

7th Grade FUESD Study Plan

Week 3				
Monday/ lunes	Tuesday/ martes	Wednesday/ miercoles	Thursday/ jueves	Friday/ viernes
<p>ELA/SS</p> <ul style="list-style-type: none"> Read 30 minutes independently (Reading Log Week 1) 1 Lexia/or Reading Plus Lesson Daily Journal Entry Read Ancient China (pgs. 1 and 2) Note: You must be signed into Discovery Ed for the link to work. Complete Geography of China: Change Over Time Chart Argument Writing for weeks 3 and 4--it should only take one week to write it. Note: all below documents should be view only for students. <ul style="list-style-type: none"> Directions Argument Steps Argument Frames Argument Rubric Athenians Central Idea Spartans Central Idea <p>Math (EE Standards)</p>	<p>ELA/SS</p> <ul style="list-style-type: none"> Read 30 minutes independently (Reading Log Week 1) 1 Lexia/or Reading Plus Lesson Read China's Ancient Cities (pg. 3) Note: You must be signed into Discovery Ed for the link to work. Complete Geography of China: Sequencing Chart <p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Khan Academy: Watch = Two-step equations intuition & Worked example: two-step equations Practice: Solving equations worksheet 2 <p>PE</p> <ul style="list-style-type: none"> Choose 4 bingo fitness tasks or 40 minutes of exercise 	<p>ELA/SS</p> <ul style="list-style-type: none"> Read 30 minutes independently (Reading Log Week 1) 1 Lexia/or Reading Plus Lesson Daily Journal Entry Read China's Great Desert (pgs. 4 and 5) Note: You must be signed into Discovery Ed for the link to work. Complete Geography of China: Effects of Deserts and Mountains <p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Khan Academy: Practice: Two-step equation Practice: Solving equations worksheet 1 containing negatives <p>PE</p> <ul style="list-style-type: none"> Choose 4 bingo fitness tasks or 40 minutes of exercise 	<p>ELA/SS</p> <ul style="list-style-type: none"> Read 30 minutes independently (Reading Log Week 1) 1 Lexia/or Reading Plus Lesson Read Nomadic Horseman to the North (pg. 6) Note: You must be signed into Discovery Ed for the link to work. Complete Geography of China: Story Frames <p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Khan Academy: Watch = Two-step equations with decimals and fractions & Two-step equations with decimal and fractions Practice: Solving equations worksheet 2 containing negatives <p>PE</p> <ul style="list-style-type: none"> Choose 4 bingo fitness tasks or 40 minutes of exercise 	<p>ELA/SS</p> <ul style="list-style-type: none"> Read 30 minutes independently (Reading Log Week 1) 1 Lexia/or Reading Plus Lesson Daily Journal Entry Read The Trading Network of Ancient China Note: You must be signed into Discovery Ed for the link to work. Complete Geography of China: Cause/Event/ Effects Chart <p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Khan Academy: Practice - Two-step equations with decimals and fractions & Watch = Find the mistake: two-step equations Practice: Two-step equations <p>PE</p> <ul style="list-style-type: none"> Choose 4 bingo fitness tasks or 40 minutes of exercise

- 1 Dreambox or ST Lesson
- Khan Academy: Watch = Same thing to both sides & Intro to two-step equations
- Practice: Solving equations worksheet 1
- **Week 3 Math Worksheets**
- Week 3 Math Answer Document

PE

- Choose 4 bingo fitness tasks or 40 minutes of exercise

			minutes of exercise	
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7th Grade Reading Log Week 3

Monday:

Book/Chapter(s) read:	
Minutes read:	
Write 3-5 sentences about the reading:	

Tuesday:

Book/Chapter(s) read:	
Minutes read:	
Write 3-5 sentences about the reading:	

Wednesday:

Book/Chapter(s) read:	
Minutes read:	
Write 3-5 sentences about the reading:	

Thursday:

Book/Chapter(s) read:	
Minutes read:	
Write 3-5 sentences about the reading:	

Friday:

Book/Chapter(s) read:	
Minutes read:	
Write 3-5 sentences about the reading:	

Parent Signature: _____ Date: _____

Argument Steps

1. **Develop an EYE-CATCHING INTRODUCTION. This introduces your topic in an interesting way.**

Example: Imagine living in a society where a person was taken from their parents from the age of seven and forced to do one thing only—fight.

Example: Imagine being a member of the wealthiest civilization in ancient Greece and sailing the seas as a merchant trader, traveling to exotic lands to exchange goods?

2. **Make a CLAIM. A claim tells what you think is true about a topic based on your knowledge and research. IT YOUR MAIN POINT.**

Example: It is evident that living as an ancient Athenian would have many advantages over living as a Spartan.

Example: It is clear that life as an ancient Spartan would be far more adventurous over life as an Athenian.

3. **Support your claim with REASONS.**

Reason example: Athenians received much more freedom from their government than Spartans did in ancient Greece. **REASONS TELL WHY!**

Reason example: Spartans were much tougher warriors due to their training than Athenians were. **REASONS TELL WHY!**

4. **Wrap it up with a CONCLUSION that restates your introduction in different words.**

Example: To sum up, there are many reasons that _____ had the better society to live in. They _____, _____, and _____.

Argument Frames

Introduction claim – use the frame below AFTER you develop your eye-catcher. Check your ARGUMENT STEPS for examples of eye-catchers.

Introduction Frame:

It is (evident, clear, obvious) that (Athens/Sparta) was _____ It
(they) _____, _____, and
_____.

Conclusion Frame:

(To sum up, Overall, In conclusion, Finally) it is (clear, evident, obvious)
that _____. It (they)
_____, _____, and _____.

The Athenians

The Athenians society was one that revolved around three values: trade, government, and education. The Athenians believed that the key to their success focused on ensuring that their population was educated and creative.

Growing up in Athens was very different than most other cultures for young boys and girls. From the age of seven, the boys were sent to school, much like young children today, to learn reading, writing and arithmetic (basic math). Girls in Athens, unlike those in Sparta, did not receive schooling. Instead, they stayed at home with their mothers to learn household duties such as cooking, cleaning, and weaving cloth. Boys advanced through school much like they do today, finishing their basic education at the age of eighteen. From that point, Athenian boys had two choices. First, they could enter higher education, similar to college or university today, to continue their studies. Their other choice was to enlist in the armed forces, either the land army or the navy.

The Athenian government was democratic. Each citizen got a vote, meaning that citizens could directly impact the decisions their government made for them. In order to be an Athenian citizen and participate in government, a person had to be male, own land, and be over the age of eighteen. Women and slaves were not considered citizens, and could not vote. In Athenian democracy, laws were voted on directly by the citizens. Athenian citizens were free, unlike Spartan citizens, to come and go as they pleased and travel freely to other city-states. In Athens, people simply had more choice about their lives than others living in the ancient world at this time of history. This ability to travel freely was critical to Athens' strength in the ancient world—it's economy, which was based on trade.

Athenian trade was the main source of Athens power. Because the Athenians were so well educated and creative, they invented fast ships and navigation charts and maps that allowed Athenians to sail to other city-states and trade their goods. This trade system allowed the Athenians to build massive wealth. They could freely trade with other city-states in Greece, as well as with other civilizations. By using trade to their advantage, they could afford to produce expensive navy ships called triremes, which had three banks of oars that moved the ship swiftly through the water. Because Athens economy was so strong, it could afford to produce fine weapons and ships for defense, therefore making this wealthy city-state also very powerful from a military standpoint.

Athens reliance on trade, education, and a government that encouraged the participation of citizens made for a powerful city-state.

The Spartans

The Spartan society is a fascinating culture to study. It revolved around one value—military might. The Spartans focused on making their warriors the toughest and most skilled from a very young age. Growing up in Sparta was very different than most other cultures for young boys and girls. From the age of seven, the boys were taken from their homes and parents, and placed into a group of boys around their same age. This group was called an Agela. They had to live together in a barracks, which was a large building with simple beds for sleeping.

From the very beginning, their lives were strict and harsh in order to make them brutal and tough. They had to be able to withstand any amount of pain and suffering. So, they were cruelly treated by those training them to become soldiers. For example, they were poorly fed. Instead of being given food, they were put in the situation of having to hunt, forage (search for), or steal food. If they were caught stealing, they were severely punished for that, too. Spartans believed this made the boys tough and resourceful. Spartan boys were given no choices about the direction of their own lives. For instance, reading and writing were not considered important in a young boy's education. Instead, he was taught to be brutal and unforgiving, showing absolutely no mercy to his enemies and fellow Spartans, training every day for combat. He learned to fight with sword, shield and spear for many hours each day. There was absolutely no time for rest, no time for academic learning.

The Spartan government exercised complete control over their society. Rather than a democracy, the Spartans had two kings. These kings served as generals in wars. The lack of control over their own lives and futures was a harsh way to live. Even though Spartan warriors were at the top of the social system, they had to receive special permission even to leave their own city-state! They followed orders, and were told what to do throughout much of their lives, having very little personal freedom.

Spartan boys and girls did not attend school. Reading, writing, and math were not considered important in Spartan culture. Rather, they focused purely on combat. Thus, they quickly fell behind in education and trade. Spartan girls were afforded a public education as well. This was very radical - other Greek girls were not formally educated. They could not, however, use their education to have careers or earn money. Their income came from land that either they or their families were given through a public land distribution program. Land ownership for women in the Greek world was certainly unheard of. Spartan girls were educated and athletic, unlike other women in the rest of the Greek world.

A Spartan warrior's life was one of blood and combat. From the time they were seven years old until they reached the age of sixty, a Spartan soldier knew nothing but a life of pain, suffering, and conquering. They were expected to never run from a battle. They were told to come home alive and victorious, or die trying. Because of Sparta's military ability, they quickly became a powerful city-state, difficult to defeat on any battlefield.

How have boundaries and rivers impacted the development of China? Use the Change Over Time graphic organizer to identify ways boundaries and rivers have impacted China during ancient (Before) and modern times (After). Summarize those changes in the Changes section.

Before:

- Located in the eastern portion of Asia
- Earliest civilizations emerged along rivers – Chang Jiang and Huang He
- Flooding river waters left silt that created rich soil for agriculture
- River valleys were center of civilization and cities because they provided fresh water and means of transportation and communication

After:

- China covers much of Asian continent
- Is fourth largest country in world by area

Changes:

- China expanded its borders to the north, south and west overtime

Geography of China: Cause/ Event/ Effect Chart

Use the graphic organizer to record how interactions with nomads and the development of trade networks affected ancient China.

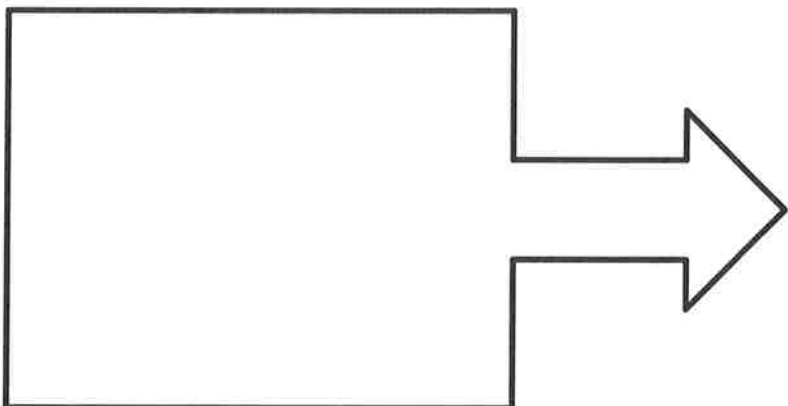
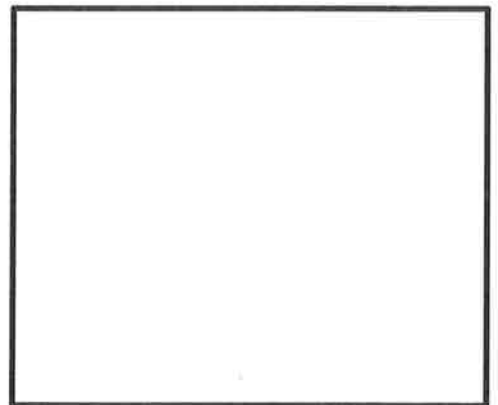
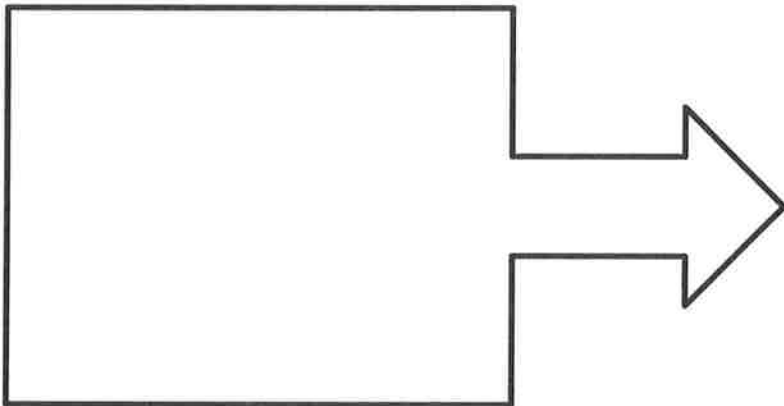
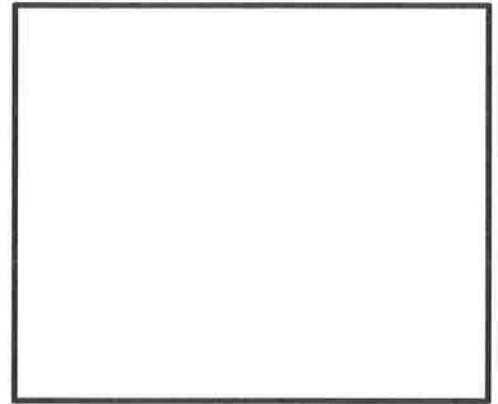
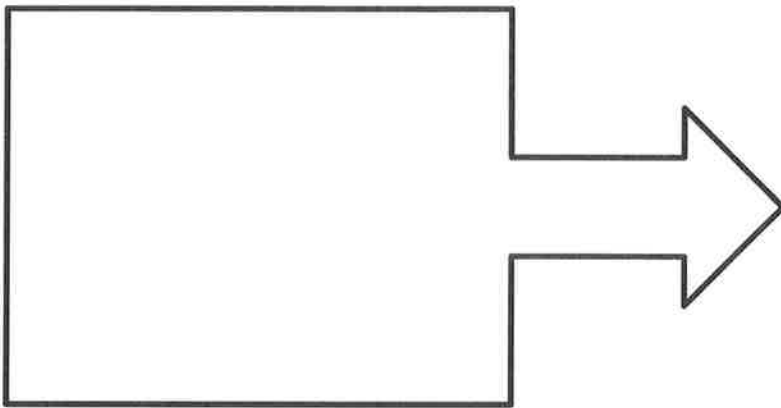
Cause	Event	Effect

Effects of Deserts and Mountains

In the graphic organizer below, identify the costs and benefits of deserts and mountains in China.

Cost

Benefit



Geography of China: Sequencing Chart

As you read the text, complete the sequencing chart by listing in chronological order the development of cities in ancient China.

[illegible]

Geography of China: Story Frames

As you read the text, use the story frames to describe the Chinese people's interactions with nomadic peoples and the development of the trade networks in the region.

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Lightning Storm

Writing Prompts Ideas

- It was a dark stormy night...
- The lightning struck...
- From my bedroom window, I could see...
- The entire town of Fallbrook ...

Five Ws and One H

Who...

- Who is the character?
- Where is the character?
- When did the event take place?

Why...

- Why is the character there?
- Why did this happen?

- Did something cause this to happen?

What...

- What is happening?
- Can you provide more detailed information?

How...

- How did the character get there?
- How did the character get out of their situation?
- How did this happen?
- Can you provide more information to prove this?

Monday: Write the beginning of the story using one of the given "**Writing Prompt Ideas.**"

Wednesday: Write the middle of the story.

Friday: Write the end of the story.

Grade Writing Argument

After reading and highlighting the articles on ancient **Athens** and **Sparta**, you will construct an argument explaining your opinion on which city-state was superior to the other and would offer a better society to live in. Choose ONE, and make the argument for why that ONE was superior to the other.

Use the **ARGUMENT STEPS** provided to help you construct your argument. You may also use the **FRAMES** that have been included to help you construct your **Introduction/Claim** and your **Conclusion**.

You **MUST** paraphrase the information from the articles and put them in your **OWN** words. It may help you to take notes from the article and paraphrase that way, to ensure that you do **NOT** PLAGIARIZE (copy word for word) from the article.

YOUR ARGUMENT SHOULD BE AT LEAST FOUR PARAGRAPHS LONG.

Paragraph #1 – introduction that includes eye catcher and claim

Paragraph #2 – Body paragraph – topic sentence followed by reasons

Paragraph #3 – Body paragraph – topic sentence followed by reasons

Paragraph #4—Conclusion that wraps up

Focus on the city-state you think is superior and explain why using reasons based on your reading of the articles. You may mention a few times the other city-state you didn't choose, but try to focus mostly on the positives of the one you chose, not the negatives of the other.

Don't make this harder than it is. Follow the steps, and make your argument. Use the frames to help with an introduction and conclusion.

Week 3 Math Answer Documents (7th gr.)

Solving Equations (two step problems)

Worksheet 1 - Monday

1.		7.	
2.		8.	
3.		9.	
4.		10.	
5.		11.	
6.		12.	

Solving Equations (two step problems)

Worksheet 2 - Tuesday

1.		7.	
2.		8.	
3.		9.	
4.		10.	
5.		11.	
6.		12.	

Solving Equations (two step problems) containing negatives

Worksheet 1- Wednesday

1.		7.	
2.		8.	
3.		9.	
4.		10.	

5.		11.	
6.		12.	

Solving Equations (two step problems) containing negatives
Worksheet 2 - Thursday

1.		7.	
2.		8.	
3.		9.	
4.		10.	
5.		11.	
6.		12.	

Two Step Equations Practice the Skill

1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

Name _____

Date _____ Grade _____

Solving Equations (two step problems) worksheet 1

Solve for x in each problem.

1.) $2x + 4 = 12$

2.) $4x + 8 = 16$

3.) $6x + 5 = 47$

4.) $3 + 5x = 3$

5.) $6x + 2 = 74$

6.) $6x + 9 = 15$

7.) $6x + 9 = 75$

8.) $8 + 6x = 26$

9.) $5x + 3 = 53$

10.) $7x + 5 = 54$

11.) $7 + 2x = 23$

12.) $10 + 7x = 45$

Name _____

Date _____ Grade _____

Solving Equations (two step problems) worksheet 2

Solve for x in each problem.

1.) $7x + 4 = 46$

2.) $4x + 2 = 42$

3.) $4x + 9 = 17$

4.) $2x + 1 = 1$

5.) $4 + 6x = 16$

6.) $6x + 9 = 45$

7.) $2x + 4 = 24$

8.) $7x + 8 = 29$

9.) $6x + 6 = 36$

10.) $7 + 6x = 19$

11.) $3x + 2 = 2$

12.) $3x + 9 = 45$

Name _____

Date _____ Grade _____

Solving Equations (two step problems-contains negatives)
Worksheet 1

solve for x in each problem.

1.) $4x - 6 = 30$

2.) $5 + 2x = 13$

3.) $-4x + 4 = -12$

4.) $4 - 7x = -66$

5.) $1 + 7x = 8$

6.) $5x - 4 = 51$

7.) $6x - 4 = -10$

8.) $5x + 4 = 4$

9.) $-2x + 3 = 11$

10.) $6x - 6 = 48$

11.) $3x + 5 = 35$

12.) $7x + 2 = -68$

Name_____

Date_____ Grade_____

**Solving Equations (two step problems-contains negatives)
Worksheet 2**

Solve for x in each problem.

1.) $-7x - 9 = -93$ 2.) $4x - 10 = 22$

3.) $6x + 4 = -56$ 4.) $-3 + 7x = 4$

5.) $6x + 6 = 48$ 6.) $5x + 4 = 59$

7.) $4x + 1 = -11$ 8.) $3x + 6 = 42$

9.) $-2x + 1 = -1$ 10.) $-6x + 10 = 46$

11.) $-7x - 3 = -24$ 12.) $-4x + 4 = 16$

Two-step Equations – Practice the Skill









Name _____

Date _____









Solve the equations. Check by substituting your solution to the equation.

1	$9 = \frac{a}{4} + 4$	2	$-5 + \frac{x}{2} = -3$
3	$4x + 3 = 15$	4	$0 = 6 + \frac{y}{2}$
5	$-5 = \frac{5}{10} + z$	6	$-5 = \frac{6 + x}{3}$
7	$\frac{x + 13}{5} = 51$	8	$4(z + 6) = 296$
9	$-6x + 1 = -16$	10	$-15 = \frac{x}{2} - 5$

Fitness BINGO

 10 scissors	 12 star jumps	 Sprint on the spot for 30 seconds
 8 twists	Free Choice	 5 crunches
 Knee high jog on the spot for 30 seconds	 6 push ups	 8 high knee lifts









Fitness BINGO

 4 heel touches	 Shuffle on the spot for 30 seconds	 Sprint on the spot for 30 seconds
 8 twists	Free Choice	 10 squats
 12 side to side jumps	 6 push ups	 10 backwards forwards jumps

Fitness BINGO

 <p>4 heel touches</p>	 <p>2 grape vines</p>	 <p>Hop on one leg for 30 seconds</p>
 <p>Easy walk on the spot for 30 seconds</p>	<p>Free Choice</p>	 <p>10 squats</p>
 <p>15 second plank hold</p>	 <p>8 step touches</p>	 <p>10 backwards forwards jumps</p>

Fitness BINGO

 <p>March on the spot for 30 seconds</p>	 <p>2 grape vines</p>	 <p>Hop on one leg for 30 seconds</p>
 <p>Easy walk on the spot for 30 seconds</p>	<p>Free Choice</p>	 <p>Side to side step for 30 seconds</p>
 <p>15 second plank hold</p>	 <p>8 step touches</p>	 <p>4 left leg lunges</p>