

A C S P

Summer Gazette

2020-2021 Edition

ENTERING 7TH GRADE

- CURRICULUM
- UNIFORMS
- CONTACT INFO

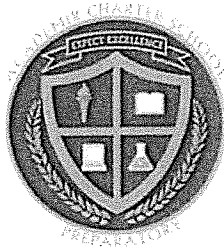
STUDENT NAME:

Academir Charter School Preparatory

19185 SW 127 Ave.

Miami, FL 33177





AcadeMir Charter School Preparatory
"Expect Excellence"

AcadeMir Charter School Preparatory is proud and excited to offer all students our summer assignments. This summer magazine contains all **REQUIRED** Reading, Mathematics, and/or Science project based learning activities for your child's incoming grade. Enclosed you will also find other pertinent information to help your family prepare for the upcoming school year. As always, use these assignments as a way to connect with your child and acclimate students to what will be expected next year. **ALL** magazines will be collected during the first week of school and will be evaluated for a participation grade. We hope you have a wonderful and restful summer.

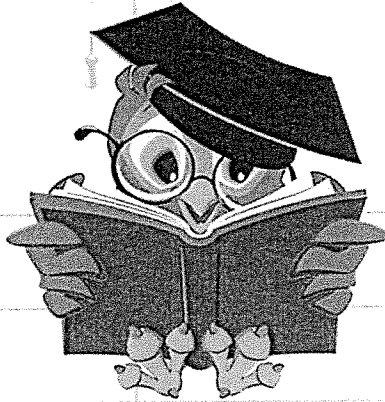
Sincerely,

M. Kristina Ledo Ed. D.
Principal

AcadeMir Charter School Preparatory está orgulloso y emocionado de ofrecer a todos los estudiantes nuestras asignaciones de verano. Esta revista de verano contiene todas las actividades de aprendizaje basadas en proyectos de Lectura, Matemáticas y / o Ciencias **REQUERIDAS** para el grado de su hijo. Adjunto encontrará también otra información pertinente para ayudar a su familia prepararse para el próximo año escolar. Como siempre, utilice estos proyectos como una manera de conectarse con su hijo y aclimatar a los estudiantes a lo que pueden esperar el próximo año. **TODOS** los proyectos se recogerán durante la primera semana de la escuela y serán evaluados para un grado de participación. Esperamos que tengan un maravilloso y tranquilo verano.

Sinceramente,

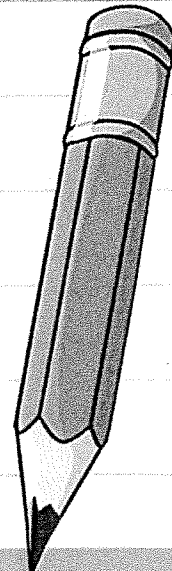
M. Kristina Ledo Ed. D.
Principal



School Ready

STRESS-FREE SUMMER & HASSLE-FREE BACK-TO-SCHOOL!

- ✓ NO WORRY OF OBTAINING SCHOOL SUPPLIES.
- ✓ NO WAITING IN LONG LINES.
- ✓ NO STRESS OVER SOLD-OUT ITEMS.
- ✓ ALL SUPPLIES SHIPPED IN ONE DELIVERY TO THE SCHOOL.
- ✓ ALL SUPPLIES LABELED WITH STUDENT NAME & CHARACTER.
- ✓ NO CARRYING OF BAGS OR BOXES.
- ✓ NO DELIVERY FEE.
- ✓ OPTION TO ORDER ONLINE
- ✓ OPTION TO BUY HEADPHONES SEPARATELY.
- ✓ OPTION TO BUY SUPPLY KITS BY CATEGORY.



WWW.SCHOOLREADYSUPPLIES.COM

Middle School

Classroom Supplies

General Supplies:

- ✓ #2 Pencils
- ✓ 2 Blue / Black Pens
- ✓ 2 Red Pens
- ✓ 2 Highlighters
- ✓ 2 Erasers
- ✓ Sharpeners with Covers

Homeroom Supplies:

- ✓ 1 Bottles of Hand Sanitizer
- ✓ 2 Tissue Boxes
- ✓ 1 Bottles of Lysol
- ✓ 1 Paper Towels
- ✓ 2 Dry Erase Markers
(Black/ Blue/Red/Green)
- ✓ 2 Reams of Copy Paper
(White)
- ✓ 1 Pack of Color Copy Paper
- ✓ 1 Pack of College Ruled
Loose Leaf Paper

ELA/Reading:

- ✓ 1- 2inch Binder
- ✓ 1- Duo-tang folder
w/pockets
- ✓ 2- Composition Notebooks
- ✓ 1- Pair of Headphones
- ✓ 1-8GB USB memory stick

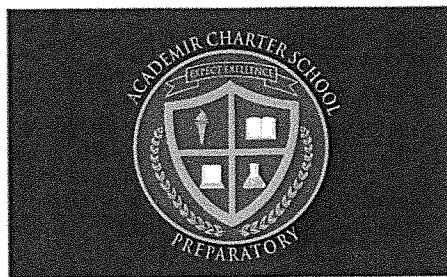
Math:

- ✓ 1- Duo-tang folder
w/pockets
- ✓ 2- Composition Notebooks

Science:

- ✓ 1- Composition Notebooks
- ✓ 1- Duo-tang folder
w/pockets
- ✓ 6 Dividers with pockets
plastic covers
- ✓ 12 Pack of color pencils

Please keep in mind that this is just a general supply list. Teachers will be including additional supplies in their syllabus that will be required. This will be given out during the first TWO days of school.



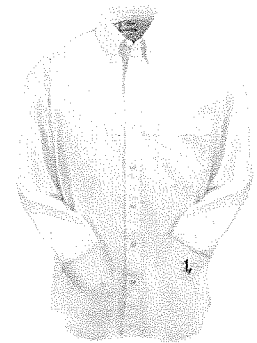
AcadeMir Charter School Preparatory



Unisex Polo Spandex



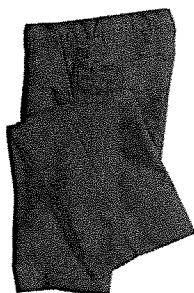
Polo Rugby



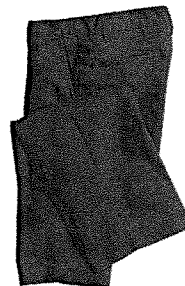
Oxford Gala



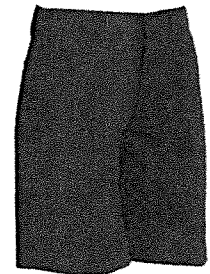
Polo Dress
\$34.99 - \$36.99



Flat Front Pant
\$23.99



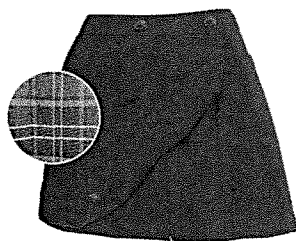
Flat Front Pant
\$19.99



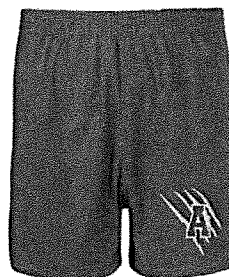
Flat Front Short
\$14.99 - \$19.99



Tie



Skort With Flap Plaid



Pe Short



Pe T-Shirt



Snap Fleece Jacket



V-Neck Cardigan



V-Neck Vest -Gala



Dear ACSP Families:

Books can take your imagination to faraway places, on fantastic adventures, or back in time. You can learn about new things, meet new characters, and experience other cultures when you read. Reading can be relaxing, fun and rewarding - we know that people become better readers by reading!

This summer, we want you to take some time to *READ*. You can either enjoy the book on your own or read it with a grown-up. Our Grade Level Reading List can be found below. After you read your book, *complete the summer reading activity that has been assigned to your grade level*. Please bring your finished project in during the first week of school and give it to your teacher. It will be shared and displayed in class!

If you have any questions, please call our school office (305) 964-7542. Have a wonderful summer!

<i>Grade Level</i>	<i>Book</i>
<i>Entering Kindergarten</i>	<i>All Are Welcome by Alexandra Penfold</i>
<i>Entering 1st grade</i>	<i>The Little Butterfly that Could by Ross Burach</i>
<i>Entering 2nd grade</i>	<i>Jabari Jumps by Gaia Cornwall</i>
<i>Entering 3rd grade</i>	<i>Ranger in Time: Hurricane Katrina Rescue by Kate Messner</i>
<i>Entering 4th grade</i>	<i>Ways to Make Sunshine by Renee Watson</i>
<i>Entering 5th grade</i>	<i>Key Hunters: The Mysterious Moonstone by Eric Luper</i>
<i>Entering 6th grade</i>	<i>I Survived the American Revolution, 1776 by Lauren Tarshis</i>
<i>Entering 7th grade</i>	<i>I Survived the Battle of Gettysburg, 1863 by Lauren Tarshis</i>
<i>Entering 8th grade</i>	<i>The Big Game by Tim Green</i>

Students Entering Grades 1-3

- *In addition to the summer reading books above, students entering grades 1-3 will be required to complete 45 minutes Lexia weekly.*

Students Entering Grades 4-8

- *In addition to the summer reading books above, students entering grades 4-8 will be required to complete Reading Plus weekly.*

Total to be completed by August 1 :

- *10 See Readers reading comprehension activities*
- *10 Read Arounds vocabulary activities*



Character Analysis Essay:



ANALYZE A CHARACTER'S PERSONALITY, NEEDS, AND OBSTACLES.

- Analyzing key components of a character can you understand the important role character motivation plays in fiction writing. It will also get you to think about how motivation relates to the larger themes of any given piece of literature.
 - Step 1:
 - Pick a character from your summer reading book.
 - Step 2:
 - Answer the following focus questions to help you plan out your essay:
 - INTRODUCTION
 - How would you describe this character's personality? Is he or she brave, cowardly, nervous, unsure, and/or strong? Find examples from the book that prove these descriptions.
 - BODY PARAGRAPHS
 - What is the character's main goal throughout the book?
 - What are the obstacles that stand in their way of reaching their goal?
 - CONCLUSION
 - Does the character start off one way and then shift as the story progresses? If so, how?
 - How do they try to overcome those obstacles? Do they succeed?
 - Step 3:
 - Write a well-written 4-5 paragraph essay using these focus questions to guide you in your writing.
 - Make sure you have an introduction with a clear thesis statement, at least 2 body paragraphs, and a conclusion.
 - Please type your essays using 12 pt. Arial or Times New Roman font. Print it and turn it in with your summer magazine
 - Leave a space in between each new paragraph.
 - Spelling, punctuation, and grammar will count.
 - Please see the character analysis rubric – this will be used to score your essay.

Character Analysis Essay Rubric

Domains	6	3	1
Thesis Statement	The thesis statement of the essay has a clearly listed character as its subject. The thesis statement appears at the end of the first paragraph.	The thesis statement possesses a clear character as its subject. The thesis statement appears at the end of the first paragraph.	The thesis statement has a character subject. The thesis statement appears in the first paragraph.
Body Paragraphs	The essay has at least 2 body paragraphs. Paragraphs must be at least five sentences long with one supporting example or quote from the text.	The essay has 1 body paragraphs that possess topic sentences. Each paragraph is at least five sentences long with a supporting example or quote present in each paragraph.	The essay has a body paragraph with a topic sentence somewhat related to the thesis statement. One quote is present in the paragraph and it is at least five sentences long.
Topic Sentences	Each body paragraph starts with a topic sentence that conveys the general subject of the paragraph. The subject of each topic sentence is taken directly from the thesis statement.	Each body paragraph starts with a topic sentence that conveys the general subject of the paragraph. The subject of the topic sentence contains a reference to the thesis statement.	Each body paragraph starts with a topic sentence that conveys the general subject of the paragraph.
Supporting Statements	All statements in the body paragraphs directly relate to the topic sentences of the paragraph.	Some statements in the body paragraphs are directly related to the topic sentences of the paragraph.	One statement in the body paragraphs has a sentence subject that directly relates to the topic sentence of the paragraph.
Spelling/Grammar	No spelling or grammar errors are present in the essay. The essay contains no occurrences of passive voice.	One-two spelling and/or grammar errors are present in the essay. Some instances of passive voice are present.	Multiple spelling and/or grammar errors are present along with multiple occurrences of passive voice.

SCORES ____/30

Read the passage and answer the questions that follow.

A Safer City for Us All

- 1 There ought to be room for all types of transportation on the streets of the city: walking, biking, and driving cars. We ought to be able to move together, each considering the safety of the others. Sadly, however, that is not the case—especially in our city centers. In August 2012 alone, there were 17,108 motor vehicle accidents in New York City, with serious consequences: 502 cyclists and 853 pedestrians injured, and a total of 15 fatalities. It is time for cities to take such results seriously and ban cars from the city center.

Some might say this is a drastic response, especially for those who live outside the city and commute in to work each day. But more and more people are taking public transportation to work, and this should be further encouraged. Not only does it reduce car traffic on the roads, but it also reduces pollution in the environment. People who must drive to work can easily drive to the perimeter of the city. Parking is already more easily available there than it is in the city center. They can then take the bus or subway—or even consider walking—for the final leg of their commute.

City governments should be willing to inconvenience those who drive cars, if it will improve safety for those who are walking or cycling. Yet currently, this is far from true. In New York City, the penalties for drivers who cause the death of a pedestrian or cyclist are often laughable. Nearly half of these drivers are not even given a ticket for careless driving. Yet few of them seem to realize that their driving is more than careless—it is dangerous.

Drivers argue that the collisions aren't their fault. They say accidents are inevitable when pedestrians run out into the middle of the road, assuming that cars will stop for them. They say bicyclists do not obey traffic rules or stay within designated bike lanes. But most accidents involving pedestrians occur at crosswalks—exactly where the people are supposed to be walking. And in the majority of accidents involving cyclists, police reports state that the driver is at fault—not the cyclist. The truth is that drivers of cars assume that pedestrians and cyclists will avoid them, because their vehicles are larger and more easily seen.

- 5 Unfortunately, efforts to improve enforcement and safety in cities have not been effective in fixing the problem. The number of accidents each year is sky-high—and rising all the time. While police officers are doing the best they can, the problem is too big to solve by writing one ticket at a time. It is no better than fighting a hydra. The problems will only continue to multiply, and the police will never be able to keep up. Legally, it is the responsibility of drivers to ensure the safety of those on the road around them. However, few drivers seem to see it that way. And if the bigger vehicle on the road always assumes that it has the right-of-way, collisions are likely to continue happening—no matter how many citations are issued. This is why it is far better to simply stop these collisions from happening in the first place.

Keeping cars out of the city center need not place any limitations on the business and social activities in the city. A city center open only to cyclists and pedestrians could be an even more vibrant center of urban life. Walkers and cyclists naturally move at a slower pace than drivers. This means they could be more likely to linger, window shopping and patronizing local businesses. They could shop in local stores, gather at cafes, drop in to restaurants, sit on park benches, and enjoy public spaces. Without streets clogged with traffic, it would also be easier for more people to attend events such as concerts and plays. Ultimately, the city would be open for more people to enjoy. It would not only benefit the economy but also keep everyone safe.



Lesson 7 Quiz

1. Which of these sentences from the passage is an opinion?
 - A. "Drivers argue that the collisions aren't their fault."
 - B. "Walkers and cyclists naturally move at a slower pace than drivers."
 - C. "Parking is already more easily available there than it is in the city center."
 - D. "We ought to be able to move together, each considering the safety of the others."
2. Read this sentence from the opening of the passage.

There ought to be room for all types of transportation on the streets of the city: walking, biking, and driving cars.

What is the relationship between transportation and "pedestrians, cyclists, and drivers of cars"?

- A. antonyms
- B. category and items
- C. whole to parts
- D. cause and effects

3. A hydra is a mythical three-headed monster. Each time one head is cut off, three more heads grow in its place. In this passage, the author says, "It is no better than fighting a hydra. The problems will only continue to multiply, and the police will never be able to keep up." Why does the author use an allusion to a hydra here?
 - A. to show that a problem can never be solved
 - B. to show that the problems are just mythical and don't exist
 - C. to show that when one problem is solved, another one comes up
 - D. to show that police have no power to do anything

4. Read these sentences from the last paragraph of the passage.

Walkers and cyclists naturally move at a slower pace than drivers. This means they could be more likely to linger, window shopping and patronizing local businesses.

What is the relationship between "walkers and cyclists naturally move at a slower pace" and "more likely to linger"?

- A. synonyms
- B. category and item
- C. whole to part
- D. cause and effect

5. Read this sentence from the passage.

Without streets clogged with traffic, it would also be easier for more people to attend events such as concerts and plays.

The author MOST LIKELY uses the word clogged to

- A. describe the traffic accurately.
 - B. create a strongly negative feeling.
 - C. show how other people see the traffic.
 - D. suggest that water is flooding the streets.
6. How does the last paragraph provide support for the author's argument?
- A. It paints a positive picture of a city center without cars.
 - B. It explains how the police have been responding to collisions.
 - C. It shows the consequences of allowing cars with careless drivers.
 - D. It describes how pedestrians and cyclists can avoid collisions with cars.
7. How does the author support the claim that city governments care more about drivers than about the safety of pedestrians and cyclists?

Read the passage and answer the questions that follow.

Sharing the Streets

- 1 Imagine for a moment that you are driving from the suburbs to your job in the city. Your commute is long, and you can't wait for it to be over. As you near the city, you drive more slowly, watching for any cyclists weaving in and out or any people who may step out into the road without warning. But though you are a conscientious and careful driver, you're not allowed to drive in the city center. Instead, you have to park on the fringes of the city, then begin yet another leg of your commute on the bus, the subway, or your own two feet.

If it sounds unfair, it is. The idea that cars are a special menace to cyclists and pedestrians makes little sense, when you look at the numbers. For example, there were 17,108 accidents in New York City in August 2012. That total sounds high, but it pales in comparison to the number of cars, bicycles, and pedestrians that shared the city's streets that month. As any insurance company will tell you, there are plenty of drivers who go months and years without a single accident.

When accidents happen, of course, they can be dangerous. But perhaps surprisingly, the greatest numbers of people injured or killed aren't cyclists or walkers. They're drivers and passengers of cars—nearly 3,400 of them, compared to only about 1,200 cyclists and pedestrians combined. If anything, drivers are mainly a hazard to others who are also in cars. But this is the case on any road, whether in the city or outside it.

It is admittedly true that bad drivers can cause plenty of damage. But so can cyclists and pedestrians who don't follow the basic traffic laws. People often quote the statistics about accidents caused by drivers, but there is another side to the story. Each year, about 550 people in New York City are injured from accidents caused by bicycles. Cyclists travel in the wrong direction, travel too fast, or disobey traffic lights. They veer out of designated bike lanes. They disregard people who happen to be walking in the bike lane. Cities contribute to the problem, too. By adding bicycle-sharing programs and new bike lanes, they encourage increasing numbers of cyclists to crowd the streets.

- 5 Pedestrians, too, often contribute to the problem. They walk out in the middle of a street or cross without looking for oncoming traffic. They jaywalk despite a clear "don't walk" sign. Drivers of cars try to react as quickly as possible to avoid hitting these pedestrians, but they cannot be held responsible for these walkers' careless behavior.

If cities truly wanted to ban any group that had caused accidents, they would have to ban everyone: drivers, cyclists, and walkers alike. But rather than having a ghost town instead of a city, local governments should strive for a reasonable solution for everyone. There are plenty of good drivers, cyclists, and pedestrians who will do their best to share the streets for everyone's safety. Widening existing sidewalks and bike lanes, which have become narrower due to congestion, can help with the overcrowding along the streets. Community education through ads and campaigns can remind people of the traffic laws they must follow—though consistent enforcement is also important. A person might not take laws about pedestrian crossings seriously, until he or she gets a ticket from a police officer for jaywalking.

Though drivers are not the primary problem, there are also steps that can help make all car traffic safer. Many European cities have begun using a strategy called “traffic calming.” The goal of traffic calming is to get people to drive more slowly and carefully. One approach is to add speed bumps and central islands in the middle of the road, so that drivers must slow down. Small traffic circles at intersections have a similar effect.

One of the most effective strategies is to narrow a two-lane road to one lane. This way, the cars must slow down to merge. Adding a textured surface can also help. The bumpiness makes drivers want to slow down. Even optical illusions can be useful. Painting lines across a road at smaller and smaller intervals can make drivers think they are driving faster and faster. They often react by slowing down.

We all need to be protean citizens to put all these changes in place, but it will be worthwhile. As fellow residents and workers in an area, drivers, cyclists, and pedestrians should all be able to share the roads. Banning cars from city centers in favor of cyclists and pedestrians is not only unfair—it simply doesn't make sense.



Lesson 7 Quiz

8. Which sentence from the passage is a reasoned judgment?
- A. "For example, there were 17,108 accidents in New York City in August 2012."
 - B. "Cyclists travel in the wrong direction, travel too fast, or disobey traffic lights."
 - C. "Banning cars from city centers in favor of cyclists and pedestrians is not only unfair—it simply doesn't make sense."
 - D. "As any insurance company will tell you, there are plenty of drivers who go months and years without a single accident."
9. Which statement from the passage BEST reveals the author's point of view?
- A. "If anything, drivers are mainly a hazard to others who are also in cars."
 - B. "People often quote the statistics about accidents caused by drivers, but there is another side to the story."
 - C. "As fellow residents and workers in an area, drivers, cyclists, and pedestrians should all be able to share the roads."
 - D. "Community education through ads and campaigns can remind people of the traffic laws they must follow—though consistent enforcement is also important."

10. Read this sentence from the passage.

Widening existing sidewalks and bike lanes, which have become narrower due to congestion, can help with the overcrowding along the streets.

What is the relationship between the underlined words?

- A. antonyms
 - B. category and item
 - C. whole to part
 - D. cause and effect
11. In the passage, the author's claims are supported in all of the following ways EXCEPT
- A. describing particular accidents.
 - B. listing statistics in order to prove a point.
 - C. giving a personal example as an appeal to emotion.
 - D. explaining how other cities have solved similar problems.

12. Proteus was a Greek god who was able to change his shape, or adapt, to suit whatever it was he was facing. In this passage, the author says, “We all need to be protean citizens to put all these changes in place, but it will be worthwhile.”

Why does the author say we all need to be like Proteus?

- A. so the citizens can be more like gods
- B. to give an unattainable goal
- C. so the citizens can adapt and change to face the city’s problems
- D. so the citizens can adapt to using different modes of transportation

Use “A Safer City for Us All” and “Sharing the Streets” to answer questions 13 and 14.

13. Though taking different positions, the authors of BOTH passages argue that
- A. their idea is the best solution for everyone involved.
 - B. fewer cars should be allowed to drive in city centers.
 - C. there are too many cyclists and pedestrians on city streets.
 - D. it is hopeless for city governments to attempt to fix the problem.
14. Describe how “A Safer City for Us All” and “Sharing the Streets” use the statistic on accidents in New York City in August 2012.

LESSON

1

Fractions, Decimals,
and Percents**Review It!**

Remember these fraction-decimal equivalences. They can help you convert other fractions to decimals and percents.

$$\frac{1}{25} = 0.04$$

$$\frac{1}{20} = 0.05$$

$$\frac{1}{10} = 0.1$$

$$\frac{1}{5} = 0.2$$

$$\frac{1}{4} = 0.25$$

$$\frac{1}{2} = 0.5$$

Change the fraction $\frac{1}{8}$ to a decimal and to a percent.

Step 1 Change $\frac{1}{8}$ to a decimal. ←

REMEMBER Divide the numerator by the denominator.

Step 2 Write 0.125 as a percent.

Move the decimal point 2 places to the right AND attach a % sign.

The decimal point is now between _____ and _____.

So, $\frac{1}{8}$ is equivalent to the decimal _____ and to _____%.

Try It!

Write each as a fraction in simplest form.

1. 0.375 _____

2. 0.7 _____

3. 40% _____

4. 75% _____

Write each as a decimal.

5. 28% _____

6. 35.5% _____

7. $\frac{3}{5}$ _____

8. $\frac{11}{20}$ _____

Write each as a percent.

9. $\frac{1}{2}$ _____

10. 0.775 _____

11. 0.008 _____

12. $\frac{7}{8}$ _____

Solve.

13. About 60% of the human body is made up of water. What is this number as a fraction and as a decimal?

_____ and _____

14. An amusement park ride cost $1\frac{1}{5}$ times what the same ride cost the previous year. What is this number as a decimal and as a percent?

_____ and _____

Ask Yourself

1.

$$0.375 = \frac{375}{?}$$

10, 100, or 1,000?

5.

Move the decimal point where?
2 places to the left, or
2 places to the right?

9.

Which is the correct division?
 $1 \div 2$, or $2 \div 1$?

13.

What is the greatest number that divides evenly into 60 and 100?
6, 10, or 20?

LESSON

2

Comparing and Ordering Whole Numbers, Fractions, and Decimals

Review It!

When you compare and order whole numbers, fractions, and decimals, remember these words:

whole number any of the numbers 0, 1, 2, 3, 4, 5, ...

mixed number a whole number and a fraction

$1\frac{3}{7}$, $2\frac{1}{8}$, and $3\frac{5}{6}$ are mixed numbers.

Which number is less, $5\frac{3}{8}$ or 5.38?

Step 1 To compare, write both numbers as mixed numbers or as decimals.

Write $5\frac{3}{8}$ as a decimal. \leftarrow

THINK In this case, it is easier to compare decimals.

First change $\frac{3}{8}$ to a decimal. $\frac{3}{8} = \underline{\hspace{2cm}}$ \leftarrow

REMEMBER $\frac{3}{8} = 3 \div 8 = 8\overline{)3}$

$5\frac{3}{8} = 5 + \frac{3}{8} = 5 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

Write 5.38 as 5.380 so you can compare the same number of places to the right of the decimal point. \leftarrow

THINK You can attach zeros without changing the value of the decimal.

Step 2 Compare 5.375 and 5.380.

Use $<$, $>$, or $=$ to compare the digits from left to right. \leftarrow

5 \bigcirc 5 3 \bigcirc 3 7 \bigcirc 8

Since 7 \bigcirc 8, $5.375 \bigcirc 5.380$.

So, $5\frac{3}{8} \bigcirc 5.38$.

REMEMBER $<$ and $>$ are like arrows that point to the smaller number.

Try It!

Write $<$, $>$, or $=$ to make the sentence true.

1. $\frac{1}{2} \bigcirc \frac{3}{4}$

2. $\frac{1}{4} \bigcirc 0.14$

3. $\frac{2}{3} \bigcirc \frac{2}{7}$

4. $\frac{5}{9} \bigcirc \frac{9}{10}$

5. $10.29 \bigcirc 10.3$

6. $7\frac{1}{4} \bigcirc 7.3$

7. $1\frac{3}{4} \bigcirc 1.75$

8. $1\frac{1}{7} \bigcirc 2\frac{3}{10}$

9. $2.2 \bigcirc 2\frac{1}{6}$

Write the least number in each set.

10. $4, 3\frac{1}{10}, 3.2$

11. $\frac{1}{2}, 0.2, \frac{1}{3}$

12. $\frac{9}{12}, 0.8, 0.74$

13. $1.61, 1\frac{3}{5}, 1\frac{2}{3}$

14. $5\frac{3}{7}, 5\frac{1}{3}, 5\frac{1}{4}$

15. $\frac{6}{7}, \frac{8}{9}, 0.9$

16. $6\frac{2}{5}, 6.2, 6.5$

17. $1\frac{7}{8}, 1.8, 1\frac{3}{4}$

18. $0.6, \frac{2}{5}, \frac{1}{3}$

Solve.

19. At the Franklin Institute Science Museum, $\frac{1}{4}$ of the visitors wore sandals, $\frac{2}{3}$ wore sneakers, and $\frac{1}{12}$ wore flip-flops.

What type of footwear was worn most? _____

20. At a school football game, 0.26 of the fans were over the age of 40, $\frac{17}{50}$ were from 20 to 40, and $\frac{2}{5}$ were under 20.

Most of the fans were in what age group? _____



1.

What does $>$ point to?
the greater number, or
the lesser number?

10.

What is the decimal
for $3\frac{1}{10}$?
3.1, or 3.9?

19.

Which is less?
1 out of 4 equal
parts, or 1 out of 12
equal parts?

7th Grade Civics

What is Civics?

Standard: SS.7.C.2.1: Define the term "citizen," and identify legal means of becoming a United States citizen.

Learn all about citizenship in the United States of America:

- What citizenship is.
- How the U.S. Constitution and laws define who is a citizen.
- How some Americans have citizenship from birth.
- How others became U.S. citizens through a process called naturalization.

Interactive Tutorial Lesson:

1. Visit: <https://www.floridastudents.org/PreviewResource/StudentResource/116268>
2. Start the tutorial: **Citizenship: It All Starts Here!**
3. Complete each practice question.
4. Print the certificate of completion.

Standard: SS.7.C.2.2: Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

Learn about the rights, obligations, and responsibilities of citizens of the United States in this interactive tutorial.

Interactive Tutorial Lesson:

1. Visit: <https://www.floridastudents.org/PreviewResource/StudentResource/120333>
2. Start the tutorial: **Show Your Citizenship!**
3. Complete each practice question.
4. Print the certificate of completion.

Simulate the experience of serving on a jury and deciding a case in this interactive tutorial! Learn all about trial by jury and why it's such an important part of our society-- as well as an obligation of citizenship.

Interactive Tutorial Lesson:

1. Visit: <https://www.floridastudents.org/PreviewResource/StudentResource/128054>
2. Start the tutorial: **Trial by Jury: You Decide!**
3. Complete each practice question.
4. Print the certificate of completion.

7th Grade Civics

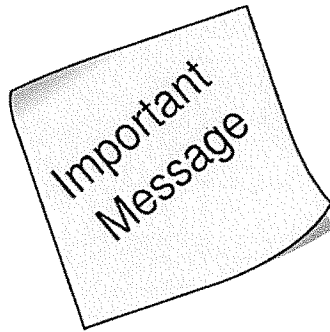
What is Civics?

Standard: SS.7.C.1.9: Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

*Learn about one of the most important principles in our American democracy: **rule of law**. You will explore this important concept and learn about its application to a famous Supreme Court decision: United States v. Nixon.*

Interactive Tutorial Lesson:

1. Visit: <https://www.floridastudents.org/PreviewResource/StudentResource/118748>
2. Start the tutorial: **Understanding Rule of Law**
3. Complete each practice question.
4. Print the certificate of completion.



All 7th grade students will be taking the Civics End of Course (EOC) Assessment towards the end of the school year. For more information on the Civic EOC visit:

<http://www.fldoe.org/core/fileparse.php/5662/urlt/Civics-EOC.pdf>

7th Grade Civics

What is Civics?

Student Name: _____ Student ID: _____

Week	Interactive Tutorial Lesson	Date Completed
1	Citizenship: It All Starts Here!	
2	Show Your Citizenship!	
3	Trial by Jury: You Decide!	
4	Understanding Rule of Law	

7th Comprehensive Science Course 2

Nature of Science

Standard: SC.7.N.1.1: Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

Learn how to design a scientific experiment involving ants and what food they prefer. In this interactive tutorial, you will learn about variables and scientific processes required to conduct an experiment.

Interactive Tutorial Lesson:

1. Visit: <https://www.floridastudents.org/PreviewResource/StudentResource/185954>
2. Start the tutorial: **Science Research Part 1: Setting up an Experiment**
3. Complete each practice question.
4. Print the certificate of completion.

Interactive Tutorial Lesson:

1. Visit: <https://www.floridastudents.org/PreviewResource/StudentResource/186771>
2. Start the tutorial: **Science Research Part 2: Conducting an Experiment and Analyzing Results**
3. Complete each practice question.
4. Print the certificate of completion.

Standard: SC.7.N.1.2: Differentiate replication (by others) from repetition (multiple trials).

Learn to differentiate replication (by others) from repetition (multiple trials) in experimental design through the information and practice exercises in this interactive tutorial.

Interactive Tutorial Lesson:

1. Visit: <https://www.floridastudents.org/PreviewResource/StudentResource/126623>
2. Start the tutorial: **Repetition and Replication**
3. Complete each practice question.
4. Print the certificate of completion and submit to your Science teacher.

7th Comprehensive Science Course 2

Nature of Science

Standard: SC.7.N.1.3: Distinguish between an experiment (which must involve the identification and control of variables) and other forms of scientific investigation and explain that not all scientific knowledge is derived from experimentation.

Science is not just about experiments! Learn about other ways to do science such as observational and comparative studies in this interactive tutorial. Science is varied and interesting as we use scientific skills to learn about the world!

Interactive Tutorial Lesson:

1. Visit: <https://www.floridastudents.org/PreviewResource/StudentResource/181173>
2. Start the tutorial: **Not Just Another Science Experiment**
3. Complete each practice question.
4. Print the certificate of completion and submit to your Science teacher.

Standard: SC.7.N.1.4: Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.

Learn to identify the independent variable and the dependent variable in an experiment with this interactive tutorial.

Interactive Tutorial Lesson:

1. Visit: <https://www.floridastudents.org/PreviewResource/StudentResource/126096>
2. Start the tutorial: **Identification of Variables**
3. Complete each practice question.
4. Print the certificate of completion and submit to your Science teacher.

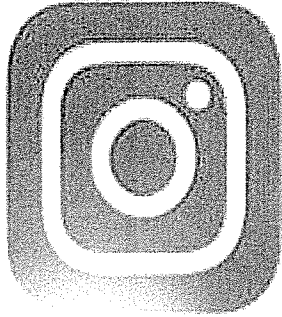
7th Comprehensive Science Course 2

Nature of Science

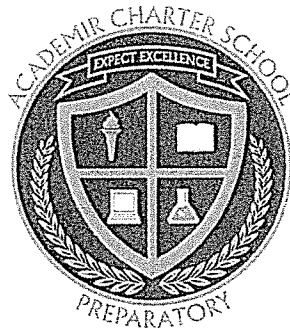
Student Name: _____

Student ID: _____

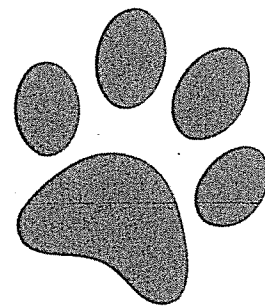
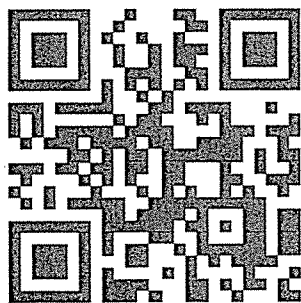
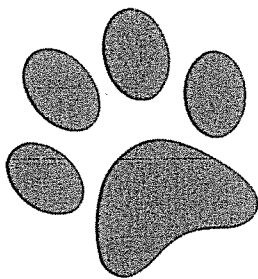
Week	Interactive Tutorial Lesson	Date Completed
1	Science Research Part 1: Setting up an Experiment	
1	Science Research Part 2: Conducting an Experiment and Analyzing Results	
2	Repetition and Replication	
3	Not Just Another Science Experiment	
4	Identification of Variables	



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SchoolMessenger para entregar mensajes de
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escuelas, alertas de seguridad y mucho más.

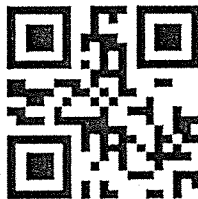
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que enviar
"Y" o "Yes"
a 67587

