

Name: _____

Class: _____



2022 - 2023

7th Grade Ambassador Welcome Packet!

In this packet you will find:

- ☐ 7th Grade Welcome Letter
- ☐ 7th-Grade Teacher Contact Information
- ☐ 7th Grade Supply List
- ☐ Unit 0 Syllabi for Each Content Area
- ☐ Summer Homework (due Tuesday, September 13th)



ONE WORLD MIDDLE SCHOOL @ EDENWALD

3750 Baychester Avenue • Bronx, New York 10466

718-515-6780 • Fax: 718-515-6785

"Intelligence plus character that is the goal of true education."-MLK Jr.

**Patricia Wynne
Principal/Founder**

**Damion Gaynor
IA Assistant Principal**

Dear Parent(s)/Guardian(s),

We hope everyone will have a wonderful summer. The 7th grade team is looking forward to another exciting year with the ambassadors! Throughout the school year we will be discussing many new and interesting topics that help prepare ambassadors for 8th Grade. Additionally, 7th Grade is one of the most important years in middle school because it is one of the years that high schools look at for grades and accomplishments. As the 7th grade team, we are all committed and excited to support your child as they grow into mature and responsible ambassadors. We are all so excited to have you all join the 7th Grade family. We are looking forward to learning, laughing and accomplishing great things in 7th Grade. Enjoy this summer and rest!!! See you all in September to embark on our 7th grade journey!

Sincerely,

The 7th Grade Team



ONE WORLD MIDDLE SCHOOL @ EDENWALD

3750 Baychester Avenue • Bronx, New York 10466

718-515-6780 • Fax: 718-515-6785

www.owms529.org

"Intelligence plus character - that is the goal of true education."-MLK Jr.

Patricia Wynne
Principal/Founder

Damion Gaynor
IA Assistant Principal

Dear Families,

Welcome! We are thankful that you've taken the time to come visit One World Middle School and get to know us a little, before you have an enjoyable summer with your family.

We are looking forward to an exciting ten months of getting to know your child during the 2022 - 2023 school year. Our previous experiences have taught us that communication between parents and school staff is one of the most important pieces of a successful learning process. We will need your cooperation in order to make your child's transition from home to school successful every day. Please voice any concerns to us as soon as they come up. We will be sure to communicate ours with you. The best way to inform us would be a note in our mailbox or by email. If you need to speak to us in person, please schedule an appointment either before or after school. This way we can focus on the issue at hand.

We encourage you to continuously check student and parent emails, as well as your child's yellow folder. Please make sure you check the folder every day in order to stay up to date on important communication from the school. **On the first day of school your child will receive a notice to join PupilPath, which allows you to stay updated on student progress.**

OWMS values every ambassador for their unique strengths that they bring. Part of our mission is to co-create a space where the ambassadors are comfortable and authentic in their identities. This year, we will be starting the year with units that were carefully planned to incorporate elements of identity into every lesson. This will help our ambassadors see themselves as we do - essential to the success of the One World Middle School community.

Throughout this year, your child will be exploring what makes One World Middle School so unique. You will find a copy of our school's Mission and Vision for learning attached in this packet. We encourage you to take a look at it this summer to get acquainted with our values and expectations. Additionally, we would like to draw your attention to a few policies listed below:

Uniform Policy:

OWMS is a uniform school. This means that our ambassadors are always expected to wear their grey OWMS shirts with black bottoms. Sweatshirts may only be worn under uniform shirts and ambassadors must arrive at school already in compliance. Adherence to this policy ensures that our students are as safe as possible, while also forming bonds with their classmates through teamwork. If you need assistance purchasing uniforms, please contact our Parent Coordinator (Mrs. Lynch) at pc@owms.org.

Attendance Policy:

We believe that your child has greatness within them and deserves every opportunity to grow that greatness through education. For this reason, we take attendance seriously! Missed minutes can really add up over the course of a year.

Starting in October, ambassadors who are over 15 minutes late or out of uniform will serve an after-school detention that day. It's our hope that delaying the start of this policy until October will allow everyone time to transition successfully.

Cell Phone Policy:

In order to support our ambassadors-in-training with an academic mindset during school hours, OWMS does not allow students to carry cell phones with them during the day. All cell phones, smartwearables, and headphones must be turned off and collected by check-in teachers. They are stored in a secure location until being returned at dismissal. Should you need to contact your child during school hours, we ask that you call the office and our amazing staff will make sure you are connected. Please make sure this is only for emergencies, we have approximately 350 ambassadors at OWMS and do not want to disrupt learning. Additionally, ambassadors needing to contact home will have supervised use of the office phone. Should an ambassador be found with a cell phone during the day, our tiered consequences are as follows:

- 1st Time: A teacher will confiscate the phone and give it back at the end of day. That teacher will also call home to inform family members of the incident and the next tier consequence, should this happen again.
- 2nd Time: A teacher will confiscate the phone and bring it to the main office, where it will be stored until Friday. That teacher will also call home to inform family members of the incident and the next tier consequence, should this happen again.
- 3rd Time: The cell phone/electronic device is confiscated by a teacher and a guardian must come in for a meeting with the teacher and ambassador. The device will only be released to a guardian after this meeting has taken place.
- 4th Time: A teacher will confiscate the device and bring it to the main office. The device will be released to a guardian no-earlier than at the end of the marking period. That teacher will also call home to inform family members of the incident and when they can expect to be able to retrieve the device.

Late Work Policy:

Ambassadors will have "Second Chance" opportunities to revise and resubmit any graded assignments with which they are dissatisfied. Before being able to take advantage of this policy, ambassadors must complete and submit any missing work. Late or missing work can no longer be submitted after that unit of study has closed, and any missing work will count as a 0% in an ambassador's overall average. In the case of absence, ambassadors will have as many days to make up the work as they were absent.

Notebook Policy:

Ambassadors are expected to take notes in their subject-specific, marble notebooks daily. **(No binders!)** Each content area will share notebook expectations within the first few days of school - however, the cross-grade goal is that notebooks serve as a resource and record of learning for each ambassador. To support this goal, notebooks will be checked at least once a marking period and be counted for a participation completion grade.

Homework Policy:

Ambassadors will receive weekly homework assignments from each of their content classes. These assignments will be counted as a participation grade. Late, incomplete, or missing homework will result in mandatory attendance at an after-school, afternoon study hall. Work that remains unfinished by the end of Study Hall will result in a non-negotiable grade of 0% for that week. (Graded homework is not eligible for Second Chance and cannot be revised.)

Thank you in advance for your cooperation. Our partnership will go a long way in sending a positive message to your child. You can expect that we will be reaching out frequently to update you on your child's progress. If you have any additional questions or concerns, please don't hesitate to reach out to Mrs. Lynch, our Parent Coordinator, at pc@owms.org.

Sincerely,

The 7th Grade Team

The 7th Grade Team

7th Grade Teacher Contact Information

2022 - 2023¹

ELA	
<ul style="list-style-type: none"> Ms. Nunez Ms. Munoz Mr. Soto Ms. Garcia 	INunez@owms.org RMunoz@owms.org Asoto@owms.org KGarcia@owms.org
MATH	
<ul style="list-style-type: none"> Ms. Snyder Ms. Stoll Ms. Saunders 	PSnyder@owms.org MStoll@owms.org ASaunders@owms.org
SCIENCE	
<ul style="list-style-type: none"> Ms. Fueller Mr. Mendez 	jfueller@owms.org jmendez@owms.org
SOCIAL STUDIES	
<ul style="list-style-type: none"> Ms. Falise Ms. Rincon 	KFalise@owms.org Nrincon@owms.org
ARTS	
<ul style="list-style-type: none"> Ms. Graves (ART) Mr. Green (MUSIC) Ms. Morgan (TECH) Coach Stern (PE) Ms. Vega (CIVIC) 	lgraves@owms.org hgreen@owms.org omorgan@owms.org mstern@owms.org evega@owms.org
PARENT COORDINATOR	
<ul style="list-style-type: none"> Ms. Lynch 	pc@owms.org

Important Dates:

- Sep 8, 2022 First Day of School (Supplies Due)
- Sep 22, 2022 Back-to-School Parent/Teacher Conferences
- Sep 26, 2022 Schools Closed - ROSH HASHANAH
- Sep 27, 2022 Schools Closed - ROSH HASHANAH
- Oct 5, 2022 Schools Closed - YOM KIPPUR
- Oct 10, 2022 Schools Closed - INDIGENOUS PEOPLES' DAY
- Nov 8, 2022 No School for Students - Election Day
- Nov 9, 2022 Afternoon and Evening Parent/Teacher Conferences

¹ Some names and contact information may change before September 8, 2022 due to scheduling - please be advised.



One World Middle School @ Edenwald

is a small school committed to understanding 'who' the child is in order to teach them. We are dedicated to creating a respectful environment where diversity is celebrated and individuals learn and flourish by developing character, intellect, wellness and a desire for lifelong learning. At our school, we will not only provide students with rigorous standard-based academics, we will also provide students with a place where learning is self-directed. Children will not only have an understanding of what they are learning but also why they are learning it. We enhance our learning by celebrating success, and acknowledging student and teacher accomplishments.

All students will graduate with the ability to be a personal leader, a community activist and an *Ambassador of Change*. Similar to the United Nations charter, all cultures are celebrated at *One World Middle School*, real issues are discussed, and we will provide an on-going platform for dialogue. Leaders, activists and ambassadors have a common thread in that they communicate clearly and appropriately for the audience and message. For these reasons the areas of writing, speaking and listening will be carefully nurtured. Students will understand the importance of being informed and well versed in taking a position. At One World we will be guided by principles similar to the United Nations. We will seek to maintain a place of peace and security, to develop friendly relations among communities and to cooperate in solving problems and in promoting respect for human rights.

Three Founding Core Beliefs:

- All students have the **right to a quality and innovative standards based education** that compels deep thinking
- All students have the **right to know and be known in a safe welcoming environment.**
- All students have the **right to be acknowledged as unique individuals who learn differently.**

As we learn to **"Operate at 212 degrees"** our Ambassadors are encouraged to have **VOICE**
Today, Tomorrow and Always

Value ~ we value our community, our classmates and ourselves through our words & actions
Oppportunity ~ we look for opportunity to do and be a model citizen
Integrity ~ we model integrity in our words, actions and academic work
Courage ~ we have courage to stand up and do what is right – We ARE upstanders!
Excellence ~ we model excellence in our academic work and all that we do



ONE WORLD MIDDLE SCHOOL @ EDENWALD

Patricia Wynne
Principal/Founder

Damion Gaynor
IA Assistant Principal

7th Grade Supply List 2022 - 2023

Dear Parents/Guardians of our Future 7th Grade Ambassadors,

In order to create a positive learning environment, we have developed a school supply list that will help your child be prepared for the daily learning that will take place.

We ask that your child have all of his or her supplies by **the first day of school: Thursday, September 8th, 2022**

These supplies are absolutely necessary for students to develop organizational skills for success in future grades.

Please note that these supplies are for **EACH** subject and supplies will be allocated for each subject on the first day of school.

If there is a problem in obtaining these supplies, please contact the school immediately.

- 12 College-Ruled Composition notebooks
- Scientific Calculator: TI-30XIIS (label with name)
- 7 2-Pocket Folders (plastic preferred)
 - 1 **YELLOW** folder for Homework & Notes Home
 - 1 **BLUE** folder for ELA
 - 1 **PURPLE** folder for Math
 - 1 **GREEN** folder for Science
 - 1 **RED** folder for Social Studies
 - 2 **BLACK** folders for additional subjects
- 1 pencil case including:
 - 6 packs of pencils
 - 2 packs of erasers
 - 2 packs of multi-color highlighters
 - 2 glue sticks
- 1 pack of colored pencils/pens/markers (anything with a variety of colors)
- 1 pack of post its
- 1 pack of highlighters
- Dry erase markers
- 2 packs of printer paper
- 2 pack of College-Ruled loose leaf paper
- 3 boxes of tissues & 2 Paper Towel Rolls

Unit 0 Syllabus: Who am I?

Essential Question(s):

- What can we learn from reading people's life stories?
- How have my most memorable experiences created the ambassador I am today and will be tomorrow?

Unit 0 Rationale:

In this unit Ambassadors will explore the memoir genre and focus on analyzing the plot, characterization, theme, point of view, and figurative language in memoir excerpts and personal narratives.

Our Why: We are connecting Unit 0 where we are looking at who ambassadors are in each content area and introducing the skills of that content area. In this unit, ambassadors will have an opportunity to explore "How does my journey impact who am I?" as they journey through the 7th grade. Ambassadors will develop the skills needed to tell their stories and to understand and interpret the stories of others. This will also set them up for Unit 1 where they will be exploring who they are as readers and how their understanding of texts is shaped by their own experiences.

Syllabus Lesson and Assessments

Formative Assessments	Summative Assessments	Participation	Notebook
<input type="checkbox"/> Formative #1 - Identity & Perception <input type="checkbox"/> Formative #2 - Influence of Events	<input type="checkbox"/> Unit 0 Performance Task	<input type="checkbox"/> Weekly Homework (due Wednesdays) <input type="checkbox"/> Reading Logs <input type="checkbox"/> Independent Reading Rubrics <input type="checkbox"/> Success Starters	<input type="checkbox"/> Notes, Focus Questions, CFU's

Lessons

- ☐ Lesson 1: My Journey/My Story
- ☐ Lesson 2: The Themes of My Journey
- ☐ Lesson 3: Impact of My Culture (Family, Religion, Personal)
- ☐ Lesson 4: My Cultural Perception
- ☐ Lesson 5: Building the OWMS Culture
- ☐ Lesson 6: The Physical Attributes Associated with Culture
- ☐ Lesson 7: Personal Values & Morals
- ☐ Lesson 8: The Values @ OWMS
- ☐ Lesson 9: My Goals & Legacy at OWMS
- ☐ Lesson 10: Past Experiences
- ☐ Lesson 11: Structuring my Memoir
- ☐ Lesson 12: The Relevant Details
- ☐ Lesson 13: The Showcase
- ☐ Unit 0 Performance Task

Performance Task Essay Question:

A *memoir* covers one specific aspect of the writer's life. Throughout this unit, we have explored different people's memoirs that show the life experiences that have impacted their life and shaped their understanding of SELF. Write a memoir about a significant event where you gained a new understanding of yourself, other people, or the world around you. Your memoir must include all stages of the plot, figurative language, descriptive details, and a clear theme.

In your memoir, be sure to discuss the following:

- Introduce the memorable event/experience that has helped shape you as an individual
- Discuss the influence of culture/family/setting on your memorable event/experience
- Detail how this event/experience has helped mold you as a person today.
- Use the elements of plot (beginning, middle, end), figurative language, descriptive details, and theme within your memoir.

Unit 0: "Math Around the World- Making Sense of Self"

Timeline: Sept. 8- Sept. 23

Welcome to Unit 0 in 7th Grade Math!

This topic, "Math Around the World-Making Sense of Self" ambassadors will begin to examine how numbers play a role in their culture and in identifying who they are. They will explore different modalities of measurement, how and when to use them, and what makes a reasonable decision.

Why are we studying this unit?

Ambassadors can gain an understanding of number sense, identify benchmarks and connect the usage of rational numbers to real life events. They will recognize that Mathematics shows up in every aspect of our lives, they are using math skills and problem solving without realizing it.

Goals and Objectives

In this topic, students will:

- Identify fractions and rational numbers in a cultural recipe
- Convert measurements with logical understanding
- Make connections of application and reasonableness
- Draw conclusions on how numbers play a vital role in "Who they are"

Pre-Requisite Skills

- Fractional Vocabulary-(Numerator, denominator, percent, decimal, part to whole)
- Some units of measure(inches, yards, feet, $\frac{1}{2}$ cup, $\frac{3}{4}$ cup, Teaspoon, tablespoon)

Formative Assessments	Summative Assessments	Participation	Notebook
<input type="checkbox"/> Exit Tickets <input type="checkbox"/> Quizzes	<input type="checkbox"/> Performance Task <input type="checkbox"/> Final Math Book	<input type="checkbox"/> Weekly Homework (due Wednesdays)	<input type="checkbox"/> Notes, Focus Questions

Lessons
<input type="checkbox"/> Lesson 1: Math in My Daily Life <input type="checkbox"/> Lesson 2: Rational Numbers in my Recipe <input type="checkbox"/> Lesson 3: Tools for Measurement <input type="checkbox"/> Lesson 4: Measuring Items in Fractional Units <input type="checkbox"/> Lesson 5: Identify Benchmark Fractions in Real World <input type="checkbox"/> Lesson 6: Explaining Unreasonable Choices <input type="checkbox"/> Lesson 7: Supporting Claim with Mathematical Evidence <input type="checkbox"/> Lesson 8: Completion of my Math Book



ONE WORLD MIDDLE SCHOOL @ EDENWALD

3750 Baychester Avenue • Bronx, New York 10466

718-515-6780 • Fax: 718-515-6785

www.owms529.org

Intelligence plus character - that is the goal of true education."-MLK Jr.

Patricia Wynne
Principal/Founder

Damion Gaynor
IA Assistant Principal

Grade 7 Science

Mr. Mendez

Unit 0: What About Me Makes Me A Great Scientist?

Why?: As a scientist, and more importantly an Ambassador, it is essential that you show up for class every day to learn the important skills you will use every day. The best part about this all is that you'll actually get to know more about yourself and your classmates while learning these skills. Throughout this unit we'll learn more about each other in terms of defining our own traits, learning about languages that we use, creating diagrams about our lives and helping to determine our moods and why we feel the way that we do. We really can't wait to see what you are all capable of, how you inject your own personality into your work and look forward to a great year together!

Unit Length: 12 Days

Grading Breakdown:

Assessment	Percentage
Formative Assessments: <ul style="list-style-type: none">• Exit Tickets• Classwork	50%
Summative Assessments <ul style="list-style-type: none">• Unit Lab Assessment	30%
Homework	10%
Notebook	10%

***Homework will be assigned on Monday's and due on the following Monday.**

Lesson Breakdown:

#	Topic
1	Who am I? <ul style="list-style-type: none">• What makes me me?• Intro to traits
2	Expressing myself (help, angry, worried) <ul style="list-style-type: none">• How I communicate verbally and with body language.
3	Vocabulary in my thoughts/writing <ul style="list-style-type: none">• My cultural lingo/Science lingo• Showing understanding• Vocabulary in writing
4	Family Tree and Reading Diagrams <ul style="list-style-type: none">• Features of a graph• Family tree/Social circle
5	Bias <ul style="list-style-type: none">• What is bias? (intentional vs. unintentional)• My own biases• Biases about me
6	Scientific Explanation <ul style="list-style-type: none">• Using evidence and the importance of data• Valid claims• Analysis of food survey w/ graph
7	Observations and Inferences <ul style="list-style-type: none">• Creating a person based on what they wear or what they own (mystery)
8	Questioning to Learn More <ul style="list-style-type: none">• Is any question good?• Solving the mystery of my inferences
9	Variables (Independent and Dependent) <ul style="list-style-type: none">• When does my mood change?• What effects these changes?• What are the variables in my own life?
10	Introduction to Labs <ul style="list-style-type: none">• rubber band lab• evaluating mass and kinetic energy
11	Lab Analysis <ul style="list-style-type: none">• Using my skills as a Scientist• Science lab report

7th Grade Social Studies 2022-2023

Unit 0: Map and Document Analysis

Essential Question: How do we analyze documents as historians?

Introduction:

In Unit 0 ambassadors will learn what it means to be a historian and their role as a historian when they analyze documents and maps. These are skills ambassadors will use all year in their units of study as we prepare for the regents in 8th grade. Ambassadors will do this through the lens of their identity; ambassadors will select maps and documents that resonate with them to analyze using protocols introduced in this unit. For the culminating activity ambassadors will create their own documents expressing their identities, and maps that depict their journeys to school everyday. Ambassadors will conduct gallery walks around these documents using the protocols they have learned in the unit.

Standards:

11th grade standards

Reading Standards for Literacy in History/Social Studies

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole

Craft and Structure

4. Determine the meanings of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No.10).

5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, and in words) in order to address a question or solve a problem. Distinguish between fact, opinion, and reasoned judgment in a text.

Timeline:

Day 1: Structures and norms as a 7th grader in Social Studies in OWMS

Day 2: What is a historian? How do I see myself as a historian?

Day 3: Why do historians analyze documents and maps?

Day 4: What is E.R.A and how will it help me decode a map?

Day 5: How do I use E.R.A to analyze a map like a historian?

Day 6: How do I use what I know to create my own map?

Day 7: Introduce document analysis skills

Day 8: How do I analyze a document like a historian?

Day 9: How do I create a document that reflects my identity?

Day 10: Gallery walk day for maps; ambassadors will use E.R.A to analyze student maps

Day 11: Gallery walk day for ambassador identity documents; ambassadors will use document analysis protocol to analyze student created documents

Unit 0 Assessments:

Summative Assessments: 40%	Formative Assessments: 60%
Summative 1: Student created document on identify and student created map on their journey to school	Formative 1: reflection on who I am as a historian Formative 2: Map analysis using E.R.A Formative 3: Document analysis



ONE WORLD MIDDLE SCHOOL @ EDENWALD

3750 Baychester Avenue • Bronx, New York 10466

718-515-6780 • Fax: 718-515-6785

www.owms529.org

Intelligence plus character - that is the goal of true education."-MLK Jr.

Patricia Wynne
Principal/Founder

Damion Gaynor
IA Assistant Principal

Dear Parents,

My name is Mr. Green and I am the head of the Arts Department at One World Middle School. I am thrilled to be guiding the ambassadors through this exciting journey of self-discovery and music-making. The music classroom at OWMS is a space where all voices are heard, all opinions are honored, and students feel empowered to learn, grow, and most importantly to create music. The curriculum is 3-pronged: the **Student Performer**, the **Student Composer** and the **Student Listener**.

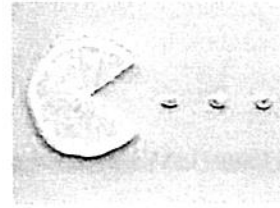
Performing, composing, and listening are skills to be honed, and are all integral to becoming fluent in the language of music.

Music class this year will include Music Production (Music Technology) and Guitar and Drum Ensemble, which all ambassadors take as part of their regular curriculum. Additionally, we offer a String Orchestra program, which meets after school. If you would like your student to be a part of Orchestra, or would like more information, please fill out the attached form and I will reach out with more information!

We will present two Concerts this year, one in December and one in the Spring. More information on this to come soon! Please reach out with any questions.

Musically yours,

Henry Green | hgreen@owms.org



Name:

Date:

7th Grade Summer Homework Packet

Part 1

Directions: Read the questions carefully and circle the BEST answer. You must read the novel, "Make Lemonade" by Virginia Euwer Wolff to complete the entire packet.

1. LaVaughn and her mother share a dream. What is the dream?

- a. To move to California where it is always warm.
- b. For LaVaughn's father to return from the war.
- c. For LaVaughn to go to college.
- d. For Mom to finally get the good job she deserves.

2. What happens to LaVaughn's schoolwork when she starts babysitting?

- a. Her mom has to stay up late with her to help her finish her school work.
- b. Her grades actually go up because she works harder to not become like Jolly.
- c. The job has no impact on her school work.
- d. Her grades drop.

3. Where did Jolly live before she moved into the apartment?

- a. She lived with the father of Jilly and Jeremy.
- b. She lived with her mom.
- c. She lived in a box behind a hardware store.
- d. She lived in an old, abandoned school.

4. What does LaVaughn's mom's advice for Jolly, "She needs to take hold" mean?

- a. Jolly needs to begin to hold the children when they cry.
- b. Jolly needs to hold back her tears and not cry in front of the children.
- c. Jolly needs to take responsibility for caring for herself and her children.
- d. Jolly needs to hold onto her current job because it is a great place to work.

5. What quote shows LaVaughn is motivated to not be like Jolly?

- a. My Mom shrugs her shoulders the way they must have taught her in Mom School.
- b. ...nobody on TV is going to do my homework... (but)...all those maps and semicolons and binomials, they're my ticket out of here.
- c. But Jolly won't call this Barbara. I do it.
- d. All of the above.

6. What does LaVaughn realize about Jolly when Jolly says she did not tell anyone at school about Jeremy's chicken pox?

- a. LaVaughn realizes that Jolly has never had anyone to tell her how life works, and that is why she is in her current situation.
- b. LaVaughn realizes if the kids stay with Jolly much longer their health will be in danger.
- c. LaVaughn realizes she can't help Jolly anymore and decides to call Child Protective Services.
- d. LaVaughn realizes the school will not really help Jolly.

7. Why does the author have LaVaughn think, “I was gonna leave, go study my math and English, not to end up like Jolly on the floor.” When Jolly cries after their argument.?

- a. The author is showing LaVaughn’s conflict between going to school (helping herself) and helping Jolly.
- b. The author is showing that LaVaughn has finally had enough of the whole situation.
- c. The floor is dirty and LaVaughn does not want to be sitting on a dirty floor.
- d. LaVaughn has a big math test she needs to study for.

8. What was Jolly’s family like growing up

- a. She had absolutely nothing that resembled a family
- b. She had a brother, a little sister, a mom and a dad who all lived together.
- c. She was taken care of by a foster mother who died
- d. She had a good family until her father died and her mother became sick.

9. Other than teaching a lesson, why was Jolly’s understanding of the story so important?

- a. It showed that she was capable of deeply thinking about school related ideas and it gave her confidence.
- b. The teachers started to like her and offered to help her more.
- c. Jilly and Jeremy were impressed with her and loved her even more.
- d. LaVaughn’s mother respected her more and agreed to babysit the kids for free.

20. What is the meaning of the lemon seeds sprouting?

- a. The billionaire will finally give Jolly the money she asked for.
- b. Jolly's life is growing, but she will have to work to help the seeds grow by continuing to work at school.
- c. Everything will be perfect from now on.
- d. The seeds will die, and Jolly's dream for her kids will die with them.

Part 2

Directions: Read the questions carefully and answer the questions with a clear answer and 2 pieces of evidence from the novel. Please be sure to explain your evidence and connect it back to your answer.

1. Authors use symbols to give depth to their stories. What could the following passage from page 22 **symbolize**?

... "A spider web is spun and it's got no fly or anything caught yet.

It's that thready place of air.

When Jilly hollered really bad

and I thought I was going to crack open with the sound of it.

The web would move just so you could hardly see it

but it moved.

I wondered what Jilly would do

if she knew she could shake a spider's whole style of life just by her sad

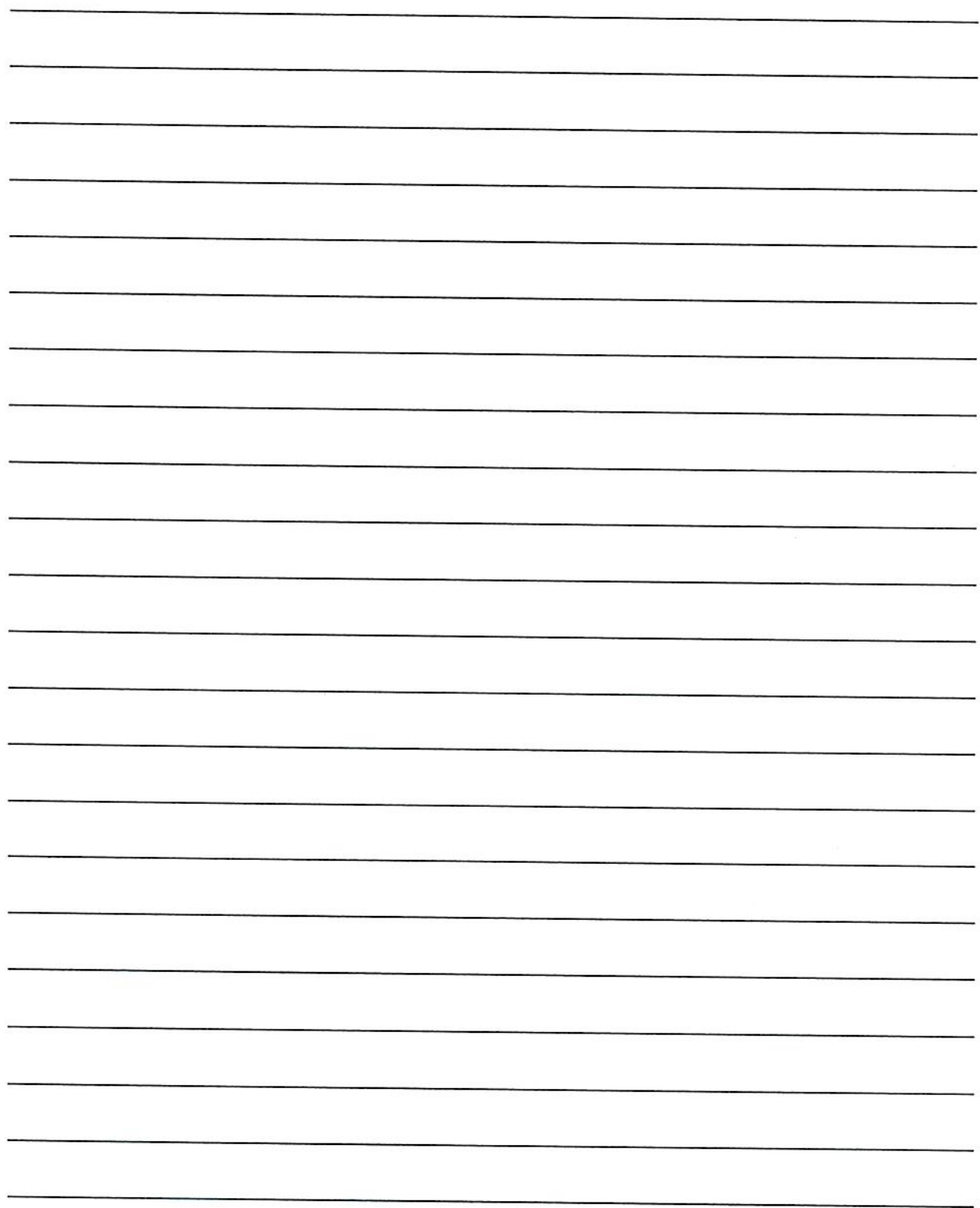
Hollering."

2. Have you ever been determined to do something that you knew very little about? What made you stick to the task? Were you successful? Why or why not?

3. Why was LaVaughn angry that her mom finished La Vaughn's thought and said that Jolly was in the "gutter"? Explaining using details from the text.

You must have an introduction, 1 body paragraph and a conclusion.

- Introduce the novel
- What was the theme of the novel
- Evidence that shows this from the text
- Personal connections to the theme
- Conclusion closing your extent response



Smallest and Largest

This problem gives you the chance to:

- choose numbers and operations to give largest and smallest results

1. In this question, make up calculations with answers that are **as large as possible**.

For each calculation, choose two different numbers from this list.

$\frac{1}{2}$ 1 2 10 20 50

$$\square + \square = \underline{\hspace{2cm}}$$

$$\square - \square = \underline{\hspace{2cm}}$$

$$\square \times \square = \underline{\hspace{2cm}}$$

$$\square \div \square = \underline{\hspace{2cm}}$$

2. Now make the answers to your calculations **as small as possible**.

For each calculation, choose two different numbers from this list.

$\frac{1}{2}$ 1 2 10 20 50

$$\square + \square = \underline{\hspace{2cm}}$$

$$\square - \square = \underline{\hspace{2cm}}$$

$$\square \times \square = \underline{\hspace{2cm}}$$

$$\square \div \square = \underline{\hspace{2cm}}$$

3. Explain how to choose numbers to make the answer to a division question as small as possible.

10

Boxes

This problem gives you the chance to:

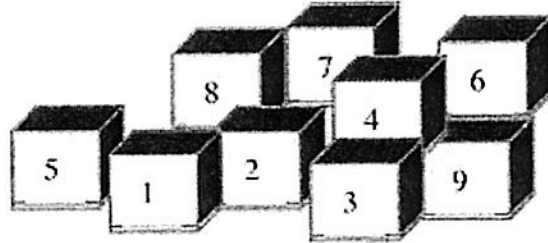
- show understanding of a mathematical situation
- explain your reasoning

There are nine small boxes.

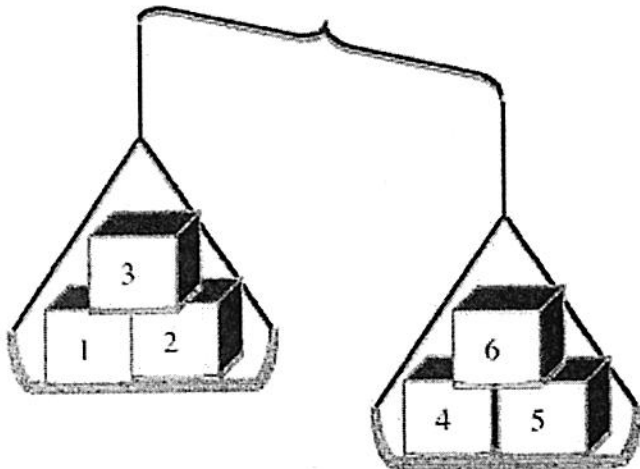
They all look exactly the same but one is a bit heavier than the others.

Jake says,

I can use the scales to find the heavy one in just two steps!



This is what Jake does first.

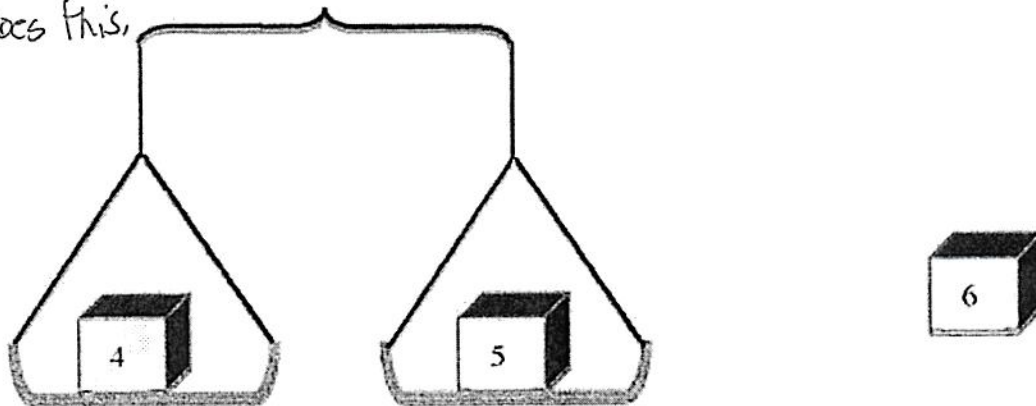


1. Explain what Jake now knows about the heavy box.

Grade 6

Copyright © 2009 by Mathematics Assessment
Resource Service. All rights reserved.

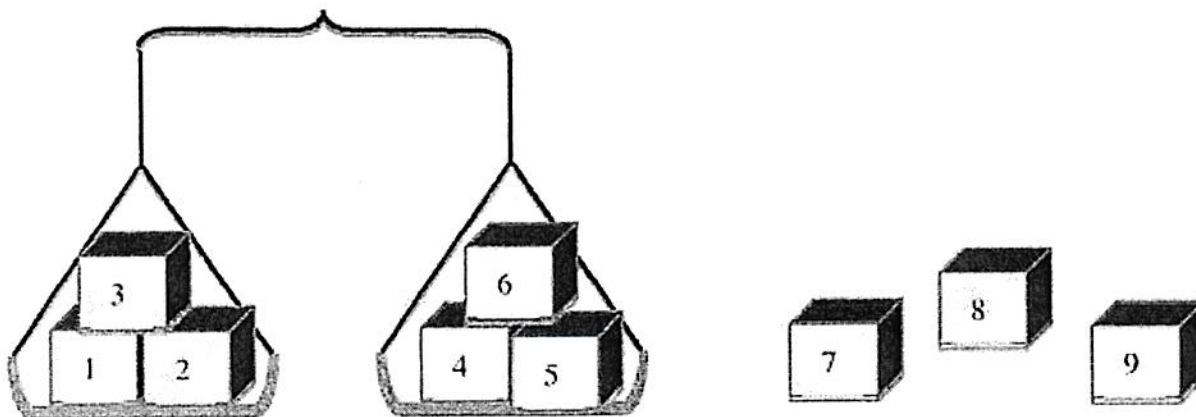
Then Jake does this,



2. Which is the heavy box? _____

3. Explain how you know.

4. Suppose the scales showed this the first time instead.



What should Jake do now to find the heavy box?

8

Grade 6

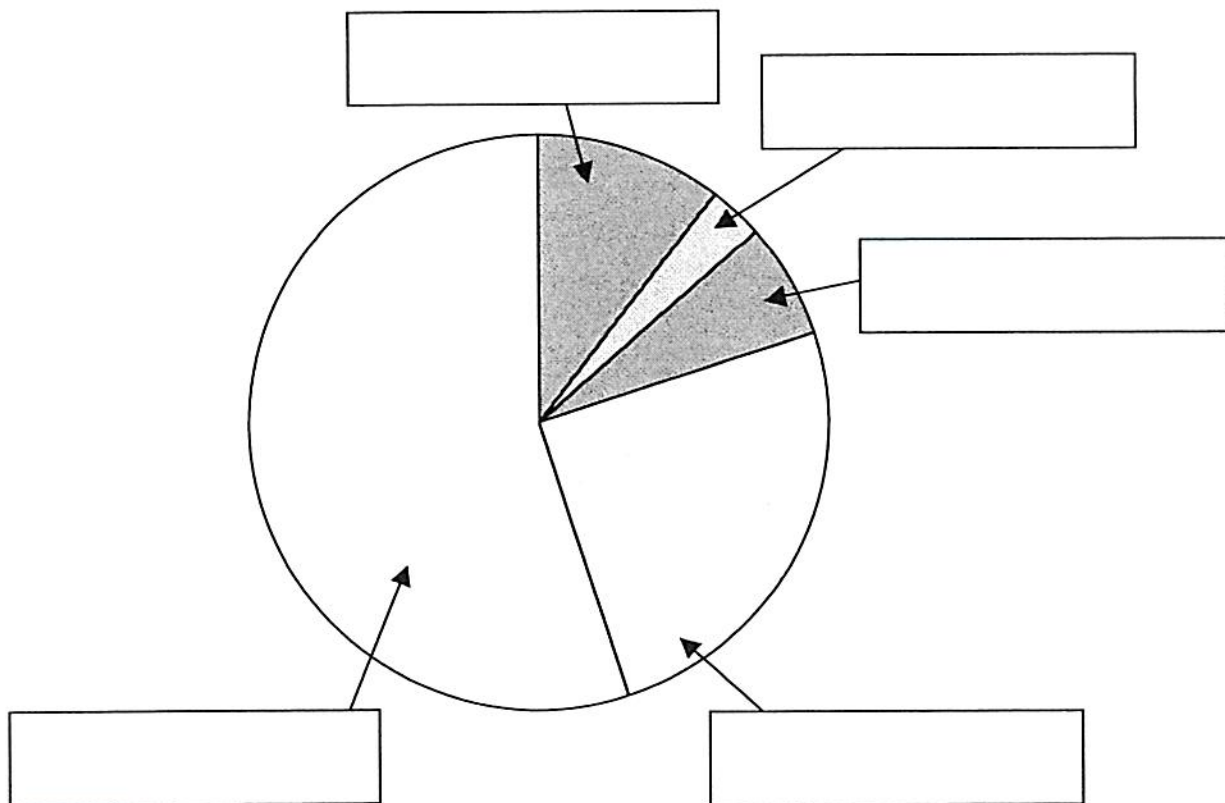
Copyright © 2009 by Mathematics Assessment
Resource Service. All rights reserved.

Nuts

This problem gives you the chance to:

- work with interpretations of a circle graph

This circle graph shows the amounts of five different kinds of nuts grown in the U.S each year.



Here are some facts about the nuts grown.

- Most of the nuts are Almonds
- A quarter of the nuts are Walnuts
- The least grown nuts are Macadamias
- There are about twice as many Pistachios as Macadamias grown
- ∞ The fifth type of nuts is Hazelnuts

Copyright © 2006 by Mathematics Assessment
Resource Service. All rights reserved.

Nuts Test 6

Grade Six – 2006

(c) Noyce Foundation 2006. To reproduce this document, permission must be granted by the Noyce Foundation:
info@noycefdn.org.

1. Write the correct kind of nut on each label.

2. The total amount of all nuts grown is 956 thousand tons.

What amount of walnuts is grown? _____ thousand tons

Show your calculations.

3. Iris says that 80% of all the nuts grown in the U.S. are almonds.

Explain why Iris is wrong.

10

Copyright © 2006 by Mathematics Assessment
Resource Service. All rights reserved.

Nuts Test 6

Grade Six – 2006

(c) Noyce Foundation 2006. To reproduce this document, permission must be granted by the Noyce Foundation:
info@noycefdn.org.

Preview to Unit 0- What About Me Makes Me A Good Scientist?

It's almost time! Soon you'll be a 7th Grade Ambassador sitting in your Science class and learning more about yourself and your friends. You'll learn about new cultures and perspectives and you'll also learn more about yourself. One of the skills that you will need to be able to apply is the reading of scientific images and diagrams. Scientists use diagrams to explain connections between ideas and to break down difficult concepts. To work on developing this skill you will be creating your own diagram about your own family circle that you will use during Unit 0 to help with developing your diagram.

Your task will be to gather information about the people that you will include in this diagram. Using the table below, complete each section for each member of your family circle that you want to include. Remember that this is personal to you so make sure to have fun!

Complete each row in the table below for each person that you include in your family circle:

Person's Name	Relationship to You	Why is this person important to you?	Ask Them: What is this person's favorite thing to do?

Person's Name	Relationship to You	Why is this person important to you?	Ask Them: What is this person's favorite thing to do?

Name: _____



7th grade Social Studies Summer Exploration

Task:

I love gossip! I love hearing and spilling all the tea. But shhhhhhhh don't tell anyone! We want you to report all the tea going on in your communities/ neighborhoods each week of the summer. Once you have collected all your data you will write an essay that explains what you saw and heard and the impact of those things on your community/neighborhoods. Don't worry this will all connect I promise! (Please note that your community can be wherever you are, if you are traveling or on vacation you can report what is happening there too)

Below is a note catcher to record what you observe each week. There are 8 weeks of the summer to record your observation therefore, there should be 8 different entries.

I can't wait to read all the tea!!!

Week 1 (July 3rd-July 9th)

- What are the interactions ? Who is involved? How did it start?
- What events are happening?
- What impact does this have on social media?
- Who is around? What are they doing?
- Anything else you notice going on
- **(note you don't have to report on all the bullets but just a place to start)**

Name: _____



Week 2 (July 10th-July 16th)

- What are the interactions ? Who is involved? How did it start?
- What events are happening?
- What impact does this have on social media?
- Who is around? What are they doing?
- Anything else you notice going on
- **(note you don't have to report on all the bullets but just a place to start)**

Week 3 (July 17th-July 23rd)

- What are the interactions ? Who is involved? How did it start?
- What events are happening?
- What impact does this have on social media?
- Who is around? What are they doing?
- Anything else you notice going on
- **(note you don't have to report on all the bullets but just a place to start)**

Name: _____



Week 4 (July 24th-July 30th)

- What are the interactions ? Who is involved? How did it start?
- What events are happening?
- What impact does this have on social media?
- Who is around? What are they doing?
- Anything else you notice going on
- **(note you don't have to report on all the bullets but just a place to start)**

Week 5 (July 31st-August 6th)

- What are the interactions ? Who is involved? How did it start?
- What events are happening?
- What impact does this have on social media?
- Who is around? What are they doing?
- Anything else you notice going on
- **(note you don't have to report on all the bullets but just a place to start)**

Name: _____



Week 6 (August 7th - August 13th)

- What are the interactions ? Who is involved? How did it start?
- What events are happening?
- What impact does this have on social media?
- Who is around? What are they doing?
- Anything else you notice going on
- **(note you don't have to report on all the bullets but just a place to start)**

Week 7 (August 14th- August 20th))

- What are the interactions ? Who is involved? How did it start?
- What events are happening?
- What impact does this have on social media?
- Who is around? What are they doing?
- Anything else you notice going on
- **(note you don't have to report on all the bullets but just a place to start)**

Name: _____



Week 8 (August 21st-August 27th)

- What are the interactions ? Who is involved? How did it start?
- What events are happening?
- What impact does this have on social media?
- Who is around? What are they doing?
- Anything else you notice going on
- **(note you don't have to report on all the bullets but just a place to start)**

Name: _____



Essay Task

Now that you have collected data on your communities and neighborhoods you need to synthesize all your information and explain the impact of the events and ongoing things you noticed this summer.

Intro:

- ☐ Introduce what your surroundings were this summer?
- ☐ What was your role in your neighborhood this summer?
- ☐ Explain your process when you recorded what was happening in your community

Body Paragraph 1:

- ☐ Summarize your findings
 - ☐ What were the patterns you noticed?
 - ☐ Something big that happened?
 - ☐ Were there times when nothing was going on? Why?

Body paragraph 2:

- ☐ Describe the impact of your findings
 - ☐ Why do you think these things happened?
 - ☐ What was the result of what happened?
 - ☐ How did this affect your surroundings and or your friend groups and social media?

Conclusion:

- ☐ What are your thoughts on what you discovered through your data collection?
- ☐ What were your noticings?
- ☐ What surprised you? How?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____



A series of horizontal lines for writing, spanning the width of the page.