2$.



12.6 cm

   a. Find the absolute error from Jared's estimate to two decimal places using the π key on your calculator.
   b. Find the percent error of Jared's estimate to two decimal places using the π key on your calculator.
   c. Do you think Jared's estimate was reasonable?
   d. Would this method of computing the area of a circle always be too large?

8. In a school library, 52% of the books are paperback. If there are 2,658 books in the library, how many of them are not paperback to the nearest whole number?

9. Shaniqua has 25% less money than her older sister Jennifer. If Shaniqua has $\$180$, how much money does Jennifer have?

10. An item that was selling for $\$1{,}102$ is reduced to $\$806$. To the nearest whole, what is the percent decrease?

11. If 60 calories from fat is 75% of the total number of calories in a bag of chips, find the total number of calories in the bag of chips.

© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Lesson Summary

- To solve a changing percent problem, identify the first whole and then the second whole. To relate the part, whole, and percent, use the formula

$$\text{Quantity} = \text{Percent} \times \text{Whole}.$$

- Models, such as double number lines, can help visually show the change in quantities and percents.

Problem Set

1. Solve each problem using an equation.
   a. What is 150% of 625?
   b. 90 is 40% of what number?
   c. What percent of 520 is 40? Round to the nearest hundredth of a percent.

2. The actual length of a machine is 12.25 cm. The measured length is 12.2 cm. Round the answer to part (b) to the nearest hundredth of a percent.
   a. Find the absolute error.
   b. Find the percent error.

3. A rowing club has 600 members. 60% of them are women. After 200 new members joined the club, the percentage of women was reduced to 50%. How many of the new members are women?

4. 40% of the marbles in a bag are yellow. The rest are orange and green. The ratio of the number of orange to the number of green is 4:5. If there are 30 green marbles, how many yellow marbles are there? Use a visual model to show your answer.

5. Susan has 50% more books than Michael. Michael has 40 books. If Michael buys 8 more books, will Susan have more or less books than Michael? What percent more or less will Susan's books be? Use any method to solve the problem.

6. Harry's amount of money is 75% of Kayla's amount of money. After Harry earned $30 and Kayla earned 25% more of her money, Harry's amount of money is 80% of Kayla's money. How much money did each have at the beginning? Use a visual model to solve the problem.

© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Lesson Summary

- There are many real-world problems that involve percents. For example, gratuity (tip), commission, fees, and taxes are applications found daily in the real world. They each increase the total, so all questions like these reflect a percent increase. Likewise, markdowns and discounts decrease the total, so they reflect a percent decrease.
- Regardless of the application, the percent relationship can be represented as

$$\text{Quantity(Part)} = \text{Percent(\%)} \times \text{Whole}$$

Problem Set

1. A school district's property tax rate rises from 2.5% to 2.7% to cover a \$300,000 budget deficit (shortage of money). What is the value of the property in the school district to the nearest dollar? (Note: Property is assessed at 100% of its value.)

2. Jake's older brother Sam has a choice of two summer jobs. He can either work at an electronics store or at the school's bus garage. The electronics store would pay him to work 15 hours per week. He would make \$8 per hour plus a 2% commission on his electronics sales. At the school's bus garage, Sam could earn \$300 per week working 15 hours cleaning buses. Sam wants to take the job that pays him the most. How much in electronics would Sam have to sell for the job at the electronics store to be the better choice for his summer job?

3. Sarah lost her science book. Her school charges a lost book fee equal to 75% of the cost of the book. Sarah received a notice stating she owed the school \$60 for the lost book.
   a. Write an equation to represent the proportional relationship between the school's cost for the book and the amount a student must pay for a lost book. Let B represent the school's cost of the book in dollars and N represent the student's cost in dollars.
   b. What is the constant or proportionality? What does it mean in the context of this situation?
   c. How much did the school pay for the book?

© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

4. In the month of May, a certain middle school has an average daily absentee rate of 8% each school day. The absentee rate is the percent of students who are absent from school each day.

   a. Write an equation that shows the proportional relationship between the number of students enrolled in the middle school and the average number of students absent each day during the month of May. Let s represent the number of students enrolled in school, and let a represent the average number of students absent each day in May.

   b. Use your equation to complete the table. List **5** possible values for s and a.

s	a

   c. Identify the constant of proportionality, and explain what it means in the context of this situation.

   d. Based on the absentee rate, determine the number of students absent on average from school during the month of May if there are 350 students enrolled in the middle school.

5. The equation shown in the box below could relate to many different percent problems. Put an X next to each problem that could be represented by this equation. For any problem that does not match this equation, explain why it does not. $\boxed{\text{Quantity} = 1.05 \cdot \text{Whole}}$

_____ Find the amount of an investment after 1 year with 0.5% interest paid annually.

_____ Write an equation to show the amount paid for an item including tax, if the tax rate is 5%.

_____ A proportional relationship has a constant of proportionality equal to 105%.

_____

Whole	0	100	200	300	400	500
Quantity	0	105	210	315	420	525

_____ Mr. Hendrickson sells cars and earns a 5% commission on every car he sells. Write an equation to show the relationship between the price of a car Mr. Hendrickson sold and the amount of commission he earns.

© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Lesson Summary

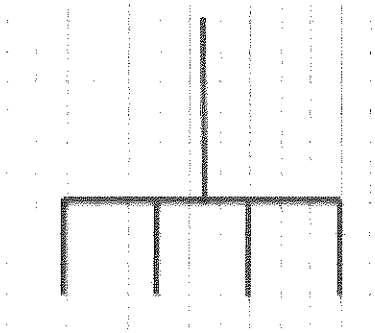
The scale factor is the number that determines whether the new drawing is an enlargement or a reduction of the original. If the scale factor is greater than 100%, then the resulting drawing is an enlargement of the original drawing. If the scale factor is less than 100%, then the resulting drawing is a reduction of the original drawing.

When a scale factor is mentioned, assume that it refers to both vertical and horizontal factors. It is noted if the horizontal and vertical factors are intended to be different.

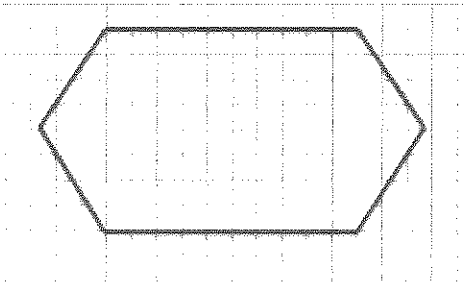
To create a scale drawing with both the same vertical and horizontal factors, determine the horizontal and vertical distances of the original drawing. Using the given scale factor, determine the new corresponding lengths in the scale drawing by writing a numerical equation that requires the scale factor to be multiplied by the original length. Draw new segments based on the calculations from the original segments. If the scale factors are different, determine the new corresponding lengths the same way but use the unique given scale factor for each of the horizontal length and vertical length.

Problem Set

1. Use the diagram below to create a scale drawing using a scale factor of $133\frac{1}{3}\%$. Write numerical equations to find the horizontal and vertical distances in the scale drawing.



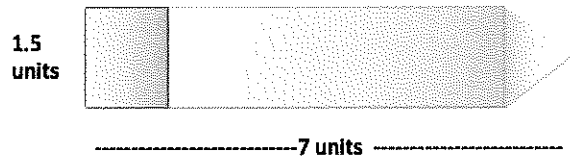
2. Create a scale drawing of the original drawing given below using a horizontal scale factor of 80% and a vertical scale factor of 175%. Write numerical equations to find the horizontal and vertical distances.



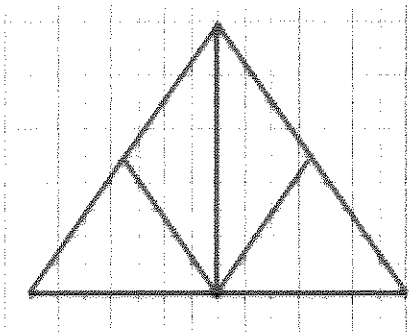
© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015

BY-NC-SA This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

3. The accompanying diagram shows that the length of a pencil from its eraser to its tip is 7 units and that the eraser is 1.5 units wide. The picture was placed on a photocopy machine and reduced to $66\frac{2}{3}\%$. Find the new size of the pencil, and sketch a drawing. Write numerical equations to find the new dimensions.

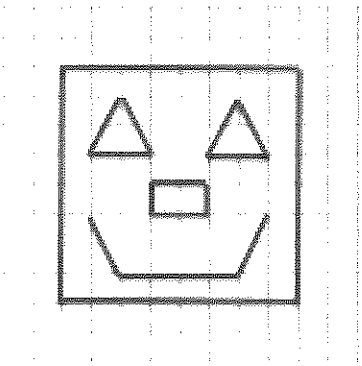


4. Use the diagram to answer each question.
   a. What are the corresponding horizontal and vertical distances in a scale drawing if the scale factor is 25%? Use numerical equations to find your answers.



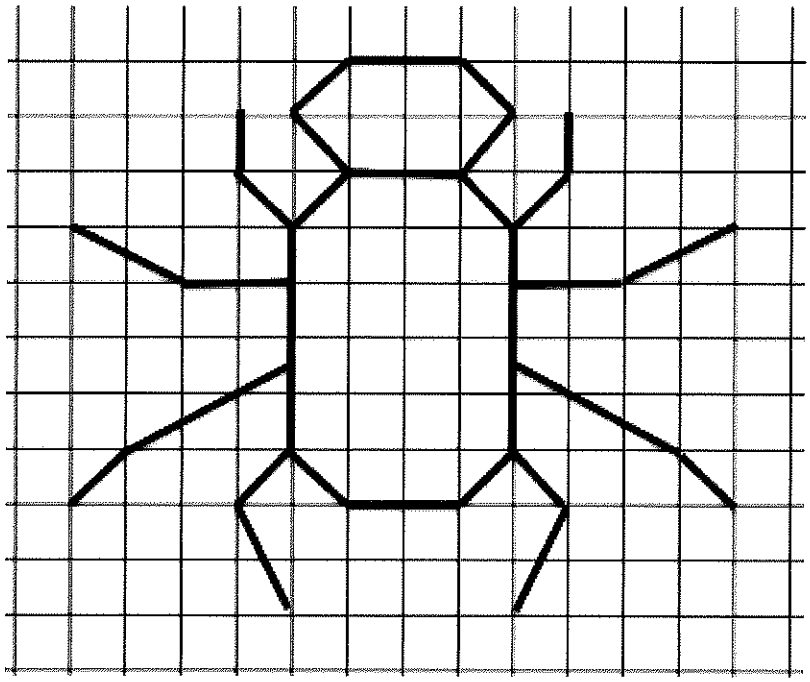
   b. What are the corresponding horizontal and vertical distances in a scale drawing if the scale factor is 160%? Use a numerical equation to find your answers.

5. Create a scale drawing of the original drawing below using a horizontal scale factor of 200% and a vertical scale factor of 250%.



© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015
BY-NC-SA This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

6. Using the diagram below, on grid paper sketch the same drawing using a horizontal scale factor of 50% and a vertical scale factor of 150%.



© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Lesson Summary

To compute the scale factor from one drawing to another, use the representation:

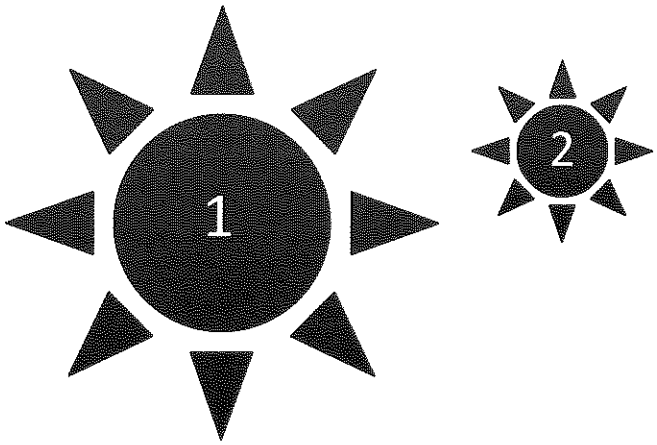
$$\text{Quantity} = \text{Percent} \times \text{Whole}$$

where the whole is the length in the actual or original drawing and the quantity is the length in the scale drawing.

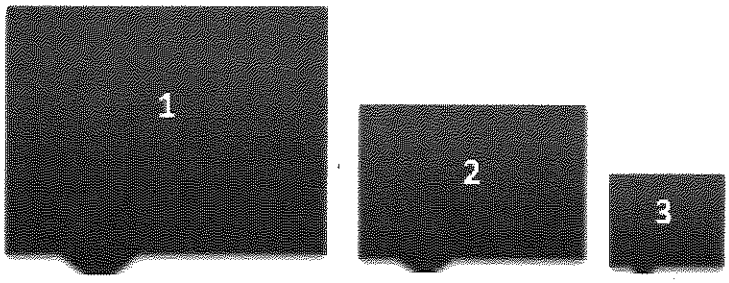
If the lengths of the sides are not provided but two scale factors are provided, use the same relationship but use the scale factors as the whole and quantity instead of the given measurements.

Problem Set

1. The scale factor from Drawing 1 to Drawing 2 is $41\frac{2}{3}\%$. Justify why Drawing 1 is a scale drawing of Drawing 2 and why it is an enlargement of Drawing 2. Include the scale factor in your justification.



2. The scale factor from Drawing 1 to Drawing 2 is 40%, and the scale factor from Drawing 2 to Drawing 3 is 37.5%. What is the scale factor from Drawing 1 to Drawing 3? Explain your reasoning, and check your answer using an example.

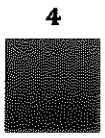


© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

3. Traci took a photograph and printed it to be a size of 4 units by 4 units as indicated in the diagram. She wanted to enlarge the original photograph to a size of 5 units by 5 units and 10 units by 10 units.

   a. Sketch the different sizes of photographs.



   b. What was the scale factor from the original photo to the photo that is 5 units by 5 units?

   c. What was the scale factor from the original photo to the photo that is 10 units by 10 units?

   d. What was the scale factor from the 5×5 photo to the 10×10 photo?

   e. Write an equation to verify how the scale factor from the original photo to the enlarged 10×10 photo can be calculated using the scale factors from the original to the 5×5, and then from the 5×5 to the 10×10.

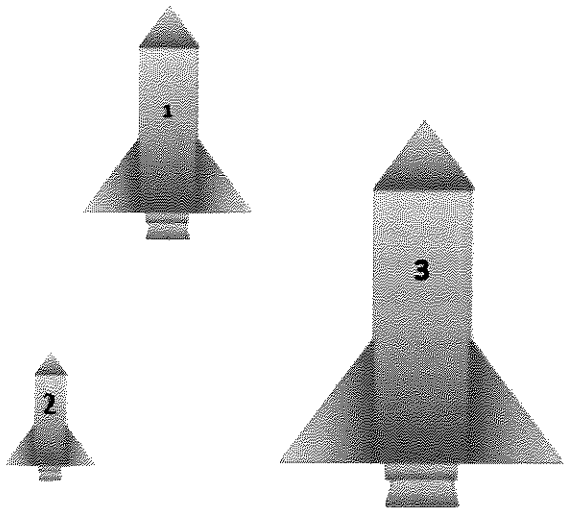
4. The scale factor from Drawing 1 to Drawing 2 is 30%, and the scale factor from Drawing 1 to Drawing 3 is 175%. What are the scale factors of each given relationship? Then, answer the question that follows. Drawings are not to scale.

   a. Drawing 2 to Drawing 3

   b. Drawing 3 to Drawing 1

   c. Drawing 3 to Drawing 2

   d. How can you check your answers?



© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

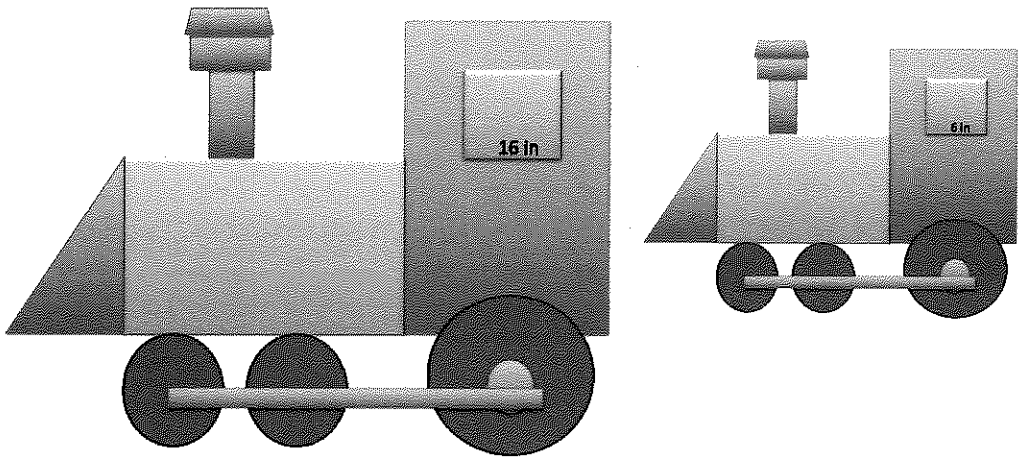
Lesson Summary

The scale factor is the number that determines whether the new drawing is an enlargement or a reduction of the original. If the scale factor is greater than 100%, then the resulting drawing is an enlargement of the original drawing. If the scale factor is less than 100%, then the resulting drawing is a reduction of the original drawing.

To compute actual lengths from a scale drawing, a scale factor must first be determined. To do this, use the relationship Quantity = Percent × Whole, where the original drawing represents the whole and the scale drawing represents the quantity. Once a scale factor is determined, then the relationship Quantity = Percent × Whole can be used again using the scale factor as the percent, the actual length from the original drawing as the whole, and the actual length of the scale drawing as the quantity.

Problem Set

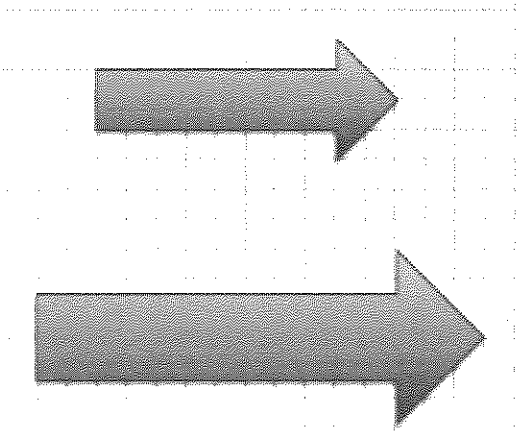
1. The smaller train is a scale drawing of the larger train. If the length of the tire rod connecting the three tires of the larger train, as shown below, is 36 inches, write an equation to find the length of the tire rod of the smaller train. Interpret your solution in the context of the problem.



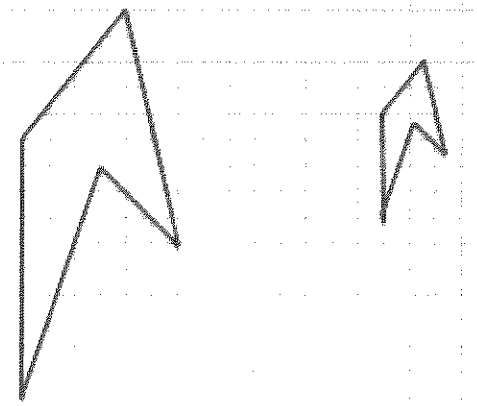
© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015

BY-NC-SA This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

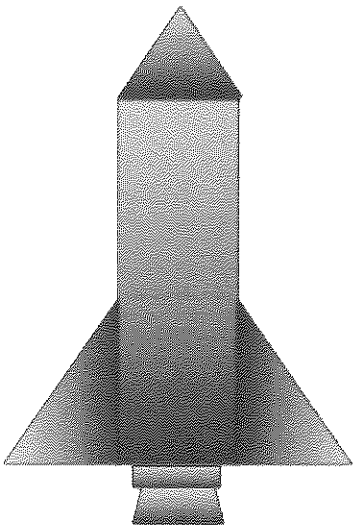
2. The larger arrow is a scale drawing of the smaller arrow. The distance around the smaller arrow is 25.66 units. What is the distance around the larger arrow? Use an equation to find the distance and interpret your solution in the context of the problem.



3. The smaller drawing below is a scale drawing of the larger. The distance around the larger drawing is 39.4 units. Using an equation, find the distance around the smaller drawing.



4. The figure is a diagram of a model rocket and is a two-dimensional scale drawing of an actual rocket. The length of a model rocket is 2.5 feet, and the wing span is 1.25 feet. If the length of an actual rocket is 184 feet, use an equation to find the wing span of the actual rocket.



© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015

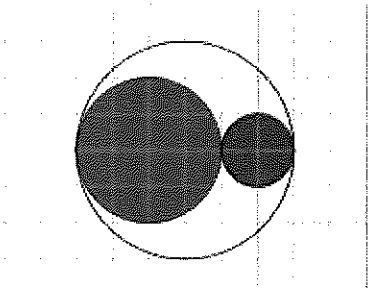
BY-NC-SA This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Lesson Summary

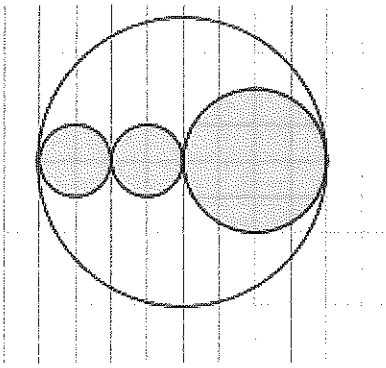
If the scale factor is represented by k, then the area of the scale drawing is k^2 times the corresponding area of the original drawing.

Problem Set

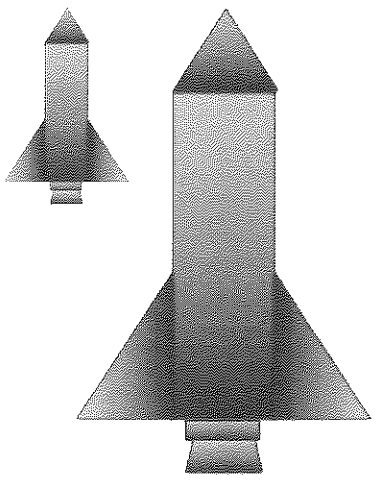
1. What percent of the area of the larger circle is shaded?
   a. Solve this problem using scale factors.
   b. Verify your work in part (a) by finding the actual areas.



2. The area of the large disk is 50.24 units^2.
   a. Find the area of the shaded region using scale factors. Use 3.14 as an estimate for π.
   b. What percent of the large circular region is unshaded?



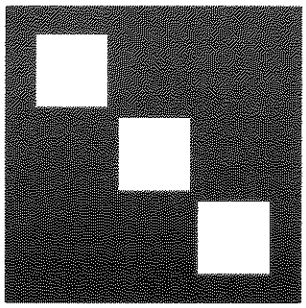
3. Ben cut the following rockets out of cardboard. The height from the base to the tip of the smaller rocket is 20 cm. The height from the base to the tip of the larger rocket is 120 cm. What percent of the area of the smaller rocket is the area of the larger rocket?



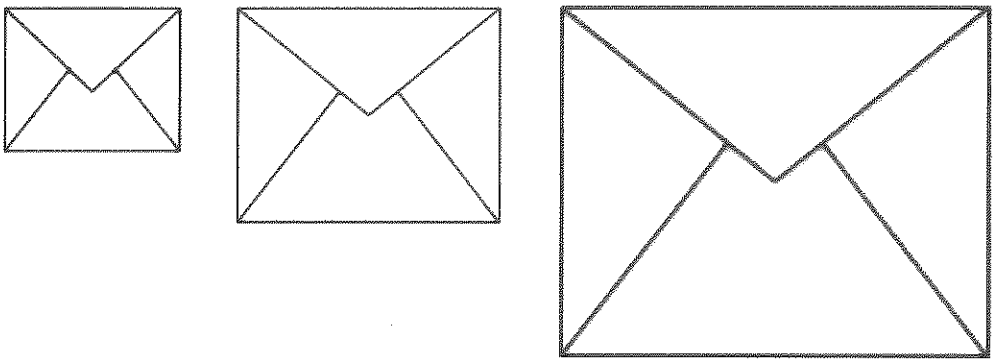
© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015

BY-NC-SA This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

4. In the photo frame depicted below, three 5 inch by 5 inch squares are cut out for photographs. If these cut-out regions make up $\frac{3}{16}$ of the area of the entire photo frame, what are the dimensions of the photo frame?



5. Kelly was online shopping for envelopes for party invitations and saw these images on a website.



The website listed the dimensions of the small envelope as 6 in. by 8 in. and the medium envelope as 10 in. by $13\frac{1}{3}$ in.

a. Compare the dimensions of the small and medium envelopes. If the medium envelope is a scale drawing of the small envelope, what is the scale factor?

b. If the large envelope was created based on the dimensions of the small envelope using a scale factor of 250%, find the dimensions of the large envelope.

c. If the medium envelope was created based on the dimensions of the large envelope, what scale factor was used to create the medium envelope?

d. What percent of the area of the larger envelope is the area of the medium envelope?

© 2015 Great Minds eureka-math.org
G7-M4-SE-1.3.0-09.2015

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

PASSAIC
PUBLIC SCHOOLS

Spanish Math
Grade 7

PASSAIC
PUBLIC SCHOOLS

Pablo Muñoz
Superintendent of Schools

Ali Alavi
Supervisor of Mathematics

Para: Estudiantes/Familias de matemáticas de Séptimo Grado

Asunto: Matemáticas de Séptimo Grado

El propósito del plan es identificar y describir las responsabilidades/deberes de los estudiantes/familias de matemáticas del distrito de Passaic en séptimo grado. Este plan brinda a los estudiantes, padres y otros miembros de la comunidad garantías de que las Escuelas Públicas de Passaic han establecido pautas y procedimientos para responder a incidentes/peligros de manera efectiva.

El plan básico y las funciones se describen a continuación de una manera organizada y sistemática en caso del cierre de las escuelas. Por favor, revise los componentes y utilícelos para completar el folleto de estudiante que se distribuirá a todos los estudiantes en sus respectivas clases.

Las siguientes son las expectativas de los estudiantes

Expectativas para estudiantes durante Instrucción de Matemáticas en el Hogar

Séptimo Grado

- Los estudiantes deben trabajar en Imagine Math al menos 3 veces por semana durante 15 minutos cada vez.
- Los estudiantes deben completar el **paquete de actividades del estudiante** de matemáticas de acuerdo como se indica en la tabla a continuación.
- Los padres y los estudiantes deben escribir sus iniciales al lado de cada día en la tabla.
- Los paquetes de actividades deben devolverse al(la) maestro(a) al regresar a la escuela.

Phone: 973.470.5500x5787 | 663 Main Avenue, Passaic, NJ 07055 | aalavi@passaicschools.org

Paquete de actividades del estudiante - Inglés

Paquete de actividades del estudiante - Español

Lección	Estándar(es)	Día(s)	Páginas
1. Porcentaje	7.RP.A.1	Día 1	1 sp. 1
2. Parte de un Entero como Porcentaje	7.RP.A.1	Día 2	2-3 sp. 2-3
3. Comparar cantidades con Porcentaje	7.RP.A.2c	Día 3	4-7 sp 4-7
4. Porcentaje de Aumento y Disminución	7.RP.A.3	Día 4	8-9 sp. 8-9
5. Encontrar el Cien Por Ciento dado otro Porcentaje	7.RP.A.3	Día 5	10-11 sp. 10-11
6. Fluidez con Porcentajes	7.RP.A.3	Día 6	12-13 sp. 12-13
7. Problemas de Aumento de Precios y Rebajas	7.RP.A.1, 7.RP.A.2c, 7.RP.A.3	Día 7-8	14-16 sp. 14-15
8. Problemas de Error Potencial	7.RP.A.3	Día 9	17-18 sp. 16-17
9. Resolución de Problemas cuando el Porcentaje cambia	7.RP.A.3	Día 10	19 sp. 18
10. Tax, Comision, Tarifas, y Otros Problemas del Mundo Real	7.RP.A.3., 7.EE.3	Día 11	20-21 sp. 19-20
11. El Factor de Escala como Porcentaje para un Dibujo a Escala	7.RP.A.2b., 7.G.1	Día 12	22-24 sp. 21-23
12. Escalas Cambiantes	7.RP.A.2b., 7.G.1	Día 13	25-26 sp. 24-25
13. Calculando Longitudes Reales de un Dibujo a Escala	7.G.1	Día 14	27-28 sp. 26-27
14. Resolver Problemas de Área utilizando Dibujos a Escala	7.G.1	Día 15	29-30 sp. 28-29

Resumen de la lección

- *Porcentaje* se refiere a "por cada cien". P porciento es lo mismo que $\frac{P}{100}$. Escribe % para abreviar por ciento.
- Generalmente, hay tres formas en las que se puede escribir un número: como un porcentaje, como una fracción y como un decimal. Las fracciones y los decimales están relacionados con la relación del porcentaje sobre 100.

Conjunto de problemas

1. Usa un modelo visual para representar los siguientes porcentajes:
   a. 90%
   b. 0.9%
   c. 900%
   d. $\frac{9}{10}$%
2. Benjamin piensa que $\frac{1}{2}$% es equivalente a 50%. ¿Está en lo correcto? ¿Por qué sí o por qué no?
3. Ordena los siguientes números del menor al mayor:
   100%, $\frac{1}{100}$, 0.001%, $\frac{1}{10}$, 0.001, 1.1, 10, $\frac{10{,}000}{100}$
4. Completa la tabla convirtiendo entre fracciones, decimales y porcentajes. Muestra tu trabajo en el siguiente espacio.

Fracción	Decimal	Porcentaje
		100%
	0.0825	
	6.25	
		$\frac{1}{8}$%
$\frac{2}{300}$		
		33.3%
$\frac{\frac{3}{4}}{100}$		
		250%
	0.005	
$\frac{150}{100}$		
$\frac{5\frac{1}{2}}{100}$	0.055	$5\frac{1}{2}$%

©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org

BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Resumen de la lección

- Pueden usarse modelos visuales o métodos numéricos para resolver problemas de porcentaje.
- Pueden usarse ecuaciones para resolver problemas de porcentaje usando la ecuación básica:

$$Parte = Porcentaje \times Entero.$$

Conjunto de problemas

1. Representa cada situación usando una ecuación. Comprueba tu respuesta con un modelo visual o con un método numérico.
   a. ¿Qué número es el 40% de 90?
   b. ¿Qué número es el 45% de 90?
   c. ¿27 es el 30% de qué número?
   d. ¿18 es el 30% de qué número?
   e. ¿Qué porcentaje es 25.5 de 85?
   f. ¿Qué porcentaje es 21 de 60?

2. Al cuarenta por ciento de los estudiantes que fueron a un viaje les encantó el museo. Si 20 estudiantes fueron al viaje, ¿a cuántos de ellos les encantó el museo?

3. Maya gastó el 40% de sus ahorros para pagar una bicicleta que le costó $85.
   a. ¿Cuánto dinero tenía ahorrado al inicio?
   b. ¿Cuánto dinero le quedó en sus ahorros después de comprar la bicicleta?

4. Curtis lanzó 15 dardos a un blanco. El 40% de los dardos que lanzó dieron en el centro del blanco. ¿Cuántos dardos no dieron en el centro del blanco?

5. Un juego de herramientas está a la venta por $424.15. El precio original del juego de herramientas eran $499. ¿Qué porcentaje del precio original es el precio de venta?

6. Matthew anotó un total de 168 puntos en esta temporada de básquetbol. Él anotó 147 de esos puntos en la temporada regular y el resto los anotó en su único juego de eliminatorias. ¿Qué porcentaje del total de los puntos que anotó los anotó en el juego de eliminatorias?

7. Brad puso 10 grillos en la jaula de su lagarto mascota. Después de un día, el lagarto de Brad se había comido el 20% de los grillos que había puesto en la jaula. Al final del día siguiente, el lagarto se había comido el 25% de los grillos restantes. ¿Cuántos grillos quedaron en la jaula al final del segundo día?

©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org
BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

8. Un horno usó el 40% del combustible en su tanque durante el mes de marzo, después usó el 25% del combustible restante durante el mes de abril. Al comienzo de marzo, habían 240 galones de combustible en el tanque. ¿Cuánto combustible (en galones) quedó al final de abril?

9. En el Condado de Lewis, 2,277 estudiantes atletas compitieron en los deportes de primavera en 2014. Ese fue el 110% del número de participantes en 2013, que fue el 90% del número de participantes del año anterior. ¿Cuántos estudiantes se inscribieron para participar en un deporte de primavera en 2012?

10. Redacta un problema de la vida real que pueda modelarse con la siguiente ecuación. Identifica los elementos de la ecuación de porcentaje y en qué parte de su problema de la vida real aparecen; después resuelve el problema.
$57.5 = p(250)$

©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org

BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Resumen de la lección

- Pueden usarse modelos visuales o métodos aritméticos para resolver problemas que comparan cantidades con porcentajes.
- Pueden usarse ecuaciones para resolver problemas de porcentaje usando la ecuación básica: $Cantidad = Porcentaje \times Todo$.
- "Cantidad" en la nueva fórmula de porcentaje es equivalente a "parte" en la fórmula original de porcentaje.

Conjunto de problemas

1. Resuelve cada problema usando una ecuación.
   a. ¿Qué porcentaje es 49.5 de 33?
   b. ¿Qué porcentaje es 72 de 180?
   c. ¿Qué porcentaje de 80 es 90?

2. Este año, Benny tiene 12 años y su mamá tiene 48 años.
   a. ¿Qué porcentaje de la edad de su mamá es la edad de Benny?
   b. ¿Qué porcentaje de la edad de Benny es la edad de su mamá?
   c. En dos años, ¿qué porcentaje de su edad será la edad de la mamá de Benny en ese momento?
   d. En 10 años, ¿qué porcentaje de la edad de su mamá será la edad de Benny?
   e. ¿En cuántos años Benny tendrá el 50% de la edad de su mamá?
   f. Conforme Benny y su mamá envejecen, Benny piensa que él y su mamá se están acercando en edad. ¿Estás de acuerdo o en desacuerdo? Explica tu razonamiento.

3. Este año, Benny tiene 12 años. La edad de su hermano Lenny es 175% la edad de Benny. ¿Qué edad tiene Lenny?

4. Cuando Penny, la hermana de Benny, tenga 24, Benny tendrá una edad del 125% de la edad de ella.
   a. ¿Cuántos años tendrá Benny entonces?
   b. Si Benny tiene 12 años ahora, ¿qué edad tiene Penny ahora? Explica tu razonamiento.

5. Benny actualmente tiene el 200% de la edad de su hermana Jenny. ¿Qué porcentaje de la edad de Benny tendrá Jenny en 4 años?

6. En un refugio para animales hay 15 perros, 12 gatos, 3 serpientes y 5 periquitos.
   a. ¿Qué porcentaje del número de gatos es el número de perros?
   b. ¿Qué porcentaje del número de gatos es el número de serpientes?
   c. ¿Qué porcentaje de periquitos hay menos que de perros?

©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org
BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

d. ¿Qué animal tiene el 80% del número de otro animal?

e. ¿Qué animal constituye aproximadamente el 14% de los animales en el refugio?

7. ¿2 horas con 30 minutos son más o menos que el 10% de un día? Explica tu respuesta.

8. Los miembros de un club aumentaron de 25 a 30 miembros.
   a. Expresa el número nuevo de miembros como un porcentaje del número de miembros anteriores.
   b. Expresa el número de miembros anteriores como un porcentaje del número de miembros nuevos.

9. El número de chicos en una escuela es el 120% del número de chicas en la misma escuela.
   a. Encuentra el número de chicos si hay 320 chicas.
   b. Encuentra el número de chicas si hay 360 chicos.

10. El precio de una bicicleta subió de $300 a $450.
    a. ¿Qué porcentaje del precio original es el precio con aumento?
    b. ¿Qué porcentaje del precio con aumento es el precio original?

11. La población de Appleton es el 175% de la población de Cherryton.
    a. Encuentra la población en Appleton si la población en Cherryton es de 4,000 habitantes.
    b. Encuentra la población en Cherryton si la población en Appleton es de 10,500 habitantes.

©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org

BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

12. Una clase de estadística recopiló datos sobre el número de chicos y el número de chicas en cada clase en su escuela durante las clases. Algunos de sus resultados se muestran en la siguiente tabla:

a. Completa las celdas vacías de la tabla usando tus conocimientos sobre porcentaje.

Número de chicos (x)	Número de chicas (y)	Número de chicas como un porcentaje del número de chicos
10	5	
	1	25%
18	12	
5	10	
4		50%
20		90%
	10	250%
	6	60%
11		200%
	5	$33\frac{1}{3}\%$
15		20%
	15	75%
6	18	
25	10	
10		110%
	2	10%
16		75%
	7	50%
3		200%
12	10	

b. Usando un plano de coordenadas y papel milimetrado, localiza y etiqueta los puntos que representan los pares ordenados (x, y).

c. Localiza todos los puntos en la gráfica que puedan representar los salones de clases en los que el número de chicas y es el 100% del número de chicos x. Describe el patrón que forman estos puntos.

d. ¿Qué puntos representan los salones de clases en los que el número de chicas es mayor al 100% del número de chicos? ¿Qué puntos representan los salones de clases en los que el número de chicas es menor al 100% del número de chicos? Describe las ubicaciones de los puntos en relación con los puntos de la parte (c).

e. Encuentra tres pares ordenados en tu tabla que representen salones de clases en los que el número de chicas sea el mismo porcentaje que el número de chicos. ¿Estos puntos representan una relación proporcional?

©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org

BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Explica tu razonamiento.

f. Muestra las relaciones de la parte (e) en la gráfica y etiquétalas con las ecuaciones correspondientes.

g. ¿Cuál es la constante de proporcionalidad en tus ecuaciones y qué nos dice esto sobre el número de chicas y el número de chicos en cada punto de la gráfica que lo representa? ¿Qué representa la constante de proporcionalidad en la tabla de la parte (a)?

©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org

BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Conjunto de problemas

Una tienda promociona un 15% de descuento en un artículo que regularmente se vende a $300.

¿Cuál es el precio de venta del artículo?

¿De qué forma un descuento del 15% es similar a un decremento del 15%? Explica tu respuesta.

Si se cobra un impuesto sobre la venta del 8%, ¿cuál es el total con impuestos?

¿De qué forma un impuesto sobre la venta del 8% se parece a un incremento del 8%? Explica tu respuesta.

Un artículo que se vendía a $72 bajó de precio a $60. Encuentra el decremento porcentual en el precio. Redondea tu respuesta al décimo más cercano.

En equipo de béisbol se presentaron 80 jugadores para hacer pruebas el año pasado, y este año se presentaron 96 jugadores para las pruebas. Encuentra el aumento porcentual de jugadores entre el año pasado y este año.

En una reunión del consejo estudiantil hubo un total de 60 estudiantes presentes. De estos estudiantes, 35 eran mujeres.

¿En qué porcentaje es mayor el número de mujeres que de hombres?

¿En qué porcentaje es menor el número de hombres que de mujeres?

¿Por qué el incremento porcentual y el decremento porcentual en las partes (a) y (b) son diferentes?

Una vez al día, Darlene escribe en su diario personal y registra si el sol estaba brillando o no. Cuando revisó su diario, encontró que durante un periodo de 600 días, el sol brilló el 60% del tiempo. Ella siguió registrando otros 200 días y después encontró que el número de días soleados cayó al 50%. ¿Cuántos de los 200 días finales fueron soleados?

Henry está considerando comprar una bicicleta de montaña. A él le gustan dos bicicletas: Una cuesta $500 y la otra cuesta $600. Él le dijo a su papá que la bicicleta más cara cuesta 20% más que la otra bicicleta. ¿Está en lo correcto? Explica tu respuesta.

Indica dos números de forma que el número menor sea un 25% menos que el número mayor.

Indica dos números de forma que el número mayor sea un 75% mayor que el número mayor.

Explica la diferencia en tus procesos de pensamiento para los Problemas 7 y 8. ¿Puedes usar los mismos números para cada problema? ¿Por qué sí o por qué no?

©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org

BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

En cada una de las siguientes expresiones, c representa el costo original de un artículo.

i. $0.90c$

ii. $0.10c$

iii. $c - 0.10c$

a. Circula las expresiones que representan el 10% del costo original. Si hay más de una respuesta correcta, explica por qué las expresiones que elegiste son equivalentes.

Dibuja un recuadro alrededor de las expresiones que representan el costo final del artículo después de un decremento del 10%. Si hay más de una respuesta correcta, explica por qué las expresiones que elegiste son equivalentes.

Crea un problema que involucre un decremento porcentual, de forma que la respuesta pueda ser representada con la expresión ii).

Crea un problema de la vida real que involucre un decremento porcentual, de forma que la respuesta pueda ser representada con la expresión i).

Tyler quiere saber si es importante si él representa una situación que involucra un decremento del 25% como 0.25 o $(1 - 0.25)x$. En el siguiente espacio, escribe una explicación que pueda ayudarle a Tyler a comprender cómo el contexto de un problema de la vida real con frecuencia determina cómo representar la situación.

©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org

BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Conjunto de problemas

Usa una doble línea numérica para responder los problemas 1 a 5.

1. Tanner recolectó 360 latas y botellas en un evento de recaudación de fondos para su equipo de béisbol. Esto fue el 40% de lo que recolectó Reggie. ¿Cuántas latas y botellas recolectó Reggie?

2. Emilio pagó $287.50 en impuestos durante este año al distrito escolar en el que vive. Los impuestos de este año fueron un aumento del 15% con respecto al año pasado. ¿Cuánto pagó Emilio en impuestos escolares el año pasado?

3. Un fabricante de motonieves afirma que su nuevo modelo es 15% más liviano que el modelo del año pasado. Si el modelo de este año pesa 799 libras, ¿cuánto pesa el modelo del año pasado?

4. La inscripción de estudiantes en una escuela local está preocupando a la comunidad porque el número de estudiantes ha bajado a 504, que es un decremento del 20% con respecto al año anterior. ¿Cuál fue la inscripción de estudiantes el año anterior?

5. Un color de pintura utilizado para pintar un auto de carreras incluye una mezcla de pintura amarilla y azul. Scotty quiere aclarar el color aumentando la cantidad de pintura amarilla en 30%. Si la nueva mezcla contiene 3.9 litros de pintura amarilla, ¿cuántos litros de pintura amarilla usó en la mezcla anterior?

Usa factores de 100 y cálculos mentales para responder los Problemas 6 a 10. Describe el método que usaste.

6. Alexis y Tasha se desafiaron en un concurso de escritura a máquina. Alexis escribió 54 palabras en 1 minuto, que fueron el 120% de las que escribió Tasha. ¿Cuántas palabras escribió Tasha en 1 minuto?

7. Yoshi es 5% más alta hoy de lo que lo era hace un año. Su altura actual son 168 cm. ¿Cuál era su altura hace un año?

8. Toya puede correr una vuelta a la pista en 1 minutos y 3 segundos, que es un *90%* del tiempo de su hermana menor Niki. ¿Cuál es el tiempo que le toma a Niki correr una vuelta a la pista?

9. Un refugio animal solamente alberga gatos y perros, y hay 25% más gatos que perros. Si hay 40 gatos, ¿cuántos perros hay y cuántos animales hay en total?

10. Angie obtuvo 91 puntos en un examen, pero solo recibió una calificación de 65% en el examen. ¿Cuántos puntos era posible obtener en el examen?

Para los Problemas 11 a 17, encuentra la respuesta usando cualquier método apropiado.

11. Robbie tiene 15% más películas que Rebecca, y Rebecca tiene 10% más películas que Joshua. Si Rebecca tiene 220 películas, ¿cuántas películas tienen Robbie y Joshua?

©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org
BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

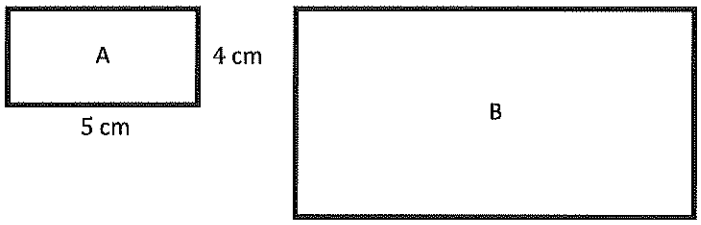
12. 20% de los estudiantes de séptimo grado tienen clases de matemáticas en la mañana. $16\frac{2}{3}\%$ de esos estudiantes también tienen clases de ciencias en la mañana. Si 30 estudiantes del séptimo grado tienen clases de matemáticas en la mañana, pero no clases de ciencias, encuentra cuántos estudiantes hay en el séptimo grado.

13. La librería de la escuela ordenó libretas con tres anillos. Ellos pusieron el 75% de la orden en el almacén y vendieron el 80% del resto en la primera semana de clases. Quedan 25 libretas en el almacén para vender. ¿Cuántas libretas con tres anillos ordenaron originalmente?

14. En el primer juego del año, el equipo de básquetbol modificado anotó el 62.5% de los tiros libres por falta. Matthew anotó todos sus 6 tiros libres, que fueron el 25% de los tiros libres del equipo. ¿Cuántos tiros libres falló el equipo en total?

15. La mamá de Aiden calculó que, en el mes anterior, su familia usó el 40% de su ingreso mensual para gasolina, y el 63% de esa gasolina se consumió en la SUV de la familia. Si la SUV de la familia consumió un valor de $261.45 en gasolina el último mes, ¿cuánto dinero quedó después de los gastos en gasolina?

16. El rectángulo A es un dibujo a escala del rectángulo B, y tiene el 25% de su área. Si los lados del rectángulo A miden 4 cm. y 5 cm., ¿cuánto miden los lados del rectángulo B?



17. Ted es un supervisor e invierte el 20% de su día de trabajo normal en reuniones y el 20% de ese tiempo de reuniones en la reunión diaria con su equipo. Si él comienza cada día a las 7: 30 a.m., y la reunión diaria con su equipo es de 8: 00 a.m. a 8: 20 a.m., ¿a qué hora termina el día normal de trabajo de Ted?

18.

©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org
BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Conjunto de problemas

1. Micah tiene 294 canciones almacenadas en su teléfono, que son el 70% de las canciones que Jorge tiene almacenadas en su teléfono. ¿Cuántas canciones hay almacenadas en el teléfono de Jorge?

2. Lisa vendió 81 suscripciones a una revista, que fueron el 27% de la meta de recaudación de fondos de su clase. ¿Cuántas suscripciones a la revista esperaba vender su clase?

3. Theresa e Isaiah están comparando el número de páginas que leyeron por placer durante el verano. Theresa leyó 2210 páginas, que fueron el 85% del número de páginas que leyó Isaiah. ¿Cuántas páginas leyó Isaiah?

4. En un estacionamiento, el número de autos SUV es 40% mayor al número de autos que no son SUV. Gina contó 98 autos SUV en el estacionamiento. ¿Cuántos autos hay estacionados en el estacionamiento?

5. El precio de una casa de campaña bajó un 15% y se vende a $76.49. ¿Cuál era el precio original de la tienda de campaña en dólares?

6. 40% de los estudiantes en la secundaria Rockledge son músicos. 75% de esos músicos deben leer la partitura cuando tocan sus instrumentos. Si 38 de los estudiantes pueden tocar sus instrumentos sin leer la partitura, ¿cuántos estudiantes hay en la secundaria Rockledge?

7. En la secundaria Longbridge, 240 estudiantes dijeron que son hijos únicos, que son el 48% de los estudiantes inscritos en la escuela. ¿Cuántos estudiantes asisten a la secundaria Longbridge?

8. Grace y su papá pasaron $4\frac{1}{2}$ horas durante el fin de semana restaurando su bote de pesca. Este tiempo representa el 6% del tiempo necesario para restaurar completamente el bote. ¿Cuánto tiempo se requiere en total para restaurar completamente el bote?

9. La mamá de Bethany se molestó con ella porque sus mensajes de texto del mes anterior fueron un 218% de la cantidad permitida sin costo adicional en su plan telefónico. Su mamá tuvo que pagar por cada mensaje de texto que superó el límite permitido. Bethany envió 5,450 mensajes de texto el último mes. ¿Cuántos mensajes de texto puede mandar sin costo adicional con su plan telefónico?

10. Harry usó el 84% del dinero en su cuenta de ahorro para comprar una bicicleta todo terreno usada que le costó $1,050. ¿Cuánto dinero queda en la cuenta de ahorro de Harry?

11. 15% de los estudiantes en la clase de estudios sociales del Sr. Riley ven las noticias locales todas las noches. El Sr. Riley encontró que 136 de sus estudiantes no ven las noticias locales. ¿Cuántos estudiantes hay en la clase de estudios sociales del Sr. Riley?

©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org

BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

12. La abuela Bailey y sus hijos representan aproximadamente el 9.1% de la familia Bailey. Si la abuela Bailey tiene 12 hijos, ¿cuántos miembros hay en la familia Bailey?

13. Shelley ganó 20% más dinero como mesera esta semana que la semana pasada. Esta semana ella ganó $72 como mesera. ¿Cuánto dinero ganó la semana pasada?

14. La cuenta de ahorro de Lucy tiene 35% más dinero que la de su hermana Edy. Juntas han ahorrado un total de $206.80. ¿Cuánto dinero ha ahorrado cada una?

15. Bella gastó 15% de su cheque de sueldo en el centro comercial, y 40% de eso lo gastó en el cine. Bella gastó un total de $13.74 en el cine por su boleto de entrada, rosetas de maíz y un refresco. ¿Cuánto dinero había en el cheque de sueldo de Bella?

16. En un viaje, el hermano de Sara manejó el 47.5% del recorrido y Sara manejó el 80% del camino restante. Si Sara manejó por4 horas y and *12* minutos, ¿cuándo tiempo duró el viaje?

©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org

BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

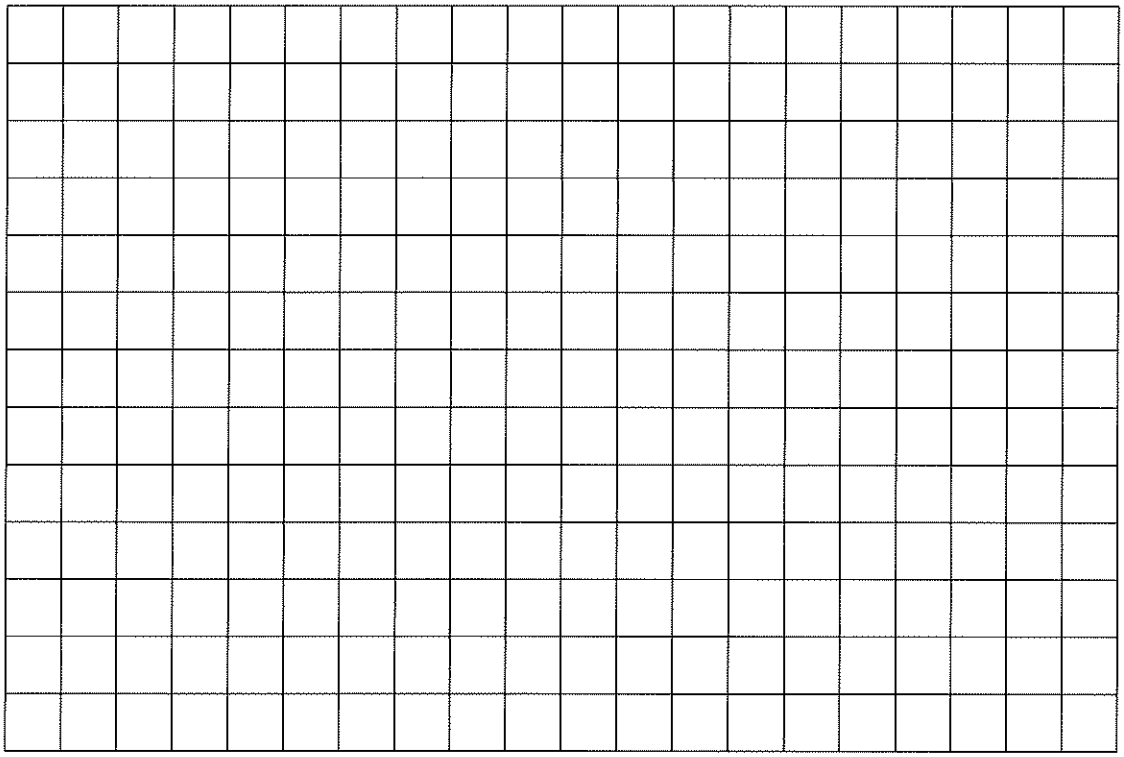
Conjunto de problemas

1. Tienes un cupón para obtener un descuento adicional del 25% sobre el precio de venta de cualquier artículo a la venta en una tienda. La tienda tiene un paquete de robótica a la venta con un descuento del 15% sobre el precio original de $40. ¿Cuál es el precio del paquete de robótica después de ambos descuentos?

2. Un cartel indica que el precio indicado en todos los equipos de música tiene un descuento del 30% sobre el precio original. Tú compras una guitarra eléctrica al precio de venta de $315.
   a. ¿Cuál es el precio original?
   b. ¿Cuánto dinero ahorraste del precio original de la guitarra?
   c. ¿Qué porcentaje del precio original es el precio de venta?

3. Una gorra de béisbol de los Yankees de Nueva York cuesta $24.00. La tienda de artículos deportivos local la vende a $30.00. Encuentra la tasa de sobreprecio.

4. Escribe una ecuación para determinar el precio de venta, p, de un artículo cuyo precio original era de s dólares después de una disminución del precio del 15%.
   a. Crea una tabla (y etiquétala) mostrando cinco pares posibles de soluciones a la ecuación.
   b. Crea una gráfica (y etiquétala) de la ecuación.



   c. Interpreta los puntos $(0,0)$ y $(1,r)$.

©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org

BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

5. En el parque de diversiones, Laura pagó $6.00 por un algodón de azúcar pequeño. Su hermano mayor trabaja en el parque, y le dijo que ellos aumentan el precio del algodón de azúcar en un 300%. Laura no cree que eso sea matemáticamente posible. ¿Es posible y, si lo es, cuál es el precio del algodón de azúcar antes del sobreprecio?

6. Una tienda anuncia que los clientes pueden descontar 25% del precio original y después descontar un 10% adicional. ¿Esto es un descuento del 35% ? Explica tu respuesta.

7. Un artículo que cuesta $50 tiene un descuento del 20%. El impuesto de venta del artículo es del 8%. ¿Cuál es el precio final, incluyendo el impuesto?
   a. Resuelve el problema con el descuento aplicado antes del impuesto de venta.
   b. Resuelve el problema con el descuento aplicado después del impuesto de venta.
   c. Compara tus respuestas de la parte (a) y (b). Explica tu respuesta.

8. El precio de venta de una bicicleta es de $315 dólares. El precio original primero tuvo un descuento del 50% y después tuvo un descuento adicional del 10%. Encuentra el precio original de la bicicleta.

9. Una tienda de esquí tiene una tasa de sobreprecio del 50%. Encuentra el precio de venta de los esquíes que al dueño de la tienda le costaron $300.

10. Una tienda de artículos para tenis paga un precio al por mayor de $90 por una raqueta de tenis y la vende a $144. ¿Cuál es la tasa de sobreprecio?

11. Una zapatería vende un par de zapatos a $60, con un descuento del 25%. ¿Cuál era el precio de venta original?

12. Una zapatería tiene una tasa de sobreprecio del 75% y vende un par de zapatos en $133. Encuentra el precio que pagó la tienda por los zapatos.

13. Escribe $5\frac{1}{4}\%$ como una fracción simple.

14. Escribe $\frac{3}{8}$ como un porcentaje.

15. Si el 20% de los 70 maestros de la Secundaria John F. Kennedy son hombres, ¿cuál es el número de hombres maestros?

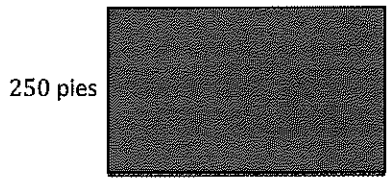
16. Si una bolsa contiene 400 monedas y el $33\frac{1}{2}\%$ son monedas de cinco centavos, ¿cuántas monedas de cinco centavos hay? ¿Qué porcentaje de las monedas no son monedas de cinco centavos?

©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org
BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Conjunto de problemas

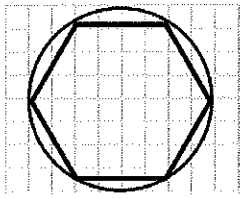
1. El odómetro en el auto del Sr. Washington no funciona correctamente. El odómetro registró 13.2 millas en su último viaje a la ferretería, pero él sabe que la distancia recorrida son 15 millas. ¿Cuál es el error porcentual? Usa una calculadora y la fórmula de error porcentual para ayudarte a encontrar la respuesta. Muestra tus pasos.

2. El largo real de un campo de soccer son 500 pies. Un instrumento de medición muestra que la longitud son 493 pies. El ancho real del campo son 250 pies, pero el ancho registrado es de 246.5 pies. Contesta las siguientes preguntas con base en esta información. Redondea todos los decimales al décimo más cercano.
   a. Encuentra el error porcentual de la longitud del campo de soccer.
   b. Encuentra el error porcentual del área del campo de soccer.
   c. Explica por qué los valores de las partes (a) y (b) son diferentes.



3. La clase de Kayla fue a un viaje a un acuario. Un tanque tenía 30 peces payaso. Ella contó mal el número total de peces payaso en el tanque y registró que habían 24 peces. ¿Cuál es el error porcentual de Kayla?

4. Sid usó un software de geometría para trazar un círculo con un radio de 4 unidades en una cuadrícula. Él estimó el área del círculo contando los cuadros que estaban mayormente dentro del círculo y obtuvo una respuesta de



   52 unidades cuadradas.
   a. ¿Su estimación es muy alta o muy baja?
   b. Encuentra el error porcentual en la estimación de Sid hasta el centésimo más cercano usando la tecla π de tu calculadora.

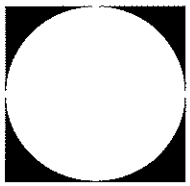
5. El valor exacto de la densidad del aluminio es de 2.699 g/cm^3. Trabajando en el laboratorio de ciencias de la escuela, Joseph encontró que la densidad de un pedazo de aluminio era de 2.75 g/cm^3. ¿Cuál es el error porcentual de Joseph? (Redondea al centésimo más cercano).

6. El maratón más grande del mundo, el Maratón de la Ciudad de Nueva York, se lleva a cabo cada año el primer domingo de noviembre. Se estima que entre 2 y 2.5 millones de espectadores se presentarán para animar a los corredores del maratón. Como máximo, ¿cuál es el error porcentual?

©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org

BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

7. Un círculo está inscrito en un cuadrado cuyo lado tiene una longitud de 12.6 cm. Jared estima que el área del círculo es de aproximadamente 80% del área del cuadrado, y obtiene un estimado de 127 cm^2.



   a. Encuentra el error absoluto del estimado de Jared con dos decimales.
   b. Encuentra el error porcentual del estimado de Jared con dos decimales.
   c. ¿Piensas que la estimación de Jared era razonable?
   d. ¿Este método para calcular el área de un círculo siempre dará un resultado demasiado grande?

8. En una biblioteca escolar, el 52% de los libros tienen tapa blanda. Si hay 2,658 libros en la biblioteca, ¿cuántos de ellos no tiene tapa blanda redondeándolo al número entero más cercano?

9. Shaniqua tiene 25% menos dinero que su hermana mayor Jennifer. Si Shaniqua tiene $180, ¿Cuánto dinero tiene Jennifer?

10. Un artículo estaba a la venta a $1,102 y su precio bajó a $806. Redondeando hasta el número entero más cercano, ¿cuál es el porcentaje de la disminución del precio?

11. Si 60 calorías provenientes de grasas conforman el 75% del número total de calorías en una bolsa de frituras, encuentra el número total de calorías en la bolsa de frituras.

©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org

BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Conjunto de problemas

1. Resuelve cada problema usando una ecuación.
   a. ¿Cuál es el 150% de 625?
   b. ¿90 es el 40% de qué número?
   c. ¿Qué porcentaje de 520 es 40? Redondea al centésimo más cercano de un porcentaje.

2. El largo real de una máquina son 12.25 cm. La longitud medida son 12.2 cm. Redondea al centésimo más cercano de un porcentaje.
   a. Encuentra el error absoluto.
   b. Encuentra el error porcentual.

3. Un club de remo tiene 600 miembros. 60% de estos son mujeres. Después de que se unieron al club 200 miembros nuevos, el porcentaje de mujeres se redujo al 50%. ¿Cuántos de los miembros nuevos son mujeres?

4. El 40% de las canicas en una bolsa son amarillas. El resto son anaranjadas y verdes. La relación entre el número de canicas anaranjadas y el número de canicas verdes es 4: 5. Si hay 30 canicas verdes, ¿cuántas canicas amarillas hay? Usa un modelo visual para mostrar tu respuesta.

5. Susan tiene 50% más libros que Michael. Michael tiene 40 libros. Si Michael compra 8 libros más, ¿Susan tendrá más o menos libros? ¿Aproximadamente qué porcentaje serían los libros de Susan? Usa cualquier método para resolver el problema.

6. El dinero de Harry es 75% del dinero de Kayla. Después de que Harry ganó $30 y Kayla ganó 25% más de su dinero, el dinero de Harry es 80% del dinero de Kayla. ¿Cuánto dinero tenía cada uno al inicio? Usa un modelo visual para resolver el problema.

©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org
BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Conjunto de problemas

1. El impuesto sobre la propiedad en un distrito escolar aumentó del 2.5% al 2.7% para cubrir un déficit presupuestal (falta de dinero) de $300,000. ¿Cuál es el valor de la propiedad en el distrito escolar redondeado hasta el dólar más cercano? (Nota: el valor de la propiedad se considera como el 100% de su valor).

2. Sam, el hermano mayor de Jake, puede elegir entre dos trabajos de verano. Puede trabajar en una tienda de electrónica o en el estacionamiento de autobuses de la escuela. La tienda de electrónica le pagará para trabajar *15* horas por semana. Él ganaría *$8* por hora más una comisión del *2%* por sus ventas de productos electrónicos. Sam podría ganar *$300* por semana trabajando *15* horas limpiando autobuses. Sam quiere tomar el trabajo que le pague más. ¿Cuántos productos electrónicos debería vender Sam para que el trabajo en la tienda de electrónica sea la mejor elección como trabajo de verano?

3. Sarah perdió su libro de ciencias. Su escuela cobra una cuota por libro perdido igual al 75% del costo del libro. Sarah recibió una notificación indicando que le debía a la escuela $60 por el libro perdido.
   a. Escribe una ecuación que represente la relación proporcional entre el costo que el libro tiene para la escuela y la cantidad que un estudiante debe pagar por un libro perdido.
   b. ¿Cuál es la constante de proporcionalidad? ¿Qué significa esto en el contexto de esta situación?
   c. ¿Cuánto pagó la escuela por el libro?

4. En el mes de mayo, una escuela secundaria tuvo una tasa promedio diaria de ausencias del 8% cada día de clases. La tasa de ausencias es el porcentaje de estudiantes que estuvieron ausentes de la escuela cada día.
   a. Escribe una ecuación que muestre la relación proporcional entre el número de estudiantes inscritos en la escuela secundaria y el número promedio de estudiantes ausentes cada día. s representa el número de
   b. Usa tu ecuación para completar la tabla. Indica **5** valores posibles para s y a.

s	a

   c. Indica la constante de proporcionalidad y explica lo que ésta representa en el contexto de esta situación.
   d. Con base en la tasa de ausencias, determina el número promedio de estudiantes ausentes de la escuela si hay **350** estudiantes inscritos en la escuela secundaria.

©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org
BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

5. La ecuación que se muestra en el siguiente recuadro puede relacionarse con muchos problemas diferentes de porcentaje. Coloca una "X" junto a cada problema que pueda representarse con esta ecuación. Para cualquier problema que no corresponda con esta ecuación, explica por qué no. $Cantidad = 1.05 \cdot Total$

_____ Encuentra el monto de una inversión después de 1 año cuando se paga un interés del 0.5% anualmente.

_____ Escribe una ecuación que muestre la cantidad pagada por un artículo, incluyendo impuestos, si la tasa de impuestos es del 5%.

_____ Una relación proporcional tiene una constante de proporcionalidad igual al 105%.

Todo	0	100	200	300	400	500
Cantidad	0	105	210	315	420	525

_____ El Sr. Hendrickson vende autos y gana una comisión del 5% por cada auto que vende. Escribe una ecuación para mostrar la relación entre el precio de un auto que vendió el Sr. Hendrickson y el monto de la comisión que ganó.

©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org
BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Resumen de la lección

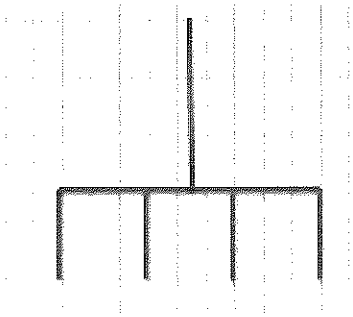
El factor de escala es el número que determina si el nuevo dibujo es una ampliación o una reducción del original. Si el factor de escala es mayor al 100%, entonces el dibujo resultante será una ampliación del dibujo original. Si el factor de escala es menor al 100%, entonces el dibujo resultante será una reducción del dibujo original.

Cuando se menciona un factor de escala, asume que se refiere a los factores horizontal y vertical. Se hará notar si los factores vertical y horizontal son diferentes.

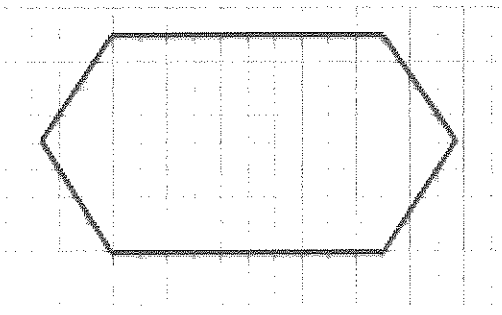
Para crear un dibujo a escala con los mismos factores vertical y horizontal, determina las distancias horizontal y vertical del dibujo original. Usando el factor de escala dado, determina las nuevas longitudes correspondientes en el dibujo a escala escribiendo una ecuación numérica que requiera que el factor de escala se multiplique por la longitud original. Escribe nuevos segmentos basados en los cálculos de los segmentos originales. Si los factores de escala son diferentes, determina las nuevas longitudes correspondientes de la misma forma, pero usa el factor de escala único dado para la longitud horizontal y para la longitud vertical.

Conjunto de problemas

1. Usa el siguiente diagrama para crear un dibujo a escala usando un factor de escala de $133\frac{1}{3}\%$. Escribe ecuaciones numéricas para encontrar las distancias horizontal y vertical en el dibujo a escala.



2. Crea un dibujo a escala del dibujo original que está a continuación usando un factor de escala horizontal del 80% y un factor de escala vertical del .175% Escribe ecuaciones numéricas para encontrar las distancias horizontal y vertical.

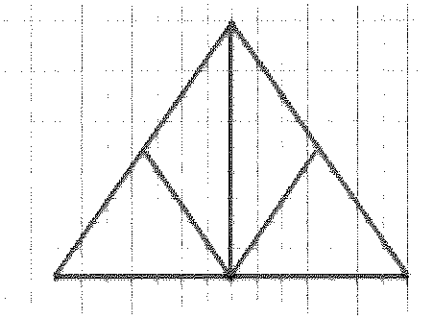


©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org
BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

3. El diagrama muestra que la longitud de un lápiz desde el borrador hasta la punta es de 7 unidades y que el borrador tiene 1.5 unidades de ancho. La imagen se colocó en una máquina fotocopiadora y se redujo a un $66\frac{2}{3}\%$. Encuentra el nuevo tamaño del lápiz y haz un dibujo. Escribe ecuaciones numéricas para encontrar las nuevas dimensiones.

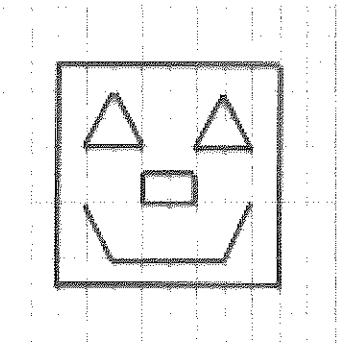
4. Usa el diagrama para contestar cada una de las siguientes preguntas.

   a. ¿Cuáles son las distancias vertical y horizontal correspondientes en un dibujo a escala si el factor de escala es del 25%? Usa ecuaciones numéricas para determinar tus respuestas.



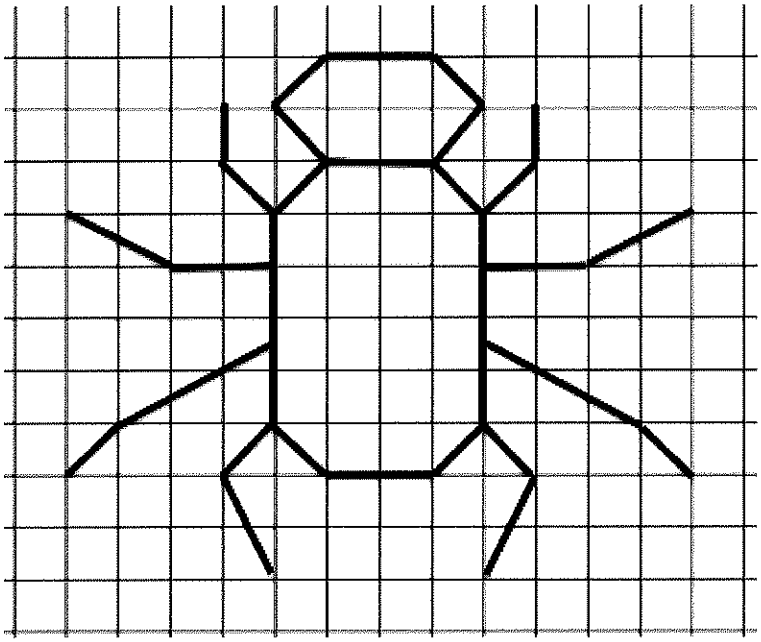
   b. ¿Cuáles son las distancias vertical y horizontal correspondientes en un dibujo a escala si el factor de escala es del 160%? Usa una ecuación numérica para encontrar tus respuestas.

5. Crea un dibujo a escala del dibujo original que está a continuación usando un factor de escala horizontal del 200% y un factor de escala vertical del .250%.



©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org
BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

6. Usando el siguiente diagrama, dibuja en papel milimetrado el mismo dibujo usando un factor de escala horizontal del 50% y un factor de escala vertical del 150%.



©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org

BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Resumen de la lección

Para calcular el factor de escala de un dibujo en relación a otro, usa la representación:

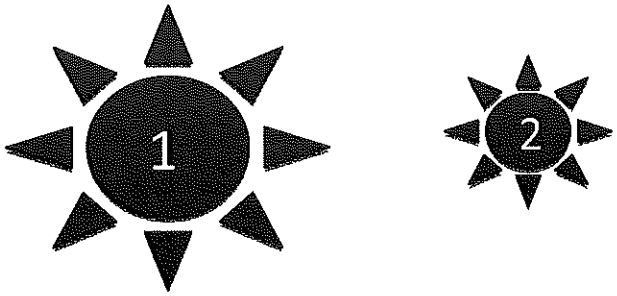
$$Cantidad = Porcentaje \times Todo$$

en donde el total es la longitud en el dibujo real u original y la cantidad es la longitud en el dibujo a escala.

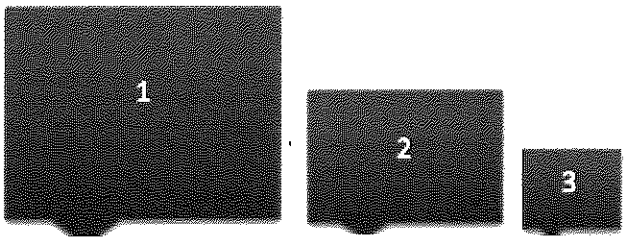
Si las longitudes de los lados no se proporcionan, pero se proporcionan dos factores de escala, usa la misma relación pero usando los factores de escala como el total y la cantidad en lugar de las medidas dadas.

Conjunto de problemas

1. El factor de escala del dibujo 1 en relación al dibujo 2 es del $41\frac{2}{3}\%$. Justifica por qué el dibujo 1 es un dibujo a escala del dibujo 2 y por qué éste es una ampliación del dibujo 2. Incluye el factor de escala en tu justificación.



2. El factor de escala del dibujo 1 en relación al dibujo 2 es del 40% y el factor de escala del dibujo 2 en relación al dibujo 3 es del 37.5%. ¿Cuál es el factor de escala del dibujo 1 en relación al dibujo 3? Explica tu razonamiento y comprueba tu respuesta usando un ejemplo.



3. Traci tomó una fotografía y la imprimió a un tamaño de 4 unidades por 4 unidades tal como se indicó en el diagrama. Ella quería ampliar la fotografía original a un tamaño de 5 unidades por 5 unidades y a un tamaño de 10 unidades por 10 unidades.
   a. Dibuja los diferentes tamaños de las fotografías.
   b. ¿Cuál fue el factor de escala de la foto original en relación a la foto que mide 5 unidades por 5 unidades?
   c. ¿Cuál fue el factor de escala de la foto original en relación a la foto que mide 10 unidades por 10 unidades?
   d. ¿Cuál fue el factor de escala de la foto que mide 5 unidades por 5 unidades en relación a la foto que mide 10 unidades por 10 unidades?

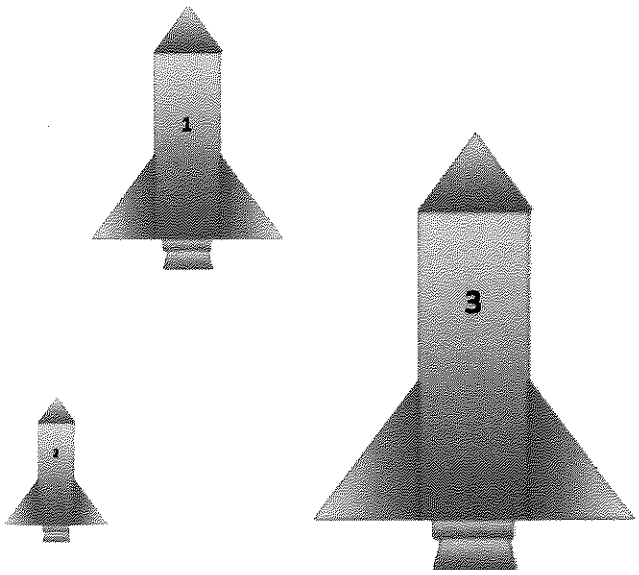
©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org

BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

e. Escribe una ecuación para verificar cómo el factor de escala de la fotografía original en relación con la fotografía ampliada a 10 x 10 puede calcularse usando los factores de escala de la fotografía original en relación a la fotografía de 5 x 5, y después de la fotografía de 5 x 5 en relación a la fotografía de 10 x 10.

4. El factor de escala del dibujo 1 en relación al dibujo 2 es del 30%, y el factor de escala del dibujo 1 en relación al dibujo 3 es del 175%. ¿Cuáles son los factores de escala de lo siguiente:

   a. Dibujo 2 en relación al dibujo 3
   b. Dibujo 3 en relación al dibujo 1
   c. Dibujo 3 en relación al dibujo 2
   d. ¿Cómo puedes comprobar tus respuestas?

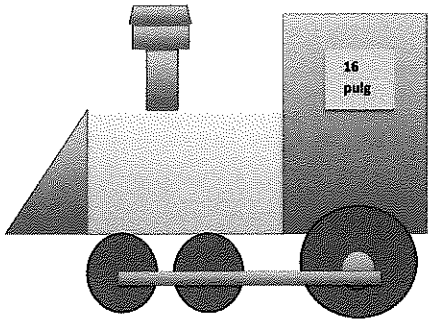


©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org

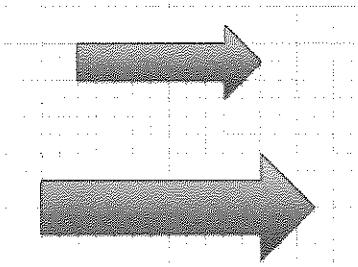
BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Conjunto de problemas

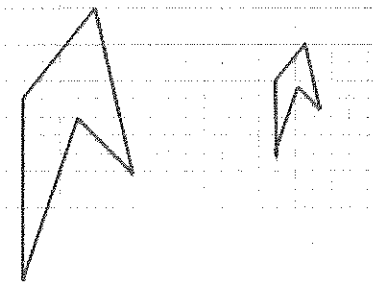
1. El tren más pequeño es un dibujo a escala del tren más grande. Si la longitud de la varilla que conecta las tres ruedas del tren más grande, como se muestra a continuación, mide 36 pulgadas, escribe una ecuación para encontrar la longitud de la varilla del tren más pequeño. Interpreta tu solución en el contexto del problema.



2. La flecha más grande es un dibujo a escala de la flecha más pequeña. La distancia alrededor de la flecha más pequeña es de 28 unidades, ¿cuál es la distancia alrededor de la flecha más grande? Usa una ecuación para encontrar la distancia e interpreta tu solución en el contexto del problema.



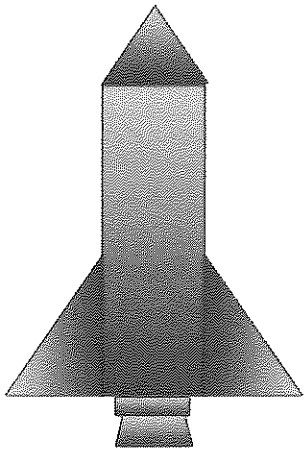
3. El dibujo más pequeño que se encuentra a continuación es un dibujo a escala del más grande. La distancia alrededor del dibujo más grande son 39.3 unidades. Usando una ecuación, encuentra la distancia alrededor del dibujo más pequeño.



©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org

BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

4. La figura es un diagrama del modelo de un cohete. La longitud del modelo del cohete es de 2.5 pies, y el ancho de las alas es de 1.25 pies. Si la longitud de un cohete real son 184 pies, usa una ecuación para encontrar el ancho de las alas del cohete real.



©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org

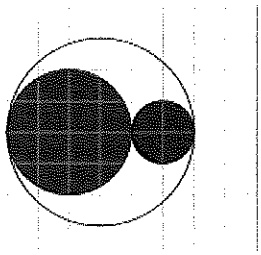
BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Resumen de la lección

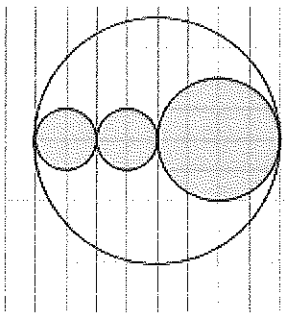
Si el factor de escala está representado por k, entonces el área del dibujo a escala es k^2 veces el área correspondiente del dibujo original.

Conjunto de problemas

1. ¿Qué porcentaje del área del círculo más grande está sombreada?
   a. Resuelve este problema usando factores de escala.
   b. Verifica tu trabajo de la parte (a) encontrando las áreas reales.



2. El área del disco grande es de 50.24 unidades cuadradas.
   a. Encuentra el área de la región sombreada.
   b. ¿Qué porcentaje de la región circular más grande no está sombreada?

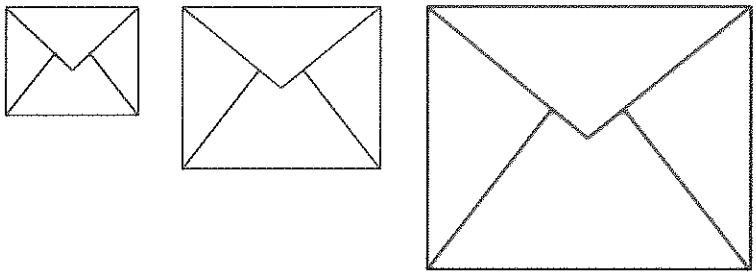


3. Ben recortó los siguientes cohetes con cartón. La altura desde la base hasta la punta del cohete más pequeño es de 20 centímetros. La altura desde la base hasta la punta del cohete más grande es de 120 centímetros. ¿Qué porcentaje del área del cohete más pequeño es el área del cohete más grande?

4. En el marco para fotografías ilustrado a continuación, se recortan tres cuadrados de 5 pulgadas por 5 pulgadas para las fotografías. Si estas regiones recortadas conforman $\frac{3}{16}$ del área del marco completo, ¿cuáles son las dimensiones del marco?

©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org
BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

5. Kelly estaba comprando sobres en línea para las invitaciones a una fiesta y vio estas imágenes en un sitio web.



En el sitio web se indicaba que el sobre pequeño medía 6 pulgadas por 8 pulgadas, y que el sobre mediano medía 10 pulgadas por $13\frac{1}{3}$ pulgadas.

a. Compara las dimensiones del sobre pequeño y del sobre mediano. Si el sobre mediano es un dibujo a escala del sobre pequeño, ¿cuál es el factor de escala?

b. Si el sobre grande se creó con base en las dimensiones del sobre pequeño usando un factor de escala de 250%, encuentra las dimensiones del sobre grande.

c. Si el sobre mediano se creó con base en las dimensiones del sobre grande, ¿qué factor de escala se usó para crear el sobre mediano?

d. ¿Qué porcentaje del área del sobre más grande es el área del sobre mediano?

©2013 Common Core, Inc. Algunos derechos reservados. commoncore.org

BY-NC-SA Esta obra cuenta con una licencia Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

PASSAIC
PUBLIC SCHOOLS

Music
Grade 7

PASSAIC PUBLIC SCHOOLS

Pablo Muñoz
Superintendent of Schools

Latasha Casterlow-Lalla
Supervisor of Visual & Performing Arts

6-8 Musical Arts Class Health-Related School Closure Plan

Learning about Music at home? Follow the weekly assignments and get to know the music you love a little better. Be able to describe the different aspects of music, genres, and artists you know. Grades 6-8 should be prepared to share their findings once school is back in session.

Approach		Assignment
	Week 1	1. Choose a Famous musician and research, a. How did they become famous? b. What did they become famous for? c. What is their most sold album/song? Online Resource: https://www.biography.com/musician https://www.ducksters.com/biography/
	Week 2	1. Research a Musical currently on Broadway.(Ex. Phantom of the Opera, Cats, Hamilton, Dear Evan Hasen) a. Explain the plot/theme of the show. b. Share the names of three (3) selections in the show. c. Share 3-4 sentences on your favorite selection. Online Resource: https://www.broadway.com/ https://www.timeout.com/newyork/theater/broadway-shows-and-tickets-listings-a-z-broadway
	Week 3	1. Research one of the listed Genres of music. a. What are the characteristics of the genre? b. What instruments are used within the genre? c. List 3 famous artists of the genre. Online Resource: https://musicmap.info/ https://medium.com/giglue/top-10-genres-of-music-industry-7f19cdb177cb

Phone: 973.470.5231 | Fax: 973.909.9156 | 101 Passaic Avenue, Passaic, NJ 07055|lcasterlow-lalla@passaicschools.org

Pablo Muñoz
Superintendente de Escuelas

Latasha Casterlow-Lalla
Supervisora de Artes Visuales y Escénicas

6-8 Clases de música Plan de Cierre Escolar Relacionado con la Salud

¿Cómo aprender música en casa? Sigue las tareas semanales y conoce mejor la música que te gusta. Sé capaz de describir los diferentes aspectos de la música, géneros y artistas que conoces.

Enfoque		Tarea
	Semana 1	1. Elije un músico famoso e investiga, a. ¿Cómo se hizo famoso? b. ¿Por qué se hizo famoso? c. ¿Cuál es su álbum o canción más vendido? Recurso en línea: https://www.biography.com/musician https://www.ducksters.com/biography/
	Semana 2	1. Investiga un musical que actualmente esté en Broadway. (Ej.: El Fantasma de la Ópera, Cats, Hamilton, Estimado Evan Hasen) a. Explica el argumento/tema del espectáculo. b. Comparte los nombres de tres (3) selecciones en el show. c. Comparte 3-4 frases en tu selección favorita. Recurso en línea: https://www.broadway.com/ https://www.timeout.com/newyork/theater/broadway-shows-and-tickets-listings-a-z-broadway
	Semana 3	1. Investiga uno de los géneros musicales que se indican en la lista. a. ¿Cuáles son las características del género? b. ¿Qué instrumentos se utilizan dentro del género? c. Menciona 3 artistas famosos del género. Recurso en línea: https://musicmap.info/ https://medium.com/giglue/top-10-genres-of-music-industry-7f19cdb177cb

Teléfono: 973.470.5231 | Fax: 973.909.9156 | 101 Passaic Avenue, Passaic, NJ 07055| lcasterlow-lalla@passaicschools.org

Name_____Homeroom Teacher_____ Date_____

Popular Musician/Band Research Project

Name of artist/band

Names of original band members

What instrument(s) do they play or use?

What genre or type of music do they perform?

How did the artist/band get started?

What songs that they are known for performing or that they wrote?

Nicknames and how they got them (if they have one)

List any awards they have received (if any)

Shows they were in (include TV, movies, operas, musicals, etc.)

Other interesting information that you feel is important

Why did you choose this person? Why are they important to you?

Name_____ Homeroom Teacher_____ Date_____

Musical Theatre Research Project

Name of musical

_____

Names of original performers (2)

_____

What is the setting of the musical?

_____

Who are the main characters in the musical?

_____

What is the plot of the story?

_____

What songs are popular from this musical?

_____

List any awards they have received (if any)

_____

Other interesting information that you feel is important

_____

_____

Why did you choose this musical? Would you recommend this musical to others?

_____

_____

_____

Name_____ Homeroom Teacher_____ Date_____

Musical Genre Research Project

Name of Genre

_____

How did this genre or type of music develop?

_____

What instrument(s) do they play or use?

_____

What other genres are linked to this genre of music?

_____

List famous artists/bands whom play this genre of music.

_____

_____

What are some popular songs from this genre of music?

_____

Does the genre have nicknames?

_____

Name events or shows they were in (include TV, movies, operas, musicals, etc.)

_____

Other interesting information that you feel is important about the genre

_____

Why did you choose this genre? Why are they important to you?

_____

_____

PASSAIC
PUBLIC SCHOOLS

PE/Health
Grade 7

PASSAIC PUBLIC SCHOOLS

Pablo Muñoz
Superintendent of Schools

Steven Fernandez
Supervisor of Athletics

6-8 Physical Education and Health Home Instruction Plan

Grades 6-8 Physical Education

WEEK 1	Description of Task	Resource Link(s)
Task 1	Complete Playing Card Workout	Playing Card Fitness Handout Playing Card Shuffler Website Playing Card Shuffler QR Code
Task 2	Complete 30 minutes of the Yoga video	Yoga Video Yoga Warrior Program QR Code
WEEK 2	**Description of Task**	**Resource Link(s)**
Task 3	Select and answer four (4) of the writing prompt questions	Fitness/Wellness Writing Prompt
Task 4	Complete the next 30 minutes of the Yoga video.	Yoga Video Yoga Warrior Program QR Code
WEEK 3	**Description of Task**	**Resource Link(s)**
Task 5	Complete Bodyweight Exercise Handout	Bodyweight Exercise Handout
Task 6	Select and perform 4-5 Fitness Videos	Fitness Video | Fitness QR Code

Grades 6-8 Health

	Description of Task	Resource Link(s)
Week 1	Read MyPlate Poster and complete KWL Chart	MyPlate Poster | KWL Chart
Week 2	Visit Kidshealth.org and read one of the mental health articles. Then, complete Cornell Notes based on their reading.	Kids Health KidsHealth.org QR Code Cornell Notes
Week 3	Track your meals and complete the reflection questions.	Food Log & Reflection

Phone: 973.470.5500 ext. 5239 | Boverini Stadium | 262 River Drive, Passaic, NJ 07055 |
sfernandez@passaicschools.org

PASSAIC PUBLIC SCHOOLS

Pablo Muñoz
Superintendent of Schools

Steven Fernandez
Supervisor of Athletics

6-8 Plan de instrucción en el hogar de educación física y salud

Grados 6-8 Educación Física

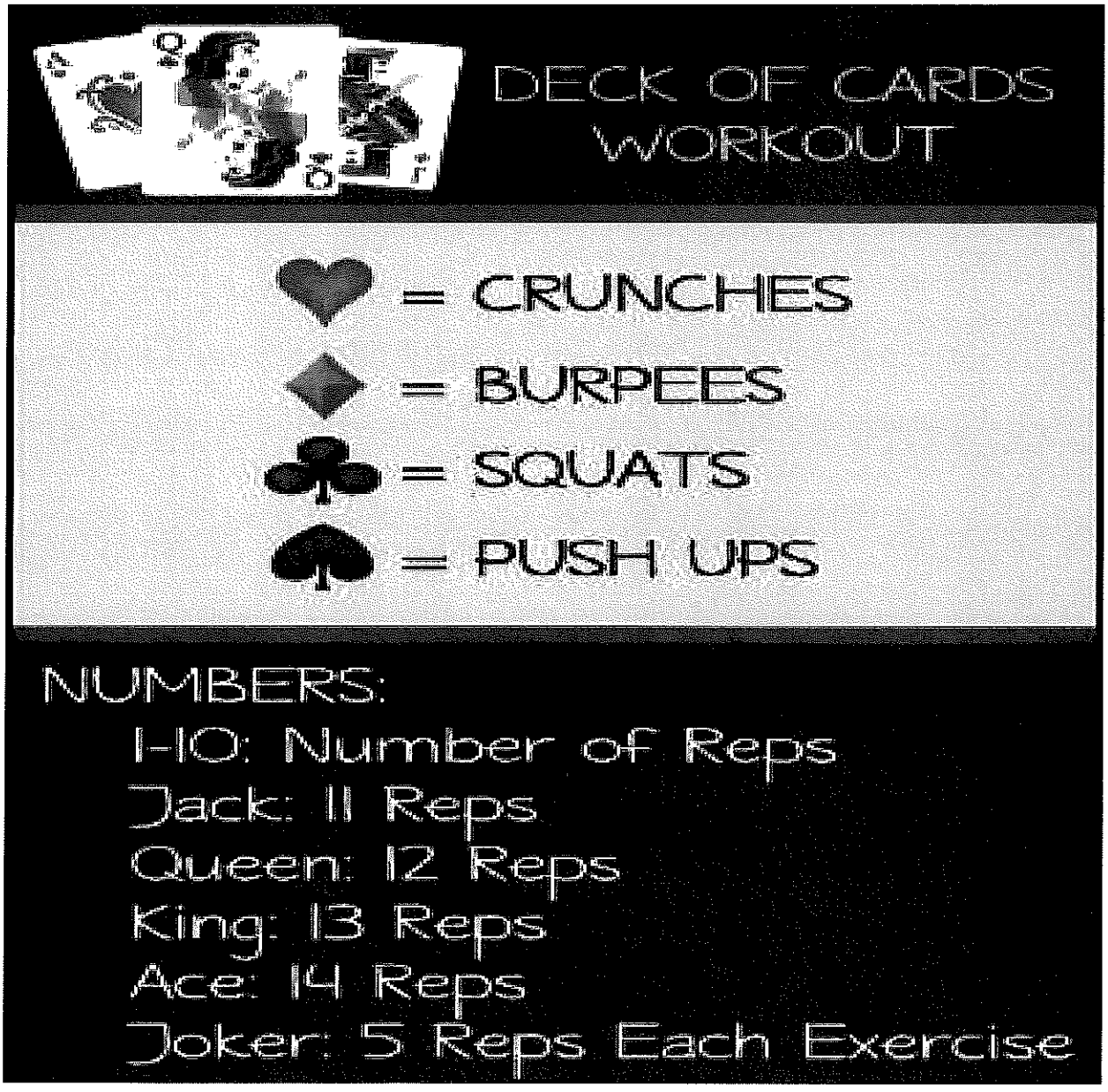
SEMANA 1	Descripción de Asignación	Enlace(s) de recursos
Asignación 1	Completa actividad de naipes	Playing Card Fitness Handout Playing Card Shuffler Website Playing Card Shuffler QR Code
Asignación 2	Completa 30 minutos del video de Yoga	Yoga Video Yoga Warrior Program QR Code
SEMANA 2	**Descripción de Asignación**	**Enlace(s) de recursos**
Asignación 3	Selecciona y responde cuatro (4) de los temas de escritura	Fitness/Wellness Writing Prompt
Asignación 4	Completa los próximos 30 minutos del video de Yoga	Yoga Video Yoga Warrior Program QR Code
SEMANA 3	**Descripción de Asignación**	**Enlace(s) de recursos**
Asignación 5	Completa la actividad de ejercicios de peso corporal	Bodyweight Exercise Handout
Asignación 6	Seleccione y ejecute 4-5 videos de estado físico	Fitness Video | Fitness QR Code

Grados 6-8 Salud

	Descripción de Asignación	Enlace(s) de recursos
Semana 1	Lee el póster MyPlate y completa la tabla KWL	MyPlate Poster | KWL Chart
Semana 2	Visita Kidshealth.org y lee uno de los artículos sobre salud mental. Luego, completa las Notas de Cornell de acuerdo a la lectura.	Kids Health KidsHealth.org QR Code Cornell Notes
Semana 3	Monitorea tus comidas y completa las preguntas de reflexión.	Food Log & Reflection

Instructions: Shuffle the cards and put the deck face down. Draw a card. Complete the exercise for each card.

Example: 6 ♣ = 6 squats, K ♦ =13 burpees, A ♠ = 14 push ups, 10 ♥ = 10 crunches



PLAYING CARD SHUFFLER

OPEN CAMERA AND SCAN

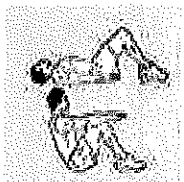
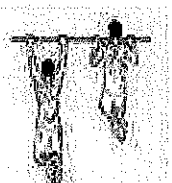
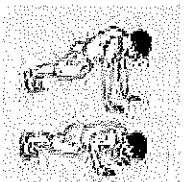
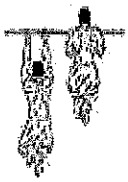
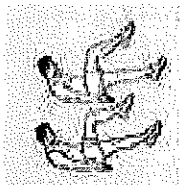
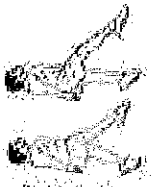
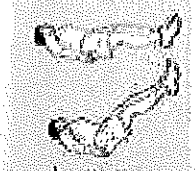
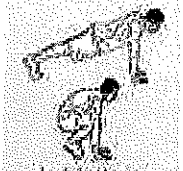
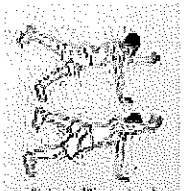
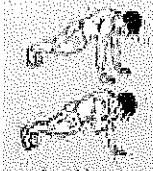
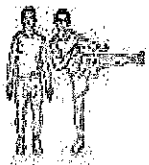
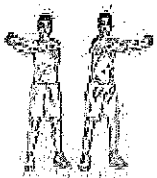
YOGA QR CODE

OPEN CAMERA AND SCAN

Writing Prompt Questions:

1. How can you encourage others to exercise?
2. How can you and your parents exercise together?
3. Why is exercise so important?
4. Do you like exercising indoors or outdoors better?
5. What is your favorite part of physical education class?
6. After I exercise, I feel…
7. Create a fun game that involves running, jumping, skipping, and hopping.
8. Write about the importance of stretching before and after workouts.
9. How can you encourage your family to exercise together?
10. How does good nutrition relate to exercise?
11. What is your favorite sport that gets you moving? Why?
12. What are the benefits of exercise?
13. What is your favorite way to exercise? Why
14. What are some ways to make exercise even more fun?
15. What does it mean to have an active lifestyle?
16. How can you teach your family about the benefits of exercise?
17. Is it more important to exercise or eat right – or both?
18. Do you prefer getting active by playing team sports or individual ones?
19. Is exercise important to your family?
20. What are your fitness goals?

Bodyweight Exercise Handout

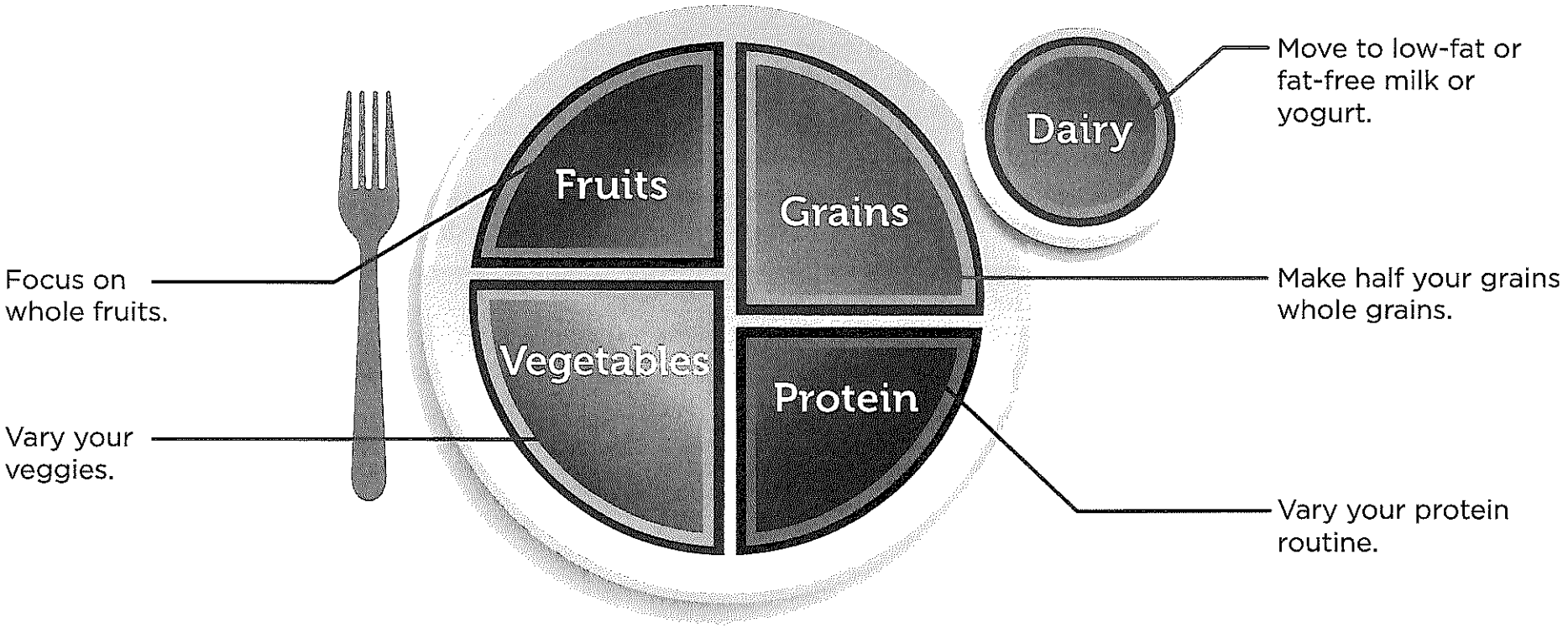
abs	quads	glutes	triceps	biceps	back	chest
 sit-ups	lunges	squats	close grip push-ups	leg curls	 pull-ups	 push-ups
reverse crunches	high knees	donkey kicks	tricep dips	 chin-ups	elbow lifts	plank rotations
 bicycle crunches	running kicks	bridges	tricep extensions	dumbbell rows	superman	chest squeezes
 flutter kicks	climbers	jump knee tucks	get-ups	bent rows	star plank	shoulder press
 leg raises	 plank jump-ins	fly steps	crunches	sitting pull-ups	 alt armless plank	 shoulder taps
elbow plank	lunges step-ups	 side leg raises	 side-to-side chops	pseudo planche	full arch	clapping push-ups

FITNESS QR CODE

OPEN CAMERA AND SCAN

MyPlate, MyWins: Make it yours

Find your healthy eating style. Everything you eat and drink over time matters and can help you be healthier now and in the future.



ChooseMyPlate.gov

Limit the extras.

Drink and eat beverages and food with less sodium, saturated fat, and added sugars.

Create 'MyWins' that fit your healthy eating style.

Start with small changes that you can enjoy, like having an extra piece of fruit today.

Name_____

My Plate-KWL Chart

What I Know	What I Want to Know	What I Learned

KIDSHEALTH.ORG QR CODE

OPEN CAMERA AND SCAN

CORNELL NOTES	Topic/Objective:	Name:
		Class/Period:
		Date:

Essential Question:

Questions:	Notes:

Summary:

Date: _____

Check off how many 8 oz. glasses of water you had ===>	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 *(at least 8 cups a day is recommend for fat loss)*

Meal 1: What you ate & drank	Calories	Carbs	Protein	Fat
Meal 1 Totals ===>				

Time you ate Meal 1: _____

Meal 2: What you ate & drank	Calories	Carbs	Protein	Fat
Meal 2 Totals ===>				

Time you ate Meal 2: _____

Meal 3: What you ate & drank	Calories	Carbs	Protein	Fat
Meal 3 Totals ===>				

Time you ate Meal 3: _____

Name: _____ Date: _____

Food Log Summary Questions

1. How many times did you eat fast food?

2. How many times did you eat fresh vegetables?

3. What was your main source of protein?

4. What was your total calorie intake for each day?
   a. Day 1 _____
   b. Day 2 _____
   c. Day 3 _____

   Average Calorie intake? _____

Reflection Questions:
Please complete on a separate piece of paper.

5. What was it like to keep track of the food you ate for a whole week?
6. Did anything surprise you about your food choices? Explain.
7. How did the food you ate compare to the recommendations provided by myplate.gov?
8. If you could change two things in the coming weeks based on the data you collected this past week, what would they be? Explain why you'd make those changes.

PASSAIC
PUBLIC SCHOOLS

Science
Grade 7

PASSAIC PUBLIC SCHOOLS

Pablo Muñoz
Superintendent of Schools

Nilda Carbonell
Supervisor of Science

For the Student: Week-by-Week Lessons

Trabajo para el Estudiante: Semana-a-Semana

Week 1 / Semana 1	**Description of Task Descripción del Trabajo**	**Link to Student Work Trabajo para el Estudiante**
Week 1 Single Page Document	Tasks 1-3 are included in this document *Las tareas 1-3 se incluyen en este documento*	Week 1 Assignment
Task 1/Trabajo 1	History of NASA 1950's-2020. Take notes using the resources provided. *Historia de la NASA 1950's-2020. Tomen notas utilizando recursos provistos.*	
Task 2/Trabajo 2	Which one of NASA's missions do you believe has provided the United States with the most valuable information? Explain your selection. OR Which one of NASA's missions do you believe has provided the least valuable information? *¿Cuál de las misiones de la NASA crees que ha proporcionado a los Estados Unidos la información más*	

	valiosa? Explica tu selección. O ¿Cuál de las misiones de la NASA crees que ha proporcionado la información menos valiosa?	
Task 3/*Trabajo 3*	NASA has experienced several failed missions such as the Challenger explosion in 1986. Do the benefits outweigh the costs? Explain your reasoning, providing at least 3 pieces of evidence to support your claim. *La NASA ha experimentado varias misiones fallidas, como la explosión del Challenger en 1986. ¿Los beneficios superan los costos?* *Explique su razonamiento, proporcionando al menos 3 pruebas para respaldar su reclamo.*	

PASSAIC PUBLIC SCHOOLS

Pablo Muñoz
Superintendent of Schools

Nilda Carbonell
Supervisor of Science

Week 2 / Semana 2	Description of Task Descripción del Trabajo	Link to Student Work Trabajo para el Estudiante
Week 2 Single Page Document	Tasks 1-3 are included in this document *Trabajos 1-3 se incluyen en este documento*	Week 2 Assignment
Task 1/*Trabajo 1*	Research about International Space Station, ISS. Take notes from the resources that are provided. *Investigación sobre la Estación Espacial Internacional, ISS. Tome notas de los recursos que se proporcionan.*	
Task 2/*Trabajo 2*	Timeline of International Space Station *Cronología de la estación espacial internacional*	
Task 3/*Trabajo 3*	Would you be a space traveler? Pros and Cons to space traveling *¿Serías un viajero espacial?* Ventajas y desventajas *para viajar al espacio*	

PASSAIC PUBLIC SCHOOLS

Pablo Muñoz
Superintendent of Schools

Nilda Carbonell
Supervisor of Science

Week 3 / Semana 3	Description of Task Descripción del Trabajo	Link to Student Work Trabajo para el Estudiante
Week 3 Single Page Document	Tasks 1-3 are included in this document *Trabajos 1-3 se incluyen en este documento*	Week 3 Assignment
Task 1/*Trabajo 1*	Select a body system. Describe the body system in detail. Take notes from the resources provided. *Selecciona un sistema corporal. Describa el sistema del cuerpo en detalle. Tome notas de los recursos provistos.*	
Task 2/*Trabajo 2*	Select another body system and explain how that body system interacts with the body system that you selected in task 1. *Seleccione otro sistema corporal y explique cómo interactúa este sistema corporal con el sistema corporal que seleccionó en la tarea 1.*	
Task 3/*Trabajo 3*	What body systems can you not do without. Defend your answer using the research that you gathered in task one and task two.	

PASSAIC PUBLIC SCHOOLS

Pablo Muñoz
Superintendent of Schools

Nilda Carbonell
Supervisor of Science

For the Student: Week-by-Week Lessons

Trabajo para el Estudiante: Semana-a-Semana

Week 1 / Semana 1	**Description of Task Descripción del Trabajo**	**Link to Student Work Trabajo para el Estudiante**
Week 1 Single Page Document	Tasks 1-3 are included in this document *Las tareas 1-3 se incluyen en este documento*	Week 1 Assignment
Task 1/Trabajo 1	History of NASA 1950's-2020. Take notes using the resources provided. *Historia de la NASA 1950's-2020. Tomen notas utilizando recursos provistos.*	
Task 2/Trabajo 2	Which one of NASA's missions do you believe has provided the United States with the most valuable information? Explain your selection. OR Which one of NASA's missions do you believe has provided the least valuable information? *¿Cuál de las misiones de la NASA crees que ha proporcionado a los Estados Unidos la información más*	

PASSAIC PUBLIC SCHOOLS

Pablo Muñoz
Superintendent of Schools

Nilda Carbonell
Supervisor of Science

	valiosa? Explica tu selección. O ¿Cuál de las misiones de la NASA crees que ha proporcionado la información menos valiosa?	
Task 3/*Trabajo 3*	NASA has experienced several failed missions such as the Challenger explosion in 1986. Do the benefits outweigh the costs? Explain your reasoning, providing at least 3 pieces of evidence to support your claim. *La NASA ha experimentado varias misiones fallidas, como la explosión del Challenger en 1986. ¿Los beneficios superan los costos?* *Explique su razonamiento, proporcionando al menos 3 pruebas para respaldar su reclamo.*	

PASSAIC PUBLIC SCHOOLS

Pablo Muñoz
Superintendent of Schools

Nilda Carbonell
Supervisor of Science

Week 2 / Semana 2	Description of Task Descripción del Trabajo	Link to Student Work Trabajo para el Estudiante
Week 2 Single Page Document	Tasks 1-3 are included in this document *Trabajos 1-3 se incluyen en este documento*	Week 2 Assignment
Task 1/*Trabajo 1*	Research about International Space Station, ISS. Take notes from the resources that are provided. *Investigación sobre la Estación Espacial Internacional, ISS. Tome notas de los recursos que se proporcionan.*	
Task 2/*Trabajo 2*	Timeline of International Space Station *Cronología de la estación espacial internacional*	
Task 3/*Trabajo 3*	Would you be a space traveler? Pros and Cons to space traveling *¿Serías un viajero espacial?* Ventajas y desventajas *para viajar al espacio*	

PASSAIC PUBLIC SCHOOLS

Pablo Muñoz
Superintendent of Schools

Nilda Carbonell
Supervisor of Science

Week 3 / Semana 3	Description of Task Descripción del Trabajo	Link to Student Work Trabajo para el Estudiante
Week 3 Single Page Document	Tasks 1-3 are included in this document *Trabajos 1-3 se incluyen en este documento*	Week 3 Assignment
Task 1/*Trabajo 1*	Select a body system. Describe the body system in detail. Take notes from the resources provided. *Selecciona un sistema corporal. Describa el sistema del cuerpo en detalle. Tome notas de los recursos provistos.*	
Task 2/*Trabajo 2*	Select another body system and explain how that body system interacts with the body system that you selected in task 1. *Seleccione otro sistema corporal y explique cómo interactúa este sistema corporal con el sistema corporal que seleccionó en la tarea 1.*	
Task 3/*Trabajo 3*	What body systems can you not do without. Defend your answer using the research that you gathered in task one and task two.	

PASSAIC
PUBLIC SCHOOLS

Pablo Muñoz
Superintendent of Schools

Nilda Carbonell
Supervisor of Science

	Qué sistemas del cuerpo no puedes prescindir. Defiende tu respuesta usando la investigación que reuniste en la tarea uno y la tarea dos.	

PASSAIC
PUBLIC SCHOOLS

Pablo Muñoz
Superintendent of Schools

Nilda Carbonell
Supervisor of Science

	Qué sistemas del cuerpo no puedes prescindir. Defiende tu respuesta usando la investigación que reuniste en la tarea uno y la tarea dos.	

NAME_____

All About NASA- Week 1 Assignment Grades 6-8

Task 1: Create a timeline of the history of NASA using the following websites and video resources to assist you in this process.

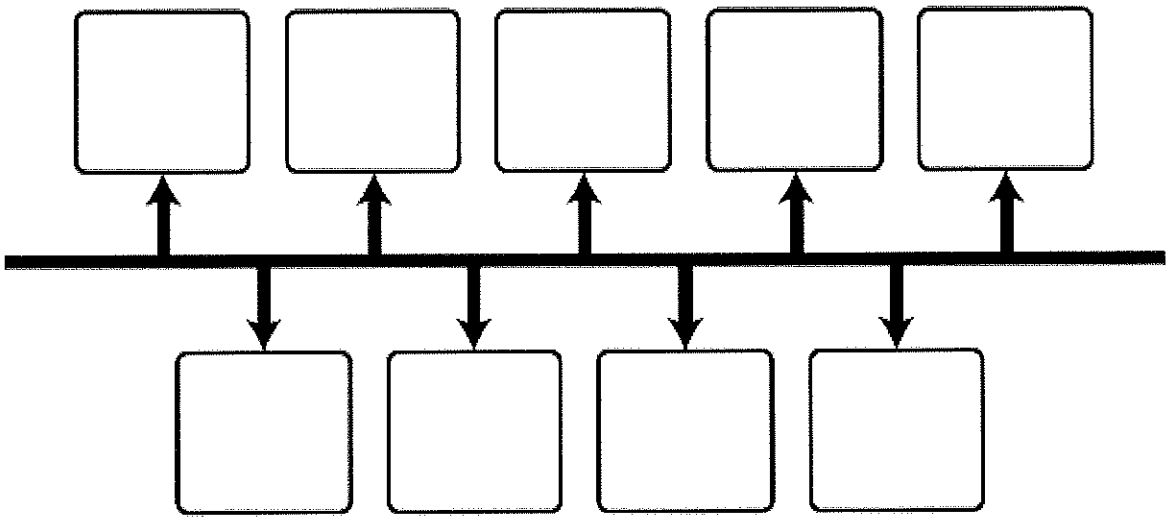
Crea una línea cronológica de la historia de NASA. Usa los siguientes recursos.

Website for background on NASA: https://history.nasa.gov/factsheet.htm

Tutorial on how to make a timeline: https://www.wikihow.com/Make-a-Timeline#:~:text=

Video: https://www.youtube.com/watch?v=GMDiL_DICeU&feature=emb_logo

Notes from the readings/video *(Notas sobre la lectura/video)*



Task 2: Which one of NASA's missions do you believe has provided the United States with the most valuable information? Explain your selection. OR Which one of NASA's missions do you believe has provided the least valuable information?
Cual de las misiones de la NASA ha sido mas valiosa, o menos valiosa, para los estados unidos. Explica tu respuesta.

Task 3: NASA has experienced several failed missions such as the Challenger explosion in 1986. Do the benefits outweigh the costs? Explain your reasoning, providing at least 3 pieces of evidence to support your claim.
NASA ha experimentado varios misiones que han fracasado, como la del Challenger del 1986. Pensando en los logros y los fracasos, valdra la pena seguir usando NASA?

NAME_____

International Space Station, ISS- Week 2 Assignment Grades 6-8

Task 1: Research about the International Space Station, ISS. Take notes from the resources provided below. Busca información sobre la Estación Internacional Espacial. Usa los siguientes recursos.

Website for background on International Space Station:
https://www.nasa.gov/feature/international-space-station-off-the-earth-for-the-earth-and-beyond
Video: https://www.youtube.com/watch?time_continue=1&v=rfYJEI6KjFg&feature=emb_logo

Notes from the readings/video *(Notas sobre la lectura/video)*

_____

_____

_____

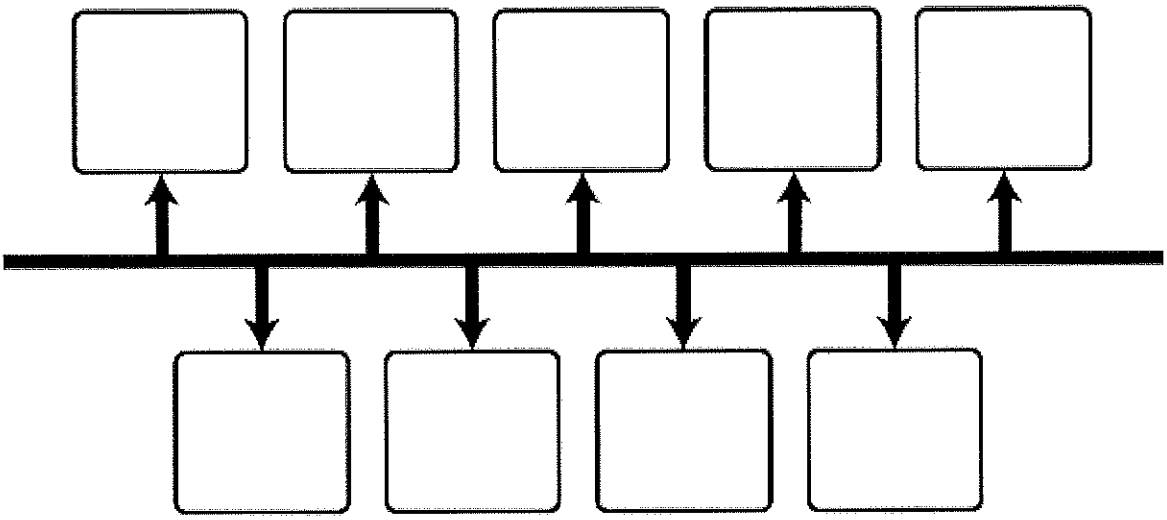
_____

_____

_____

Task 2: Create a timeline of the history of ISS using the following websites and video resources to assist you in this process.
Crea una línea cronológica de la historia de ISS; usa los siguientes recursos.

Tutorial on how to make a timeline: https://www.wikihow.com/Make-a-Timeline#:~:text=



Task 3: Would you be a space tuorist? Defend your answer with specific information that you gathered from the research in task one. Make sure to include at least 2 positive and 2 negative aspects of space travel in your argument.

Te gustaria ser un turista del espacio? Defiende tu punto de vista. Incluye 2 ventajas y 2 desventajas en tu argumento.

NAME_____

Human Body Systems, ISS- Week 3 Assignment Grades 6-8

Task 1: Select a body system. Describe the body system in detail. Take notes from the resources provided below.
Selecciona un sistema del cuerpo humano. Describe el sistema en detalle. Usa los siguientes recursos.
Website for background on Human Body Systems:
http://www.biology4kids.com/files/systems_main.html
Video: https://www.youtube.com/watch?v=gEUu-A2wfSE

Notes from the reading/video *Crea una línea cronológica de la historia de ISS; usa los siguientes recursos.*

Task 2: Select another body system and explain how that body system interacts with the body system that you selected in task 1.
Selecciona otro sistema y explica como ese nuevo sistema interactúa con el sistema anteriormente explicado.

Task 3: What body systems can you not do without? Defend your answer using the research that you gathered in task one and task two.
Sin cual sistema podrías sobrevivir?. Defiende tu respuesta usando la información anteriormente obtenida.

PASSAIC
PUBLIC SCHOOLS

Social Studies
Grade 7

PASSAIC PUBLIC SCHOOLS

Pablo Muñoz
Superintendent of Schools

Ronald Newman
Supervisor of Social Studies

Home Instruction Social Studies Expectations for Students

Students: Please follow the instructions provided to complete your daily assignments. Assignments may be submitted daily via Google Classroom or handed in to your teacher the first day you return back to school.

Week One

Day	Study	Resources	Journal Topic/Task
One (skillbuilding in *Pearson* textbook)	Lesson: Feudalism in Europe	Newsela: Feudalism in Japan and Europe (please log in with your Passaic Google account to view online) Annotate as you read. Annotation Stems if you are viewing online, please annotate using online tools. Online learning: Pearson Realize	Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response.
Two (skillbuilding in *Pearson* textbook)	Lesson: Feudalism in Europe	Newsela: The Dark Ages, Middle Ages or Medieval Times? (please log in with your	Apply: At what other time have you heard about the main topic in the article? How did the

Phone: 973.470.5209 | Fax: 973.909.9156 | 663 Main Avenue, Passaic, NJ 07055 | rnewman@passaicschools.org

		Passaic Google account to view online) if you are viewing online, please annotate using online tools. Annotate as you read. Annotation Stems	article change or add to what you know about the topic?
Three (skillbuilding in *Pearson* textbook)	Lesson: Feudalism in Europe	Medieval Feudalism	Read the article and answer the following questions
Four (journaling to make connections and draw conclusions)	Bringing it all together: Journaling	Reread the Medieval Feudalism article and develop 4 high level questions. Question Levels You may use any of the resources and work you've completed to assist you in your journaling.	Respond to 1 of your high level questions. Use evidence from the text(s) to respond. Use a journaling page for your response. Journaling Page Follow the checklist when responding to open ended journal questions. Checklist
Five ("Catch up" Day and Self Reflection)	Complete any unfinished work and the self - reflection	You may use any of the resources and work you've completed to assist you in your self reflection.	Complete questions and responses if they did not get finished during this week. Self reflect on your learning: Social Studies Self Reflection

Week Two

Week	Study	Resources	Journal Topic/Task
One (skillbuilding in *Pearson* textbook)	Lesson: Middle Ages	NewsELA Article The Black Death (please log in with your Passaic Google account to view online) Annotate as you read. Annotation Stems if you are viewing online, please annotate using online tools.	Authorship: Choose a statement made by the author in the article. Evaluate whether the statement is accurate based on evidence in the article. In addition, what outside evidence could you use to prove or disprove the statement's accuracy?
Two (skillbuilding in *Pearson* textbook)	Lesson: Middle Ages	NewsELA Article Six reasons the Dark Ages weren't so dark (please log in with your Passaic Google account to view online) Annotate as you read. Annotation Stems if you are viewing online, please annotate using online tools.	Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response.
Three (skillbuilding in *Pearson* textbook)	Lesson: Middle Ages	NewsELA Article Top Inventions of the Middle Ages (please log in with your Passaic Google account to view online) Annotate as you read. Annotation Stems	Observe: Examine the images in the article. What are three important details you observe in the images in the article? Elaborate by explaining why these details are important using evidence from the article to support your thinking.

		if you are viewing online, please annotate using online tools.	
Four (journaling to make connections and draw conclusions)	Bringing it all together: Journaling	You may use any of the resources and work you've completed to assist you in your journaling.	(choose 1 topic from above, and journal on your journal page) Journaling Page Follow the checklist when responding to open ended journal questions. Checklist
Five ("Catch up" Day and Self Reflection)	Complete any unfinished work and the Self Reflection	You may use any of the resources and work you've completed to assist you in your self reflection.	Complete textbook pages and journals if they did not get finished during this week. Self reflect on your learning: Social Studies Self Reflection

Week Three
(Argumentative Essay on The Crusades)

Day	Study	Resources	Task
One	Lesson: Crusades	Crusades DBQ	Complete documents 1, 2 & 3
Two	Lesson: Crusades	Crusades DBQ	Complete documents 4, 5 & 6
Three	Lesson: Crusades	Crusades DBQ	Complete documents 7,8, 9, & 10

Four	Lesson: Crusades	Crusades DBQ	Begin to plan and draft your DBQ Graphic Organizer
Five	Finalize DBQ and complete self - reflection	You may use any of the resources and work you've completed to assist you in your self reflection.	Write your final DBQ Essay Self reflect on your learning: Social Studies Self Reflection

Feudalism in Japan and Europe

By ThoughtCo.com, adapted by Newsela staff on 10.17.19
Word Count **949**
Level **1050L**

Image 1. Armor of a 17th-century samurai archer. Figurine probably made in Kumamoto (Kyushu), Japan, mid-19th century. It is on display at the Museo Stibbert in Florence, Italy. Photo by: DeAgostini/Getty Images

From about the 500s to around the 1650s, Japan and Europe did not have any direct contact with each other. Independently, they both developed feudalism during the medieval and early modern period. Feudalism is a type of class system, or a way of organizing different groups of people. When we think of feudalism, we tend to imagine gallant knights and noble samurai. However, feudalism also created extreme inequality, poverty and violence.

What Is Feudalism?

The great French historian Marc Bloch defined feudalism as a disordered system where most people are considered peasants or serfs. They are tied to the land and work for the protection of the landlord plus a portion of the harvest, rather than for money. Warriors control the society and are bound by codes of obedience and ethics. There is no strong central government like those in many countries today. Instead, lords of smaller units of land control the warriors and peasants. The lords owe obedience to a distant and relatively weak duke, king or emperor.

The Feudal Eras In Japan And Europe

Feudalism was well established in Europe by the 800s. The class system appeared in Japan only in the 1100s as the military dictatorship of the Kamakura Shogunate rose to power. The power of the central Japanese court fell, and military dictators known as shoguns ruled instead. Kamakura is the name of the city where the ruling military leaders lived.

European feudalism died out with the growth of stronger political states in the 16th century. Japanese feudalism held on until 1868, when power was once again returned to the emperor of Japan.

Class Hierarchy

Feudal Japanese and European societies were built on a system of inherited classes. The nobles were at the top, followed by warriors, with farmers or serfs below. The farmers and servants did not own land but lived under the protection of the nobles. There was very little social mobility, and the children of peasants became peasants, while the children of lords became lords and ladies.

In both feudal Japan and Europe, constant warfare made warriors the most important class. Called knights in Europe and samurai in Japan, the warriors served local lords. In both cases, the warriors were bound by a code of ethics. Knights were supposed to match the concept of chivalry, while samurai were bound by the rules of bushido, the "way of the warrior."

Warfare And Weaponry

Both knights and samurai rode horses into battle, used swords and wore armor. European armor was usually all-metal, made of chain mail or plate metal. Japanese armor included lacquered leather or metal plates with silk or metal bindings.

European knights could barely move under their armor and had to be helped up on to their horses. Samurai, in contrast, wore lightweight armor that was easy to move under. However, the Japanese armor provided much less protection.

Feudal lords in Europe built stone castles to protect themselves and their people in case of attack. Japanese lords, known as daimyo, also built castles made of wood.

Moral And Legal Frameworks

Japanese feudalism was based on the ideas of the Chinese philosopher Kong Qiu, or Confucius, who lived from 551 to 479 B.C. Confucius stressed morality and respect for elders and other superiors. In Japan, it was the moral duty of the daimyo and samurai to protect the peasants and villagers in their region. In return, the peasants and villagers were duty-bound to honor the warriors and pay taxes to them.

European feudalism was based on laws and customs from the Roman Empire, a large and important civilization that lasted from 27 B.C. to A.D. 476. Some rules were replaced by traditions from Germanic tribes that lived in Europe and were supported by the power of the Catholic

Church. The relationship between a lord and the peasants and villagers was seen as part of a contract. Lords offered payment and protection, and in return, people offered complete loyalty.

Land Ownership And Economics

A key distinguishing factor between the two systems was land ownership. European knights gained land from their lords as payment for their military service. They had direct control of the people who worked their land. In contrast, Japanese samurai did not own any land. Instead, the noble daimyo used a portion of their income from taxing the peasants to provide the samurai a salary, usually paid in rice.

Role Of Gender

Samurai and knights differed in several other ways, especially when it came to the differences between men and women. Samurai women, for example, were expected to be strong like the men and to face death without flinching. Hundreds of years ago, European women were considered fragile flowers who had to be protected by knights.

Samurai were supposed to be cultured and artistic, able to paint and write poetry. Knights usually could not read, and would likely have scorned such pastimes in favor of hunting or jousting.

Philosophy Of Death

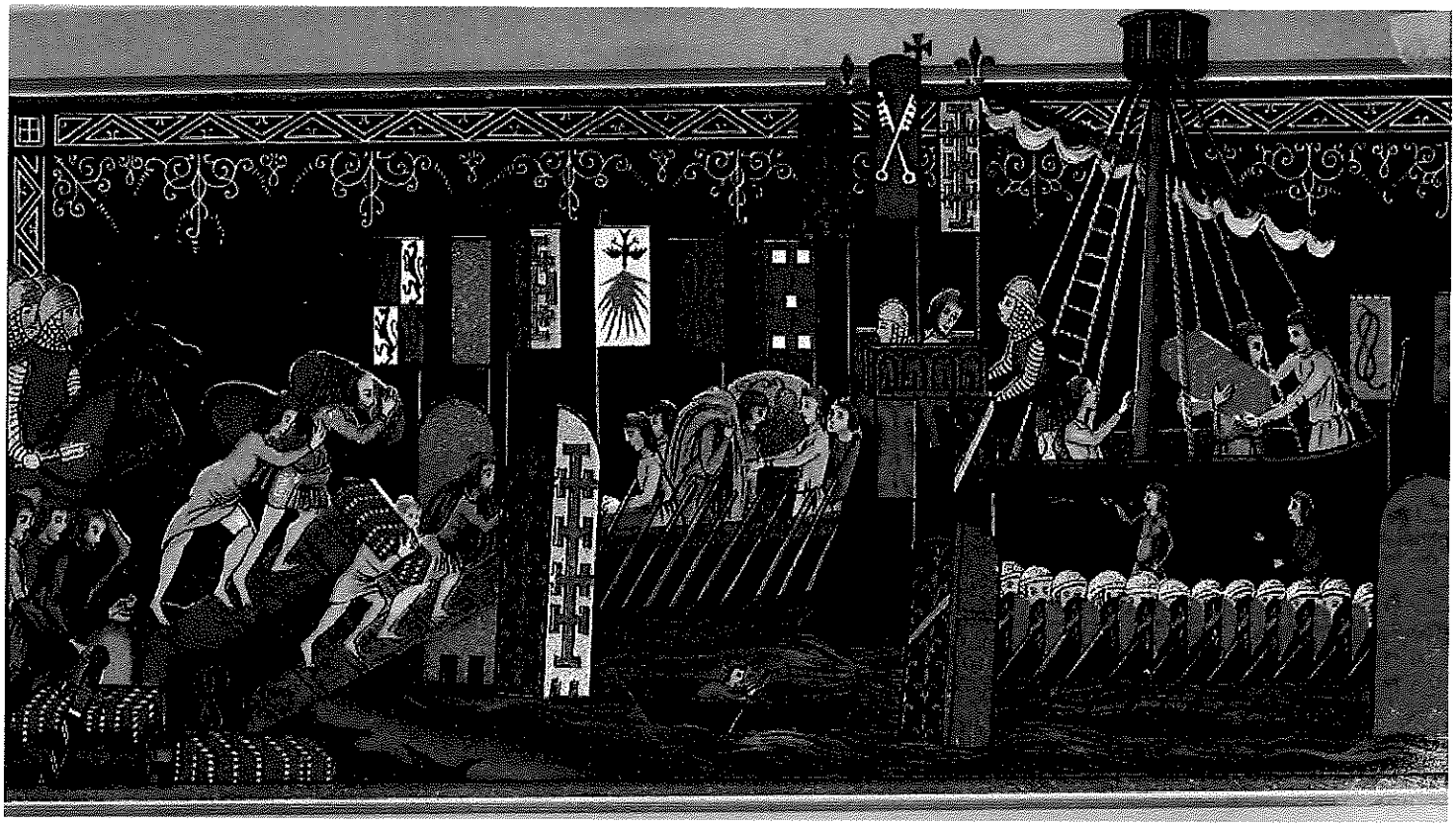
Knights and samurai had very different approaches to death. Knights were bound by Catholic Christian law against suicide and avoided death. Samurai, on the other hand, had no religious reason to avoid death and would commit suicide in the face of defeat in order to maintain their honor. Ceremonial suicide is known as seppuku.

Conclusion

Although feudalism in Japan and Europe has vanished, a few traces remain. Monarchies still exist in both Japan and some European nations, though the monarchs do not have real political power. Knights and samurai are now titles of honor. Inequality still exists, though nowhere nearly as extreme.

The Dark Ages, Middle Ages or Medieval Times?

By History.com, adapted by Newsela staff on 10.22.17
Word Count **805**
Level **970L**



Knights of the Holy Ghost embarking on the Crusades. The illustration is modeled after a miniature in a manuscript of the 14th century in the museum of the Louvre, Paris, France. Photo by: Library of Congress

The phrase the "Middle Ages" describes western Europe between the fall of Roman civilization in the year 476 and the beginning of the historical period called the Renaissance, which began in the 1300s. It is also sometimes known as the Middle Period, the Dark Ages or Medieval Times.

Birth of an idea

The way we think of the Middle Ages has a lot to do with what came next: the Renaissance. Starting in the 1300s, European thinkers, writers and artists began to look back and celebrate the art and culture of ancient Greece and Rome. So, they dismissed the period after the fall of Rome as a "Middle" or even "Dark" age, a time when art, science and philosophy stopped making progress.

This way of thinking has recently been challenged. Today's historians see the Middle Ages as complex and interesting a time period as any other.

The Catholic Church

After the fall of Rome, no single state or government united the people of Europe. The most powerful organization on the continent was the Catholic Church. Kings, queens and other leaders had to rely on the protection of the Church in order to hold onto their power.

Ordinary people across Europe had to donate 10 percent of the money they made each year to the Church, a custom called "tithing." At the same time, the Church rarely had to pay any taxes to European governments. As a result, the Church built up a great deal of money and power.

The rise of Islam

Meanwhile, the Islamic world was growing larger and more powerful. Muslim armies conquered large parts of the Middle East. These lands were controlled by a single leader, called a caliph. At its height, the medieval Islamic world was more than three times bigger than the Christian world.

Under the caliphs, life and culture in great cities such as Cairo, Baghdad and Damascus blossomed. Poets, scientists and philosophers wrote thousands of books. Muslim thinkers translated Greek, Iranian and Indian texts into Arabic. They also developed the number system that we all use today. Inventors came up with technologies like the pinhole camera, soap, windmills, surgical instruments and the early flying machine.

The Crusades

The Christian and Islamic worlds soon clashed. The Catholic Church began a series of military campaigns, called the Crusades. It wanted to force Muslims out of Europe. Christian crusaders believed that their military service would guarantee that they could spend eternity in heaven.

The Crusades began in 1095 and continued on and off until the end of the 1400s. Neither side "won" in the struggle, though many thousands of people from both sides lost their lives.

A side effect of the Crusades was that they exposed European soldiers to Islamic literature, science and technology. Europe learned and borrowed many new ideas from the Islamic world as a result.

Art and architecture

Art and architecture in Europe changed in important ways during the Middle Ages. Hundreds of cathedrals (large churches) were built in the Romanesque style between the year 900 and the 1200s. Romanesque cathedrals have rounded stone arches, thick walls and few windows.

Around the year 1200, builders started to embrace a new style, called Gothic. Gothic cathedrals had huge stained-glass windows and pointed arches (a technology borrowed from the Islamic world).

Religious art changed as well. Artists were hired to create grand paintings and decorations for churches. Craftsmen made illuminated manuscripts, which were handmade books with colored illustrations, gold and silver lettering and other decorations.

Economics and society

In medieval Europe, life in the countryside was controlled by a system called "feudalism." The king gave large pieces of land, called fiefs, to wealthy and powerful families. Landless peasants, known as serfs, worked the land. Their only payment was that they were allowed to live on the fiefs. They were also promised protection in the case of an enemy invasion.

Feudal life was transformed when new farming tools like the heavy plow were introduced. With these tools, fewer farm workers were needed, but more food was produced. As a result, the population of serfs grew, but they could not all find work on fiefs, so many of them moved into towns and cities. By 1300, there were about 15 cities in Europe with a population of more than 50,000.

Between 1347 and 1350, however, a mysterious disease started to spread across Europe. It was called the bubonic plague, though many at the time called it the "Black Death." The deadly illness killed about 20 million people in Europe, nearly 1 out of 3 people living on the continent. It was especially deadly in cities. People were so crowded together there that it was impossible to prevent the disease from spreading.

After the Black Death, however, a new era was born in these cities: the Renaissance.

Name: _____ Period: _____

Medieval Feudalism

By the ninth century, the rulers that filled the void after the fall of the Roman emperors in Western Europe were often incapable of controlling all of their lands. In exchange for loyalty, a king often granted an estate, called a **fief**, to a noble. The nobles constructed large estates on their fiefs called **manors**. This system of loyalties and protections is known as **Feudalism**, a term derived from the fiefs.

Under the feudal system everyone served someone above them. At the bottom and making up most of the pyramid were the **peasants**. The next layer up were the **knights**. The next layer up were the **nobles** and officials. The **King** was at the peak, at the very top of the pyramid.

It was too difficult for the king to oversee everything that went on in his kingdom and he needed help. Because of this, he subdivided his land into smaller pieces of land, called **fiefs**, and names a ruler for each part. These rulers, who were next in charge after the king, were known as lords, and their wives were known as ladies.

This system of sharing the power worked out well for the lords and for the king. The lords gained a large piece of land, a **fief**, and the power to rule it. The king, in return, received a pledge of loyalty from his lords. This method of ruling the land and its people became known as the feudal system.

The lords needed to have a large group of knights ready to fight at all times in case the king or the land needed protection. The lord would provide the king with soldiers and taxes and the peasants with protection. In return, the peasants would provide food to the kingdom.

Many peasants worked the land. Some peasants were freemen who owned or rented land from the lord, but most were **serfs**. Serfs could not be sold like slaves, but they could not leave their manor without permission from the lord. The lord provided the serf and his family a safe place to live and land to grow food. In exchange, serfs were required to work a particular number of days on the lord's personal fields. They worked hard and died young, sometimes even before 30 years old. Everyone, from the lords and their ladies in their manor house to the knights getting ready to ride off into battle, depended on the serfs. The work the serfs did was essential and were the backbone of the Middle Ages' economy.

The feudal system lasted throughout the Middle Ages. Under this system. Peasants could feel a little bit safer within the walls of their lord's castle, and the king could feel a little bit safer too with his lords and knights always at the ready. In uncertain times like the Middle Ages, the **feudal system** provided some welcome security.

There was very little **social mobility**, or chance to move upward in status during the Middle Ages. A serf who lived on the manor of a Lord was likely the descendant of a peasant who had served the ancestor of that Lord. For centuries, a person's life was all but guaranteed to be exactly like their parents' lives.

Medieval Feudalism Discussion Questions

1. Lords had to pledge loyalty to _____.
   a. Their children
   b. Their wife
   c. The king
   d. Their knights

2. Kings appointed lords because _____.
   a. They needed help ruling a large kingdom
   b. Lords could rule better than the king could
   c. They wanted to share their land
   d. They needed help when they were away

3. How did feudalism provide security for the people of Medieval Europe?

_____

_____

_____

4. Text evidence to support your your answer to number 3:

_____

_____

5. The text states explains that there was very little social mobility in the Middle Ages. What does this phrase mean?

_____

_____

_____

6. Why do you think the system of feudalism eventually declined and failed?

_____

_____

_____

7. Based upon the feudal hierarchy in the European Feudal System, explain the relationship among the different social classes in at least 3-4 complete sentences.

_____

_____

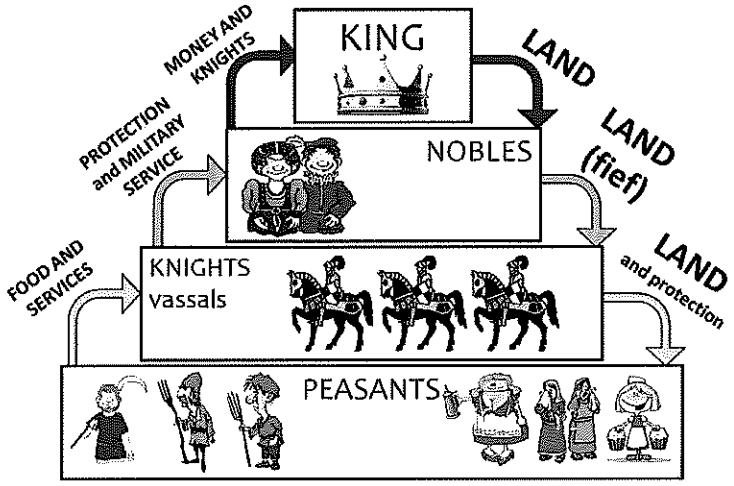
_____

_____

_____

_____

_____



Feudal Pyramid of Power

Levels of Questioning

3 Applying:

Requires students to go beyond concepts or principles and use them in hypothetical situations.

Key Word or Idea:		Type of Question:
Evaluate	Speculate	*What judgment could be made about ___?*
Predict	Imagine	*What would you speculate would happen if ___?*
Assess	Hypothesize	*Imagine you were ___. How would you feel?*
Judge	Forecast	*How could you prove or disprove ___?*
Idealize	Generalize	*What evidence supports ___?*
If/Then	Forecast	*Diagram stages of ___.*
Utilize	Apply the Principle	*Predict the length of each stage.*

2 Understanding:

Enables students to process information. Expects student to make sense of information and draw from short & long term memory.

Key Word or Idea:		Type of Question:
Compare	Inspect	*How is ___ similar to ___?*
Contrast	Develop	*What might we infer from ___?*
Solve	Infer	*How would you categorize ___?*
Classify	Analyze	*What is the function of ___?*
Reason	Explain	*How would you classify ___?*
Distinguish	Apply	*What conclusions can you draw?*
Examine	Demonstrate	*Why do you think ___?*
Grouping	Extend	*How is ___ related to ___?*
Sequencing	Interpret	*How would you summarize ___?*

1 Remembering:

Causes students to recall information. Puts information into short-term memory unless used in some meaningful way.

Key Word or Idea:		Type of Question:
Define	Observe	*What is ___?*
Who	Label	*When did ___?*
What	Identify	*Which one ___?*
When	Match	*How many ___?*
Where	Name	*Who was ___?*
Which	Spell	*What is the definition of ___?*
Choose	Select	*What facts ___?*
Find	Restate	*How would you classify ___?*

Student

Primary Sources: The Black Death, 1348

By Henry Knighton, adapted by Newsela staff on 03.30.17
Word Count **975**
Level **1040L**

A miniature from a 14th century Belgium manuscript showing people burying the dead from the Black Death in Tournai, Belgium.

The Black Death was one of the worst plagues that spread death to many countries. From 75 million to 200 million people in Eurasia and Europe died in the years between 1346 and 1353. The Black Death is thought to have come from rats and started in the plains of Central Asia. It moved west along the Silk Road, maybe with Mongol troops, reaching Eastern Europe by 1343. Cargo ships bringing riches from the east also brought rats that had a bacteria, Yersina Pestis, in their blood. Fleas on the rats bit them and drank the blood filled with Yersinia Pestis. Fleas then jumped onto humans and bit them. The Yersinia Pestis began killing humans by attacking the lungs and turning them to liquid. A cough spread the bacteria to other humans. The bacteria could also stop the blood from clotting, causing victims to bleed to death. Touching the blood or body of a sick person also spread the Black Death, which got its name because many victims were covered with black boils. There were at least two kinds of plague: pnuemonic (lung) plague or bubonic (clotting) plague.

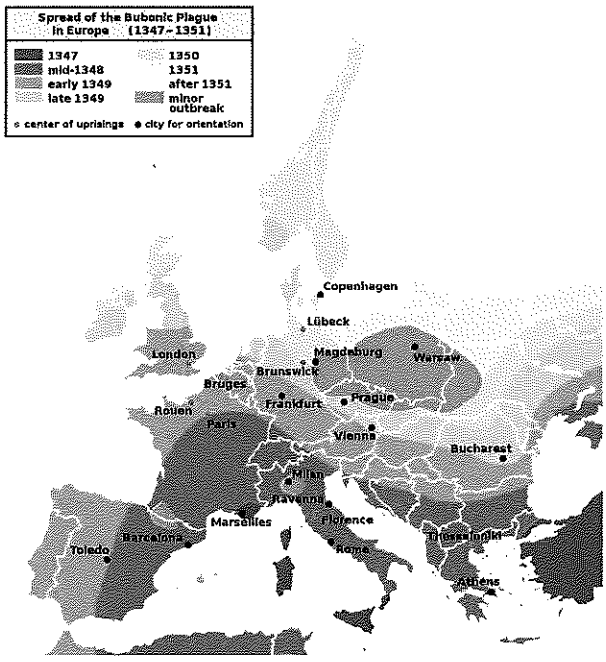
The Black Death arrived in Europe by sea in October 1347, when 12 trading ships docked in Sicily after a long journey through the Black Sea. Most of the sailors were dead and those that were still alive were very sick. The "death ships" were ordered out of the harbor, but it was too late,

and thousands in Sicily died. The expelled ships brought the disease to other ports in Italy and France. Over the next five years, the Black Death would kill almost half of the population of Europe, or 25 million people.

Henry Knighton, an Augustinian priest at St. Mary's of Leicester in England, wrote several books about the history of England. This piece is about the Black Death.

"48 Million People Died Suddenly"

In 1348 and 1349, many millions of people died throughout the world. It began first in India and moved west to Tarsus, Turkey, killing Muslims first and then Christians and Jews. The office of the pope believed that 48 million people died suddenly in those distant countries of Asia in the space of one year, from Easter to Easter. This did not include the death of Christians. When the king of Tarsus, a Muslim, saw this sudden loss of life among his people, he and his nobles set out to travel to the pope at Avignon, France. They wanted to become Christian and be baptized by the pope. The king believed that his people were being punished because they had not accepted Jesus Christ as the son of God. However, when he had completed 20 days of his journey, he heard that the fatal plague had killed many Christians, too. So they turned back to return to Tarsus. But Christians, who had been following the king and his people, attacked. They killed 1,312 people in Avignon the first day and 400 more on the second.



Then this most terrible plague came to the coast of England. It went through Southampton and came to Bristol. The cruel death took just two days to spread and almost the whole town was wiped out.

"The Scots Heard That The Plague Was Killing Their Enemy"

In the same year, a deadly sickness killed sheep throughout the country. In one place more than 5,000 sheep died in a single pasture. Their bodies were so decayed that no animal or bird would touch them. Because there was the fear of death, animals were sold at a low price. Sheep and cattle roamed through the fields eating the corn and no one stopped them.

The Scots heard that the plague was killing their enemy, the English. They felt God was punishing England. So they gathered in the forest of Selkirk, near the border, planning to invade England. However, the monstrous plague suddenly came upon them and within a short space of time around 5,000 died. They retreated to Scotland, but the English attacked and killed many of them.

"All Parties Feared The Spread Of The Plague"

At that time there were not enough priests in churches for masses, services, prayers for dying, or funerals. The plague moved through Dorset seaport, on to Devon, Somerset and up to Bristol. So the people of Gloucester stopped people escaping from Bristol. They feared the breath of those who had lived among the dying would spread the sickness. But in the end Gloucester, and then Oxford and London too, and finally the whole of England were so violently attacked that almost 90

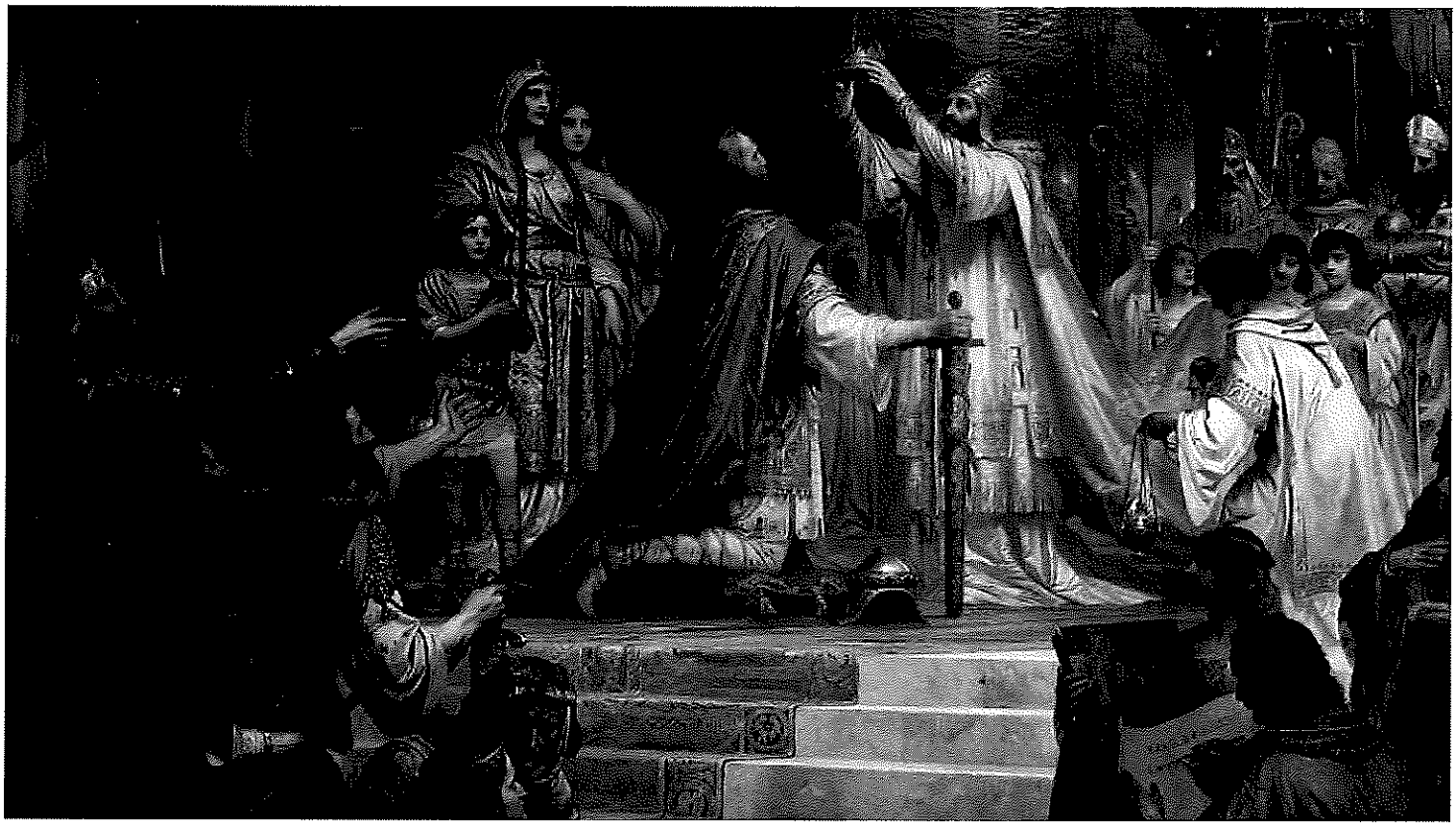
percent of both men and women died. Cases in the courts of the king came to a stop, for all parties feared the spread of the plague. When the churchyards were not large enough to bury the dead, fields were used for the burials of the dead.

Hardly anyone dared to have anything to do with the sick. They fled from the things left by the dead, which had once been precious but were now poisonous to health. People who one day had been full of happiness on the next were found dead. Victims had little black boils scattered over their whole body. Of these people very few, indeed hardly any, recovered life and health. The plague, which began in Bristol on the feast of the Assumption of the Virgin [15 August] and in London around Michaelmas [29 September], raged for more than a year in England and completely emptied many villages.

ln the following year it laid waste to the Welsh and English in Wales, and then it moved to Ireland, where the English residents were cut down in great numbers. But the native Irish living in the mountains and uplands were scarcely touched until 1357, when it took them unawares and killed them, too.

Six reasons the Dark Ages weren't so dark

By History.com, adapted by Newsela staff on 10.30.19
Word Count **985**
Level **920L**



The imperial coronation of Charlemagne, painted by Friedrich Kaulbach in 1861. Charlemagne's rule set the stage for the Renaissance, as he brought back Roman-style architecture, promoted educational reform, introduced a standard handwriting script and preserved classic Latin texts. Image from public domain

1. The idea of the "Dark Ages" came from later scholars who were heavily biased toward ancient Rome

In the years following A.D. 476, Germanic peoples conquered the Roman Empire in the West. This included Europe and North Africa. They rejected ancient Roman traditions in favor of their own. This time in history became known as the "Dark Ages."

The name "Dark Ages" actually came from Renaissance scholars who viewed ancient Greece and Rome as a time of great human achievement. They dismissed the era that followed as a dark time. They claimed that no great leaders emerged, no scientific accomplishments were made and no great art was produced. This negative view of the so-called "Dark Ages" became popular because most of the written records of the time reflected this strong bias in favor of Rome.

2. The Church replaced the Roman Empire as the most powerful force in Europe, redefining the relationship between church and state

Without Rome, there was no dominant kingdom in Europe. This allowed the medieval Church to grow into the most powerful institution in Europe. A large part of the growth was due to the rise of monasteries. Men devoted to a religious life lived, worked and worshipped in monasteries. The movement began in the third century with St. Anthony of Egypt and would rise to its most influential point in the High Middle Ages.

Rulers during the early medieval period got much of their power from their relationship with the Church. The rise of a strong pope, beginning with Gregory the Great, meant European monarchs did not have all the power like they did in the Roman Empire. Gregory the Great was pope from 590 to 604.

Limits on royal power continued into the High Middle Ages. This influenced such important ideas as the Magna Carta and the birth of the English Parliament. The Magna Carta is one of the most important documents in history because it established the idea that everyone is subject to the law, even rulers. It also guaranteed the rights of individuals.

3. The growth of monasticism had important implications for later Western values and attitudes

The influence of the Church during the Early Middle Ages was a major reason later scholars called the period "unenlightened" (or dark). They believed church leaders held back intellectual progress in favor of religious devotion. However, early Christian monasteries actually encouraged literacy and learning. Many monks actually supported the arts and artists.

One influential monk of the Early Middle Ages was Benedict of Nursia (480-543). He founded the great monastery of Montecassino. His Benedictine Rule became the model for most Western monasteries. His Rule laid out standards for the monastery and limited the authority of those in charge.

Benedict believed in hard work. Monks did manual as well as intellectual and spiritual labor. He believed that "Idleness is the enemy of the soul."

4. The Early Middle Ages were boom times for agriculture

Before the Early Middle Ages, Europe's agricultural success was in the south. The earliest plow, known as the scratch plow, worked well on the sandy, dry, loose soil there. Then came the invention of the heavy plow. This plow could turn over the more fertile clay soil deep in the earth. This greatly increased the agricultural success of northern Europe.

Another key innovation of the period was the horse collar. The horse collar would change both agriculture and transportation. It was placed around a horse's neck and shoulders to distribute weight and protect the animal when it pulled a wagon or plow. Horses were much more powerful and effective than the oxen they had been using.

Scientists also believe something called the Medieval Warm Period took place from 900 to 1300. During this time the world experienced relatively warm conditions. This uncommonly warm weather, combined with advances in farming technology, led to the agricultural boom of the period.

5. Great advances were made in science and math in the Islamic world

Among the more popular myths about the "Dark Ages" is the idea that the medieval Christian church halted all scientific progress. However, historical evidence doesn't support this. Progress may have been slower in Western Europe during the Early Middle Ages, but it was steady. It laid the foundations for future advances.

The Islamic world actually leaped ahead in mathematics and the sciences. Greek and other ancient texts were translated into Arabic. One important book was "The Compendious Book on Calculation by Completion and Balancing." This book, written by ninth-century Persian astronomer and mathematician al-Khwarizmi, introduced algebra to Europe.

6. The Carolingian Renaissance saw a flowering in the arts, literature, architecture and other cultural realms

Karl, a son of Pepin the Short, inherited the Frankish kingdom with his brother Carloman in 768. Carloman died several years later, and 29-year-old Karl assumed complete control. This was the beginning of his historic reign as Charlemagne, or Charles the Great. His forces fought many battles and greatly expanded the Frankish empire.

Charlemagne was the head of the first Germanic tribe to practice Catholicism. He took his duty to spread the faith seriously. In 800, Pope Leo III crowned Charlemagne "emperor of the Romans. " He eventually became known as the Holy Roman Emperor.

Charlemagne worked to earn this title by building a strong kingdom. He also brought back Roman-style architecture, promoted educational reform and preserved classic Latin texts. A key advancement of Charlemagne's rule was the introduction of a standard system of handwriting, known as Carolingian miniscule. This system included punctuation, upper and lower cases, and spacing between words. It greatly changed reading and writing and led to the creation of many books and other documents.

Charlemagne died in 814 and the Carolingian dynasty dissolved by the end of the ninth century. His legacy included books, schools, curricula and teaching techniques. These provided the foundation for the Renaissance and other later cultural advances.

Top Inventions of the Middle Ages

By ThoughtCo.com, adapted by Newsela staff on 10.24.17
Word Count **840**
Level **910L**

Spectators watch a sword fight by knights at a two-day Medieval pageant in Salzburg, Austria, August 27, 2005. Photo from public domain

There is a dispute as to the exact years that make up the Middle Ages, but most sources say A.D. 500 to 1450. Many history books call this time the Dark Ages, as it reflected a lull in learning and literacy. To many people, it is also known as the medieval times, when knights battled across Europe.

The time period was known for hunger, war and the plague. The biggest period of bloodshed was during the Crusades.

The Catholic Church was the overwhelming power in Europe, and the most educated people were the priests. While there was a decline in knowledge and learning, the Middle Ages continued to be a period full of discovery and invention, especially in East Asia. Many inventions sprouted from Chinese culture. The following invention highlights range from 1000 to 1400.

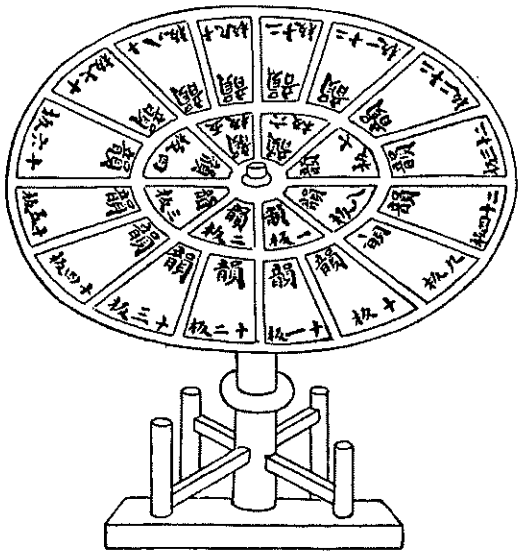
Paper money as currency

In 1023, the first government-issued paper money was printed in China. Before that, paper money had been issued by private companies in the early 10th century in the Szechuan region. When he

returned to Europe, Marco Polo wrote about paper money. Paper money did not take off in Europe until Sweden began printing paper currency in 1601.

Movable type printing press

Johannes Gutenberg is usually credited with inventing the first printing press. About 400 years earlier, though, Chinese inventor Bi Sheng (990-1051) gave us the world's first.



Magnetic compass

The magnetic compass was "rediscovered" in 1182 by the European world for use sailing the ocean. It was first used by the Chinese around A.D. 200, though. They mainly used it for fortune-telling then. The Chinese started using the magnetic compass for sea travel in the 11th century.

Buttons for clothing

Usable buttons with buttonholes for clothes made their first appearance in Germany in the 13th century. Before that, buttons were just there for looks. Buttons became widespread with the rise of snug-fitting garments in 13th- and 14th-century Europe.

The use of buttons as decoration has been found dating back to the Indus Valley Civilization around 2800 B.C. They were also found in ancient China and ancient Rome.

Numbering system

Italian mathematician Leonardo Fibonacci introduced the Hindu-Arabic numbering system to the Western world in 1202. He had learned about it when he traveled to Algeria in North Africa. This is the system we use today.

Gunpowder formula

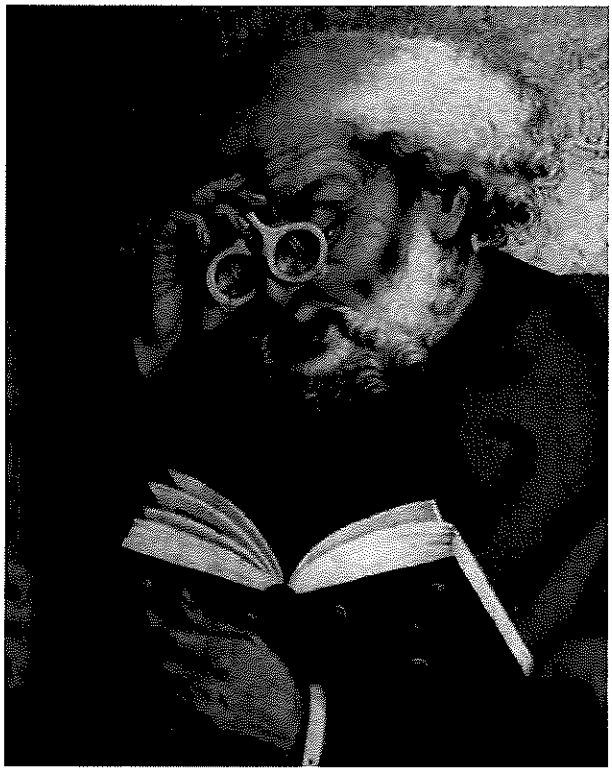
English scientist Roger Bacon was the first European to describe the process of making gunpowder. His books include the first European descriptions of a mixture containing the essential ingredients of gunpowder. Bacon most likely witnessed at least one demonstration of Chinese firecrackers. These may have been obtained by Franciscans who visited the Mongolian Empire during this period.

Gun

It is believed that the Chinese invented black powder during the 9th century. A couple hundred years later, a gun or firearm was invented by Chinese scientists around 1250 for signaling and celebration. It remained as such for hundreds of years. The oldest surviving firearm is the Heilongjiang hand cannon, which was made in 1288.

Eyeglasses

It is estimated that in about 1268 in Italy, the earliest version of eyeglasses was invented. They were used by monks and scholars. They were held in front of the eyes or balanced on the nose.



Mechanical clocks

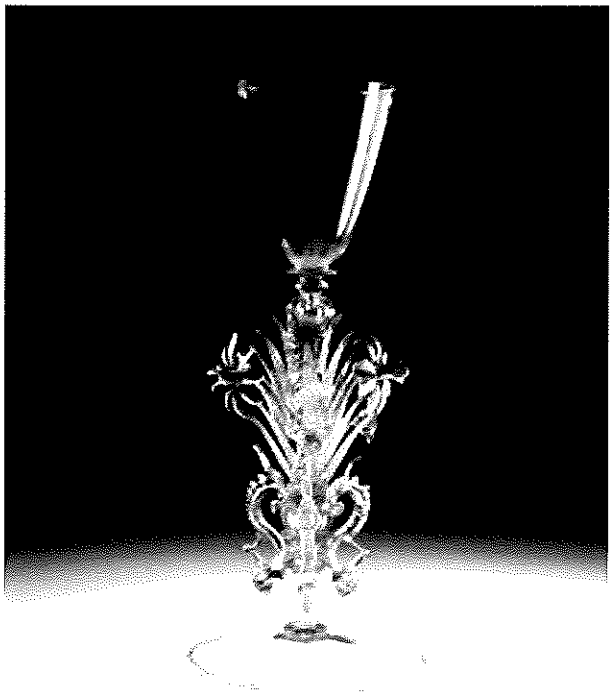
A verge escapement is a wheel-like device inside a clock. It is what allows a clock to advance at regular intervals or tick. This invention made the first mechanical clocks possible around 1280 in Europe.

Windmills

The earliest recorded use of windmills is 1219 in China. Early windmills were used to power grain mills and water pumps. The concept of the windmill spread to Europe after the Crusades. The earliest European designs were documented in 1270. In general, these mills had four blades mounted on a central post. The horizontal motion of the wind was translated into vertical motion for the grindstone or wheel, which would then be used for grinding grain into flour or pumping water.

Modern glassmaking

The 11th century saw the emergence in Germany of new ways of making sheet glass by blowing spheres. The spheres were then formed into cylinders and then cut while still hot. Then the sheets were flattened. This method was perfected in Venice around 1295. The local quartz pebbles, when ground to powder, made the clearest and purest glass. The Venetian ability to produce this superior form of glass resulted in a trade advantage over other glass-producing lands.



First sawmill for ship-making

In 1328, some historical sources show that a sawmill was developed to form lumber to build ships. A blade is pulled back and forth using a water wheel system.

NAME: DATE: CLASS:

DBQ FOCUS: Crusades

Document-Based Question Format

Directions: The following question is based on the accompanying Documents (The documents have been edited for the purpose of this exercise.) This question is designed to test your ability to work with and understand historical documents.

Write a response that:

- Has a relevant **thesis** and **supports that thesis with evidence** from the documents.
- Cites evidence from included source perspectives.
- Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually.
- Takes into account both the sources of the documents and the author's points of view.

Historical Context: *Historically, the Crusades were a series of several military campaigns, usually sanctioned by the Papacy, that took place during the 11th through 13th centuries. Originally, they were Roman Catholic endeavors to re-capture the Holy Land from the Muslims. A traditional numbering scheme for the crusades gives us nine during the 11th to 13th centuries, as well as other smaller crusaders that are mostly contemporaneous and unnumbered. There were frequent "minor" crusades throughout this period, not only in Palestine but also in Spain and central Europe, against not only Muslims, but also Christian heretics and personal enemies of the Papacy or other powerful monarchs. Such "crusades" continued into the 16th century, until the Renaissance and Reformation when the political and religious climate of Europe was significantly different than that of the Middle Ages.*

Question

Were the Crusades caused primarily by religious devotion or by the desire for political and economic gain?

Document 1

Source: Pope Urban II, 1095.

....."Although, O sons of God, you have promised more firmly than ever to keep the peace among yourselves and to preserve the rights of the church, there remains still an important work for you to do. Freshly quickened by the divine correction, you must apply the strength of your righteousness to another matter which concerns you as well as God. For your brethren {brothers} who live in the east are in urgent need of your help, and you must hasten to give them the aid which has often been promised them. For, as the most of you have heard, the Turks and Arabs have attacked them and have conquered the territory of Romania [the Greek empire] as far west as the shore of the Mediterranean and the Hellespont, which is called the Arm of St. George. They have occupied more and more of the lands of those Christians, and have overcome them in seven battles. They have killed and captured many, and have destroyed the churches and devastated the empire. If you permit them to continue thus for awhile with impurity {not pure}, the faithful of God will be much more widely attacked by them. On this account I, or rather the Lord, beseech you as Christ's heralds to publish this everywhere and to persuade all people of whatever rank, foot-soldiers and knights, poor and rich, to carry aid promptly to those Christians and to destroy that vile {disgusting} race from the lands of our friends... Moreover, Christ commands it." All who die by the way, whether by land or by sea, or in battle against the pagans, shall have immediate remission {forgiveness} of sins. This I grant them through the power of God with which I am invested. O what a disgrace if such a despised and base race, which worships demons, should conquer a people which has the faith of omnipotent {all-powerful} God and is made glorious with the name of Christ!....

Student Analysis

Why does Pope Urban II want Christians to go to the Middle East to fight?

What reward does he give to those who respond to his appeal?

Document 2

Source: Ekkehard's Hierosolymita, a history, 1099.

"[After Urban had aroused the spirits of all by the promise of forgiveness to those who undertook the expedition with single-hearted devotion,] toward one hundred thousand men were appointed to the immediate service of God from Aquitaine and Normandy, England, Scotland, Ireland, Brittany, Galicia, Gascony, France, Flanders, Lorraine, and from other Christian peoples, whose names I no longer retain. It was truly an army of "crusaders," for they bore the sign of the cross on their garments as a reminder that they should mortify {severely discipline} the flesh, and in the hope that they would in this way triumph over the enemies of the cross of Christ, as it had once come to pass in the case of the great Constantine. Thus, through the marvelous and unexampled working of divine dispensation {release}, all these members of Christ, so different in speech, origin, and nationality, were suddenly brought together as one body through their love of Christ.

Student Analysis

What was the response all over Europe to the speech by Pope Urban II?

Document 3

Source: Unknown Source

The Crusades failed in their chief goal: the conquest of the Holy Land. They also left a bitter legacy of religious hatred behind them. In the Middle East, both Christians and Muslims committed appalling atrocities in the name of religion. In Europe, crusaders sometimes turned their fury against Jews, massacring entire communities.

Student Analysis

Why does this document call the legacy of the crusades a bitter one?

Document 4

Source: Chronicles of Fulcher of Chartres, late 11c.

Consider, I pray, and reflect bow in our time God has transferred the West into the East, For we who were Occidentals now have been made Orientals. He who was a Roman or a Frank is now a Galilaean, or an inhabitant of Palestine. One who was a citizen of Rheims or of Chartres now has been made a citizen of Tyre or of Antioch. We have already forgotten the places of our birth; already they have become unknown to many of us, or, at least, are unmentioned. Some already possess here homes and servants which they have received through inheritance. Some have taken wives not merely of their own people, but Syrians, or Armenians, or even Saracens who have received the grace of baptism....Our parents and relatives from day to day come to join us, abandoning, even though reluctantly, all that they possess. For those who were poor there, here God makes rich. Those who had few coins, here possess countless besants {an ornament} ; and those who had not had a villa, here, by the gift of God, already possess a city. Therefore why should one who has found the East so favorable return to the West? God does not wish those to suffer want who, carrying their crosses, have vowed to follow Him, nay even unto the end....

Student Analysis

What are the financial benefits of fighting as a Crusader?

Document 5

Source: "Legacy of the Crusades," Aramco World.

. . . Then, just as the Crusaders had been inspired at least in part by commercial motives, those 200 years of constant coming and going between East and West obviously gave trade a tremendous boost. Merchants, studying the itineraries [routes] of the cross-bearers [crusaders] who paved the way, discovered the most direct routes between eastern Mediterranean ports and the heart of Europe. Venice was a particularly active port of entry for goods imported from the Middle East and India. From there the goods traveled a well established route through the Brenner Pass, up the Rhine to Brussels and then north to the Baltic Sea. Many a town which lies along this course owes its existence to a brisk demand for exotic wares from the East by medieval Europeans. . . .

Student Analysis

What is one economic change brought about by the Crusades during the medieval period?

Document 6

Source: trans. Oliver J. Thatcher, and Edgar Holmes McNeal

"Now we hope that none of you will be slain, but we wish you to know that the kingdom of heaven will be given as a reward to those who shall be killed in this war. For the Omnipotent knows that they lost their lives fighting for the truth of the faith, for the preservation of their country, and the defense of Christians. And therefore God will give then, the reward which we have named." - Migne, Patrologia Latina

Student Analysis

What does the document suggest how European Christians felt about fighting in the Crusades?

Document 7

Source: Chronicles of Fulcher of Chartres, 1127.

"...[W]e who were Occidentals (Westerners) now have been made Orientals (Easterners). He who was a Roman or a Frank is now a Galilean or a Palestinian. One who was a citizen of Rheims or of Chartres(in France) now has been made a citizen of Tyre or of Antioch (in the Levant). We have already forgotten the places of our birth... Some already possess here homes and servants which they have received through inheritance. Some have taken wives not merely of their own people, but Syrians, or Armenians, or even Saracens who have received the grace of baptism... For those who were poor [in Europe], here God makes rich. Those who had few coins, here possess countless [coins]; and those who had not had a villa, here, by the gift of God, already possess a city. Therefore why should one who has found the East so favorable return to the West?

Student Analysis

What is happening to those Europeans who come to fight in the Middle East?

Document 8

Source: Krey, August C. *The First Crusade: The Accounts of Eyewitnesses and Participants.* Princeton, Princeton University Press, 1921.

At the beginning of summer in the same year in which Peter, and Gottschalk, after collecting an army, had set out, there assembled a large [number] of Christians from diverse kingdoms and lands. . . . They rose in a spirit of cruelty against the Jewish people and slaughtered them without mercy; they destroyed the houses and synagogues of the Jews and divided among themselves a very large amount of money. -Albert of Aix

Student Analysis

What was the impact of Crusader occupation of the Holy Land?

Document 9

Source: The Islamic leader Saladin's speech urging his people to retake Jerusalem, 1187.

"If God blesses us by enabling us to drive His enemies out of Jerusalem, how fortunate and happy we would be! For Jerusalem has been controlled by the enemy for ninety-one years, during which time God has received nothing from us here in the way of adoration. At the same time, the zeal {devotion} of the Muslim rulers to deliver it languished {weakened}. Time passed, and so did many indifferent generations, while the Franks succeeded in rooting themselves strongly there. Now God has reserved the merit of its recovery for one house, the house of the sons of Ayyub [Saladin's family], in order to unite all hearts in appreciation of its members."

Student Analysis

What reasons did Saladin give for retaking Jerusalem?

Document 10

Source: The Perfect History by Ibn Al-Athir (Arab Muslim Historian), 1200s.

"The population was put to the sword by the Franks, who pillaged (raided) the area for a week... In Masjid alAqsa [mosque next to the Dome of the Rock on the Temple Mount] the Franks slaughtered more than 70,000 people, among them a large number of Imams and Muslim scholars... The Franks stripped the Dome of the Rock of more than forty silver candelabra... and a great silver lamp weighing forty-four Syrian pounds, as well as a hundred and fifty smaller silver candelabra and more than twenty gold ones, and a great deal more booty."

Student Analysis

What are the financial benefits of fighting as a Crusader?

Generic Core-Scoring Guide for AP World History Document-Based Question

Basic Core: Competence	Points	Historical Thinking Skills Assessed
1. Has acceptable thesis.	1	➢ Argumentation ➢ Depending on the topic of the question: • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
2. Addresses all of the documents and demonstrates understanding of all or all but one.	1	➢ Use of Historical Evidence
3. Supports thesis with appropriate evidence from all or all but one document. [Supports thesis with appropriate evidence from all but two documents.]	2 (1)	➢ Argumentation ➢ Depending on the topic of the question: • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
4. Analyzes point of view in at least two documents.	1	➢ Use of Historical Evidence
5. Analyzes documents by grouping them in two or three ways, depending on the question.	1	➢ Argumentation ➢ Use of Historical Evidence ➢ Depending on the topic of the question: • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
6. Identifies and explains the need for one type of appropriate additional document or source.	1	➢ Argumentation ➢ Use of Historical Evidence
Subtotal	7	Essay as a whole: Synthesis

Expanded Core: Excellence	Points	Historical Thinking Skills Assessed
Expands beyond basic core of 1–7 points. A student must earn 7 points in the basic core area before earning points in the expanded core area. Examples: ➢ Has a clear, analytical, and comprehensive thesis. ➢ Shows careful and insightful analysis of the documents. ➢ Uses documents persuasively as evidence. ➢ Analyzes point of view in most or all documents. ➢ Analyzes the documents in additional ways — groupings, comparisons, syntheses. ➢ Brings in relevant "outside" historical content. ➢ Explains why additional types of document(s) or sources are needed.	0–2	➢ Same skills as noted in basic core ➢ Other historical thinking skills may be demonstrated depending on the question and the documents
Subtotal	2	
TOTAL	9	

TOTAL POINTS *BASIC CORE*	
TOTAL POINTS *EXPANDED CORE*	
TOTAL POINTS EARNED	
FINAL GRADE	

RUBRIC	PERCENT	POINTS
9	100	50
8	95	48
7	90	45
6	85	43
5	80	40
4	75	38
3	70	35
2	65	33
1	60	30
0	0	0

Comments:

Name:

DBQ Essential Question?

Introduction/ Thesis:

Supporting Evidence

Supporting Evidence

Supporting Evidence

Conclusion:

Annotation Symbols

-Disagree

-Agree

_____ -Vocabulary

-Words that are not yet in your vocabulary

! with a box around it -Important phrases and ideas

TT -Text to Text connection

TS - Text to Self Connection

TW - Text to World Connection

? - Questions and areas of confusion

-"Aha" moment while reading

-Central idea

Name _____ Date_____

Journal Question: (write the question in this space)

Social Studies Self-Reflection

Name: _____ Date: _____

What To Do: Reflect on your work from this week by answering the questions below.

In your own words, describe 4 things you learned this week...

1. _____
2. _____
3. _____
4. _____

Two Questions I have...

1. _____

_____

2. _____

_____

I still wonder...	**I'm thinking...**
_____	_____
_____	_____
_____	_____
_____	_____

Name _____ Date_____

Journal Question: (write the question in this space)

Social Studies Self-Reflection

Name: _____ Date: _____

What To Do: Reflect on your work from this week by answering the questions below.

In your own words, describe 4 things you learned this week...

1. _____
2. _____
3. _____
4. _____

Two Questions I have...

1._____

_____

2._____

_____

I still wonder...	**I'm thinking...**
_____	_____
_____	_____
_____	_____
_____	_____

Name _____ Date_____

Journal Question: (write the question in this space)

Social Studies Self-Reflection

Name: _____ Date: _____

What To Do: Reflect on your work from this week by answering the questions below.

In your own words, describe 4 things you learned this week...

1. _____
2. _____
3. _____
4. _____

Two Questions I have...

1._____

_____

2._____

_____

I still wonder...	**I'm thinking...**
_____	_____
_____	_____
_____	_____
_____	_____

PASSAIC
PUBLIC SCHOOLS

Visual Arts
Grade 7

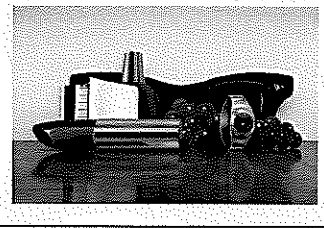
PASSAIC PUBLIC SCHOOLS

Pablo Muñoz
Superintendent of Schools

Latasha Casterlow-Lalla
Supervisor of Visual & Performing Arts

6-8 Visual Arts Class Health-Related School Closure Plan

Creating art at home? Follow the weekly assignments for each week and draw a picture. (Use whatever materials you have access to, ex.: crayons, pencils, markers etc.) Don't have them simply use a pencil and shade your drawing. **Students will be provided with three sheets of paper to complete their assignments.**

Approach		Assignment
Draw the following pictures.	**Week 1** Bedroom Object Still Life	Pick five of your favorite objects in your bedroom. Place them on a table and draw a picture of all the objects.  Example of a Still Life
	Week 2 Self Portrait	Draw a picture of yourself. Use a mirror if possible. Include all parts of your face: eyes, eyebrows, eyelashes, nose, mouth, ears, hair, neck. https://www.incredibleart.org/files/melissa-portrait.htm
	Week 3 Cartoon Charactert	Think of your favorite cartoon character and draw it. It could be from your favorite movie, tv show, or video game. http://www.how-to-draw-cartoons-online.com/how-to-draw-cartoon-characters.html

Phone: 973.470.5231 | Fax: 973.909.9156 | 101 Passaic Avenue, Passaic, NJ 07055|lcasterlow-lalla@passaicschools.org

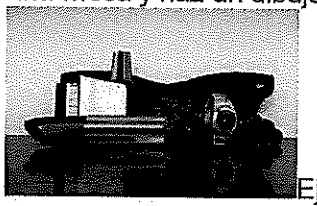
PASSAIC PUBLIC SCHOOLS

Pablo Muñoz
Superintendente de Escuelas

Latasha Casterlow-Lalla
Supervisora de Artes Visuales y Escénicas

6-8 Clases de Artes Visuales Plan de Cierre Escolar Relacionado con la Salud

¿Cómo crear arte en casa? Sigue las tareas semanales para cada semana y haz un dibujo. (Utilizar los materiales que tengan en casa, por ejemplo: crayones, lápices, marcadores, etc.) No los deje simplemente usar un lápiz y sombrear el dibujo. **Los estudiantes recibirán tres hojas de papel para completar sus tareas.**

Enfoque		Tarea
Realizar los siguientes dibujos.	**Semana 1** Dormitorio Objeto Naturaleza muerta	Elige cinco de tus objetos favoritos en tu dormitorio. Colócalos en una mesa y haz un dibujo de todos ellos.  Ejemplo de naturaleza muerta
	Semana 2 Autorretrato 	Dibújate a ti mismo. Usa un espejo si es posible. Incluye todas las partes de tu cara: ojos, cejas, pestañas, nariz, boca, orejas, cabello, cuello. https://www.incredibleart.org/files/melissa-portrait.htm
	Semana 3 Personaje de dibujos animados	Piensa en tu personaje favorito de dibujos animados y dibújalo. Podría ser de tu película favorita, programa de televisión o videojuego. http://www.how-to-draw-cartoons-online.com/how-to-draw-cartoon-characters.html

Teléfono: 973.470.5231 | Fax: 973.909.9156 | 101 Passaic Avenue, Passaic, NJ 07055| lcasterlow-lalla@passaicschools.org

Name_____ Homeroom Teacher_____ Date_____

Visual Arts Drawing Paper

Write an artist statement about your drawing.

Name_____ Homeroom Teacher_____ Date_____

Visual Arts Drawing Paper

Write an artist statement about your drawing.

_____

_____

_____

_____

Name_____ Homeroom Teacher_____ Date_____

Visual Arts Drawing Paper

Write an artist statement about your drawing.