

**School is out, but learning continues!**



**GRADE 7**

**ACADEMIC ENRICHMENT - DECEMBER 2016**

**Clayton County Public Schools**



# Clayton County Public Schools

## Chief Academic Office

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**LUVENIA JACKSON**  
Superintendent of Schools

**Folasade Oladele, Ed.D.**  
Chief Academic Officer

Dear Parents:

The Georgia Milestone Assessment System (GMAS) is a more demanding assessment system. The assessment system measures student performance on more rigorous curriculum based on the Georgia Standards of Excellence. The Division of Teaching and Learning is providing academic enrichment tasks for students to complete during winter break in order to support their learning, and to ensure that they continue to reinforce their learning. The assignments focus on writing because constructed response and extended response questions create a more rigorous assessment of student writing ability in all grade levels. This more rigorous application of writing in all content areas is a part of Georgia Milestones.

The assignments will include grades 1-8, and high school EOC tested courses, and will be provided in all tested areas, English language arts, math, science, and social studies. Students are encouraged to read the assignments, complete the assessments and return to school in January with their finished work for teachers to review and support them in areas of need. Parents are encouraged to assist students with the completion of tasks if needed. Enrichment packets can be found on the Clayton County Public Schools website ([www.clayton.k12.ga.us](http://www.clayton.k12.ga.us)) and through the CCPS mobile app.

We encourage you to visit the GADOE website where you can find information on Georgia Milestones, including a helpful video that explains the purpose for the testing system. Also, you will find additional resources on the Clayton County Public Schools website, including a Parent's Guide to the Georgia Milestones, translated in Vietnamese, Spanish and English.

Thank you for your attention to this matter, and best wishes for the success of our children.

Regards.

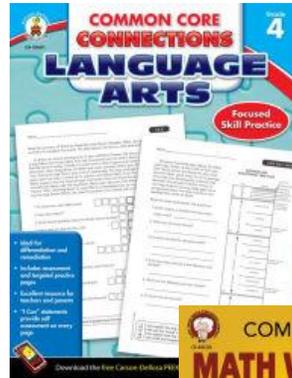
Folasade Oladele, Ed.D.

## Academic Support Resources for Parents

- There are **Common Core** workbooks for Mathematics and Language Arts that can be purchased from Carson-Dellosa Publishing.
- Workbooks are provided for Grades 3-8 at a cost of \$9.99 each.
- Workbooks can be purchased directly from the publisher's website or from Barnes and Noble.

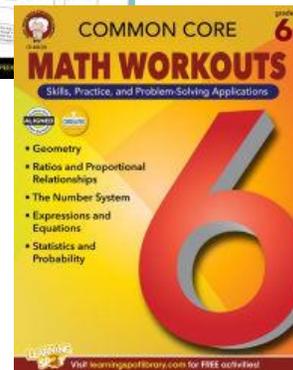
- Carson-Dellosa Publishing website

- Grades K-5
  - [Math Workbook](#)
  - [ELA Workbook](#)
- Grades 6-8
  - [Math Workbook](#)
  - [ELA Workbook](#)



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  - [Math Workbook](#)
  - [ELA Workbook](#)



Use this passage to answer question that follows.

### From the City to the Trail

I'm a city girl. I love the variety of people, the bright lights, and the spectacular buildings that tower overhead. So, you can imagine my surprise when my parents informed me that I'd be spending the summer with my aunt, uncle, and cousin in a small town in Georgia. The last time my cousin Tamara came to visit me, she told me about the beautiful parks around the state. She explained how she often goes hiking and camping with her parents. I told her that the most hiking I had ever done was through the shops and stores in the city. Although I was unsure about what to expect, I could not wait to try something new for the summer.

The day I arrived at my aunt and uncle's home, we all sat down to a nice dinner. During the meal, my uncle suggested that we spend the next day hiking in Amicalola Falls State Park. With enthusiasm, I agreed, and we decided to go to bed early so we would have energy for our hiking excursion.

I was ready to go early in the morning. I looked at myself in the mirror. Before the trip, I had purchased a new pair of really great sneakers with red stripes on the sides. I thought I looked like a true hiker. My cousin Tamara took one look at me, giggled, and said I had to change my shoes. She explained that my feet would get blisters and I would not be able to walk. Although my shoes were very comfortable, Tamara said hiking required shoes with soles thick enough to protect my feet from rocks. Fortunately, she was able to lend me a pair of her hiking boots.

We hit the road in my uncle's van, and I gazed out the window and took in the scenery. I wasn't used to seeing so much nature. About two hours later, we finally arrived. I got out of the car, and with awe, I looked up at the Appalachian Mountains. Like the buildings in the city, they towered overhead. We began to walk and found a path that would lead us to the top of the falls.

At first as we walked, the atmosphere felt odd. Perhaps I just felt out of place for a moment. I noticed how quiet it seemed on the path. We knew there were other people hiking, but we did not hear any of them. Instead, I heard the birds chirping and the squirrels chattering. There were sudden movements in the tangles of plants on the ground that must have been scurrying animals. These noises were much different from the buzz of traffic and busy streets. Tamara knew many of the plants that we encountered. I explained to her how, last December, I bought a soft, velvet-like shirt because I loved the way that it felt. Now, I saw what looked like velvet on the trees and ground! She told me it was moss. I looked above me. The green canopy overhead filtered out most of the sunlight, but just enough flickered through to create a dancing pattern of light on the ground. No one told us to be quiet, but somehow Tamara and I automatically spoke in hushed voices, almost as if we were in a museum.

Despite the overwhelming beauty, my scented hand lotion, though it smelled wonderful earlier that morning, seemed to be attracting every mosquito and gnat in Amicalola Falls. I was turning into one enormous mosquito bite.

I soon forgot the bugs as we reached the top of the falls, though. The sound of the water grew to a roar as we got closer. The sight was hypnotizing. The water did not look like water so much as poured white foam. Uncle Ed said it was 729 feet down to the bottom of the falls, but it felt much farther. It didn't even seem like what I was looking at was real. I felt as if I were looking at the canvas of a great artist.

Mesmerized by the view before me, I was startled when Aunt Patricia spoke, disturbing the stillness of the moment. She announced that it was time to begin our descent. On the way back down, I devised a plan in my head. I'd convince my parents to come with me next time. They would really enjoy hiking. Perhaps, I could even persuade them to take me camping!

**Rewrite this paragraph, using descriptive details and sensory language to better convey the narrator's experiences with the mosquitoes.**

Despite the overwhelming beauty, my scented hand lotion, though it smelled wonderful earlier that morning, seemed to be attracting every mosquito and gnat in Amicalola Falls. I was turning into one enormous mosquito bite.

Use this passage to answer the question that follows.

### **Basketball Beginnings**

Basketball is one of the most popular sports in the United States, so it might surprise you to learn that the game is just over a hundred years old. A gym teacher in Massachusetts, James Naismith, invented the game of basketball in 1891 to give students something to do in the winter.

Naismith studied and taught at the YMCA Training School in Springfield, Massachusetts. Winter in Massachusetts can be very cold, with deep snow on the ground. The school director asked Naismith to design a sport the students could play indoors. Naismith remembered a game he played in his childhood called "duck-on-a-rock." In this game, Naismith set an object or "duck" on top of a rock. He and his friends then threw another rock to try to knock the "duck" off. He thought the concept might work but decided the indoor sport should involve throwing a ball at a target.

One thing that concerned Naismith about playing this game was if the players ran with the ball, they might bump into each other and fall on the hardwood floor. He did not want anyone to get hurt, so he decided players should throw the ball to each other from different points on the floor. Naismith's next question was what to use for a goal. He thought that players should try to throw the ball into a box but could not find any boxes that were the right size. Instead, he found two peach baskets, which he set up as goals at opposite ends of the floor. When a player succeeded in throwing the ball into the basket, it did not fall out the bottom. It simply stayed in the peach basket until someone got it back out.

Naismith's students played the first basketball game late in 1891. Because the class had eighteen students, they played with nine men on each team. The game spread quickly across the United States. YMCA Training School graduates taught the game wherever they went after graduation.

Not far away in Northampton, Massachusetts, was Smith College, a school for women. The physical education teacher there, Senda Berenson, introduced Naismith's new game to students at the college in 1892. She changed some of the rules to make the game depend more on teamwork. Basketball spread to other female colleges. Sometimes the doors were locked or guarded to make sure no men could watch the women play.

Using peach baskets for goals posed a problem. After a successful shot, how could players get the ball back so they could go on with the game? One solution was a string attached to the basket; the referee could pull the string to tip the basket so the ball could roll out. Another solution was to replace the hard wooden basket with a net hanging inside a metal hoop. The net "basket" was closed at the bottom, but the referee could poke at the net with a broom handle and push the ball out from below.

As years passed, many details of the game changed. Although Naismith had written thirteen rules for his game, each team began to create its own set of rules. Players used different types of balls. After 1897, most teams had five players, and teams became known as "fives." The game was called "basket ball"—two words—until the 1920s.

Today, boys and girls of all ages play basketball in parks, schools, and colleges in every state. Professional teams attract huge crowds, and even more Americans watch them on television. Basketball is part of the international Olympic Games. Could James Naismith possibly have imagined all this when he had his students throw a ball into a peach basket for something to do indoors in the winter?

**Standard:** ELACC7RI6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**What is the author's purpose in writing the passage? Use details from the passage to support your answer.**

Standard: ELACC7W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

In this section, you will read about animal relationships and then write an informational essay detailing the ways in which a dog that just had puppies might foster a litter of new kittens.

Before you begin planning and writing, read the two texts:

1. "Animal Roles and Relationships"
2. "Unusual Animal Friendships"

As you read the texts, think about what details from the texts you might use in your essay.

Now, write your essay. Be sure to:

- Use information from the two texts so that your article includes important details.
- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
- Use appropriate and varied transitions to create cohesion.
- Clarify the relationships among ideas and concepts.
- Use clear language and vocabulary to inform about the topic.
- Provide a conclusion that follows the information presented.
- Check your work for correct usage, grammar, spelling, and capitalization.

### **Animal Roles and Relationships**

Animal relationships are often surprising. In nature, it is important for animals to find ways in which to work together for survival. Sometimes different species will work as partners. Other times, members of the same species will develop helpful roles.

One example of a strange partnership is between the hermit crab and the sea anemone. In their ocean environment, these two animals help each other. Hermit crabs use their pincers to tap sea anemones. Once bothered, the sea anemones attach themselves to the hermit crabs' shells. The crabs then give the anemones rides along the bottom of the ocean. In exchange for the free ride, the anemones protect the crabs from octopuses and other predators. The hermit crabs give sea anemones protection from starfish and other attackers. Sea anemones also get free food by eating the leftovers from hermit crab fare.

In some cases, animals take on certain responsibilities within their own families. Mammals are known for developing roles within their natural order. In a pride of lions, lionesses are the hunters while male lions are the protectors. Lionesses also have strong parental instincts. Not only do they care for their own cubs, but they will take care of each other's cubs as well. Lionesses take turns "babysitting" and caring for the pride's young cubs.

Wolf packs have a specialized social order as well. There are wolves that are in charge. They decide essentially everything that the pack does. Most wolves in the pack are in charge of helping to find food and making sure that everyone is safe. When female wolves have a litter of pups, they are treated very well. Other wolf mothers or males will bring the mother food so that she does not have to leave her young. Once the pups are old enough to walk, the mother joins in helping the pack once more. In a pack of wolves, every member does his or her part to teach the pups. In addition, each wolf is expected to help feed and protect the pack. Scientists believe that wolves have one of the most complex series of relationships in the animal kingdom.

No matter how animals help each other, it is important for their own survival. The ability to work together has kept things running smoothly in the animal world. Relationships are not unique to humans; they are critical to animals as well.

### **Unusual Animal Friendships**

There are some friendships so unusual that they cannot really be explained. There are dozens of well documented unique bonds between animals. These relationships are particularly interesting when the two animals are from different species.

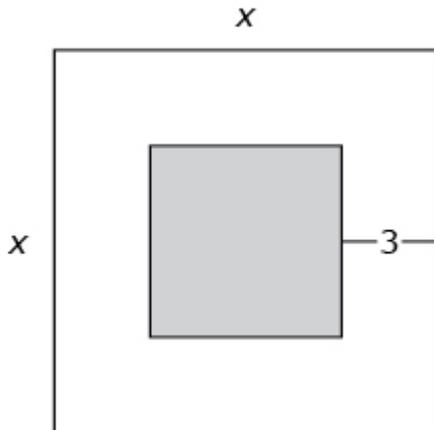
Suryia the orangutan and Roscoe the dog are two such friends. Suryia was orphaned after losing his parents. He was moved to an endangered wildlife refuge in South Carolina where doctors feared he would not live long. He would not eat and did not interact with any person or animal. Then, on a walk around the refuge, Suryia saw Roscoe, a dog that lives on the zoo's land. Suryia rushed over to Roscoe and gave him a hug. From that moment on, the two have been best friends. They sleep, eat, and play together every day. They enjoy swimming, although Roscoe has to help Suryia get over his fear of the water. To thank Roscoe for his help, Suryia always shares his snacks with his best friend. Although nobody would expect an orangutan and a dog to be inseparable, they are truly a perfect pair.

Name \_\_\_\_\_

## 7<sup>th</sup> Grade Mathematics

**MCC7.EE.2** Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

The figure shows a tile with a shaded square centered in a larger square. The side length of the larger square is  $x$  units.



### Part A

Write a simplified expression, in terms of  $x$ , that represents the length of one side of the shaded square.

### Part B

Using the expression for the side length you wrote in Part A, write an expression for the perimeter of the shaded square.

### Part C

Simplify or expand the expression you wrote in Part B to write an equivalent expression.

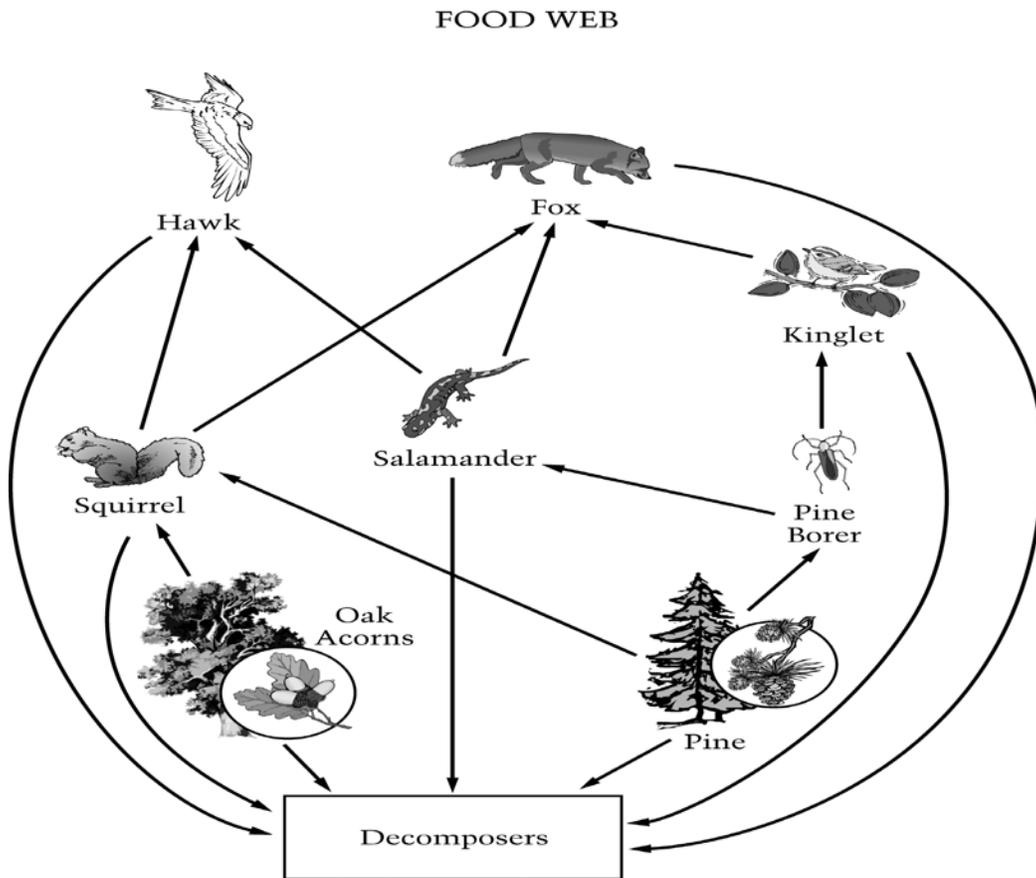
### Part D

Explain what your expressions in Parts B and C indicate about the relationship between the perimeter of the larger square and the perimeter of the smaller shaded square.

**S7L4. Students will examine the dependence of organisms on one another and their environments.**

a. Demonstrate in a food web that matter is transferred from one organism to another and can recycle between organisms and their environments.

Refer to the diagram below, showing a food web. The arrows show the direction of energy flow. Each arrow points from the organism that is consumed to the organism that consumes it. Use the information in the food web to answer the questions that follow.



**A. One year, a parasite infects squirrels and significantly reduces the squirrel population.**

**What effect is a decrease in the population of squirrels most likely to have on the fox population? Fill in only one oval.**

- A. Ⓐ Population will increase.**
- B. Ⓑ Population will decrease.**
- C. Ⓒ Population will remain the same.**

**Use the food web to explain your answer.**

**B. What effect is a decrease in the population of squirrels most likely to have on the salamander population? Fill in only one oval.**

- A. Ⓐ Population will increase.**
- B. Ⓑ Population will decrease.**
- C. Ⓒ Population will remain the same.**

**Use the food web to explain your answer.**

## 7<sup>th</sup> Grade Social Studies

### Standard

**SS7CG1 The student will compare and contrast various forms of government.**

b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.

This task has more than one (1) part. Read each part carefully and respond.

**Be sure to complete ALL parts of the task. Use details from the image AND your knowledge of social studies to support your answer. Answer with complete sentences, and use correct punctuation and grammar.**

*Use the newspaper headline from a 2011 event to answer the question below.*



Part A

How much participation in government did Egyptian citizens have prior to the event described in the headline?

Part B

How might personal freedoms change for Egyptian citizens if the new government adopted was a democracy?