

School is out, but learning continues!



GRADE 7

ACADEMIC ENRICHMENT

Clayton County Public Schools



Clayton County Public Schools

Chief Academic Office

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LUVENIA JACKSON
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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 the 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.

Assignments will be provided for students in grades 3-8 and high school EOC tested courses in the areas of English language arts, mathematics, science, and social studies. Students are encouraged to read and complete the assignments during the break. Then, students can bring their finished work to school in order for teachers to review and support their areas of need. Parents are encouraged to assist students with the completion of tasks as needed. Parents may consider having a scheduled day and/or time during the break for students to work on the assignments. Additionally, parents can engage students in conversations about their learning. An electronic version of the **enrichment packets** can be found on the Clayton County Public Schools website (www.clayton.k12.ga.us) and through the CCPS mobile app.

Finally, 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. Additionally, the **Georgia Milestone Assessment Study/Resource Guides for Students and Parents** [provided by the Georgia Department of Education] are posted on our website. This resource includes test-taking tips and sample questions for English language arts, mathematics, science, and social studies, which will provide students with additional practice. We **highly** encourage you to use these resources to support your child's readiness.

We encourage you to visit the GADOE website where you can find additional information on Georgia Milestones, including a helpful video that explains the purpose for the testing system.

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

Regards,

Folasade Oladele, Ed.D.
Chief Academic Officer

7th Grade--ELA

ELACC7W2b--Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

In this section, you will read about the ongoing debate over the use of genetically modified (GM) food.

What are the benefits and dangers of producing and consuming foods that have been genetically modified? You will write an argumentative essay in your own words supporting either side of the debate in which you argue for or against the use of GM food.

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

1. "GM Food Saves Lives"
2. "What We Don't Know About GM Food Can Kill Us"

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

Now write your argumentative essay. Be sure to:

- Introduce your claim.
- Support your claim with logical reasoning and relevant evidence from the texts.
- Acknowledge and address alternate or opposing claims.
- Organize the reasons and evidence logically.
- Use words, phrases, and clauses to connect your ideas and to clarify the relationships among claims, counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.
- Check your work for correct usage, grammar, spelling, and capitalization.

GM Food Saves Lives

by Rebecca Wilson

Genetically modified (GM) food was introduced to the citizens of the United States in 1994. Since then, the use of genetics on produce and animals has become so widespread that each person in the United States is most likely eating GM food daily. A primary reason for its popularity is how beneficial it is to people and businesses.

What is genetic modification?

Plants and animals naturally go through a process of selection for survival. Features that make the plant or animal more likely to live are passed along, and features that are not advantageous are weeded out. These genetic mutations occur over generations, though, making improvement a slow-moving process. Scientists discovered that they could improve specific characteristics quickly by introducing foreign genes into an organism, such as those from plants, animals, and even viruses. For example, exposing a plant to a certain virus can make it more resistant to disease. Transferring genes from cows to pigs can help the pigs create more milk for larger litters of piglets. The targeting of genes allows scientists to bring out the specific traits of a product that will make it more successful.

Uses of GM foods

There are three main reasons for genetically modifying food: to produce more food at lower cost, to increase the health value of the food, and to make the food more desirable. When crops are modified to withstand disease and drought, it takes fewer resources to produce them, and fewer crops are lost. But altering food goes much further than this. Scientists are also able to make food more nutritious. For example, Golden Rice is infused with vitamin A in the hopes of saving the lives of children suffering from vitamin A deficiencies. However, the earliest uses of GM food are still the most popular. Genetic modification makes food look and taste better. Tomatoes stay ripe longer. Apples have fewer bruises. Strawberries grow larger.

Safety

Opponents of GM food say that changing an organism's genetic code is dangerous. They say that changes to a plant's durability can create super weeds that kill crops and that altering nutrition values could cause health problems for the people who eat the food. Yet thousands of research studies have shown no evidence that GM food causes harm, either to the environment or to people. It's safe, effective, and needed in a time when food shortages are skyrocketing.

What We Don't Know About GM Food Can Kill Us by Daniel McLeod

Humans have a history of moving forward with great ideas—until they realize that those ideas weren't so great. Back in the 1940s, people around the world started using a miracle insecticide called DDT ("dichlorodiphenyltrichloroethane"). It killed every annoying insect out there! It was helping to eliminate malaria-carrying mosquitoes and life-threatening spiders. DDT was the best insecticide ever—until people realized the severe damage it was doing to the environment. It took over thirty years of using the chemical agent for scientists to verify the problems and for countries to ban DDT's use. Only now, seventy years since it became popular, are some of the species negatively affected by it finally regaining a foothold on life.

Genetically modified (GM) food is our generation's DDT. Just as before, people have jumped headlong into the process of making food better, stronger, and different through changes to an organism's genetic code. Scientists are altering plants and animals at their most fundamental levels with no regard to the effects we might see in twenty, thirty, or even seventy years from now. True, this process is producing food at a lower cost and higher rate, something this world desperately needs, but at what cost?

There have been documented cases of genetically altered crops affecting the durability of weeds that compete for the crops' resources. It's believed the genetic mutation of the crops spread to the weeds. These weeds, called super weeds, are aggressive and resistant to the chemicals used to kill them and now threaten the crops' growth. Another current problem is the reduction in insects such as butterflies and bees, which pollinate flowers. Crops designed to produce natural insecticides are killing off these important creatures. The ecosystem is thrown off balance without them.

Those problems are nothing compared to the ones we don't know about yet. How will these modifications affect the humans who consume this food over a lifetime? How will unforeseen mutations affect the food? These questions can't be answered right now since we won't see the effects for decades.

The biogenetics companies that produce GM food say the food has been tested by thousands of studies. What they don't say, however, is that they are the ones who funded the studies. Their financial interest in studies showing that GM food is safe compromises the believability of the studies. How might their corporate dollars have affected the results the scientists are reporting?

The plain truth is that we don't know how GM food will affect humans, plants, and animals in the future. We shouldn't be risking our lives by eating altered food without knowing whether or not genetic modification is another DDT.

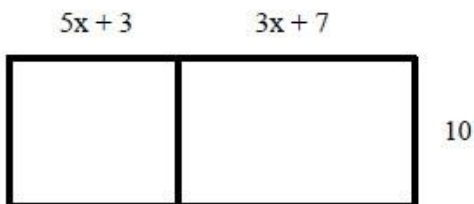
Standard:

7. EE.3: Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*

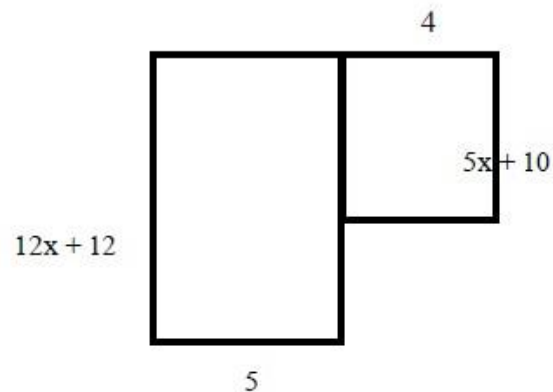
Mr. Rogers has been hired to improve two empty land lots at Clayton Middle School by filling the lots with grass seeds. Since both land lots have the same area, Mr. Rogers will purchase the same amount of grass seed for both lots.

Principal, Ms. Smith says the lots do not have the same area because they do not look the same. Mr. Rogers is preparing for a meeting with Ms. Smith.

Lot A (near the gym)



Lot B (near the cafeteria)



1. Find the area of each lot. Show all work.
2. Help Mr. Rogers explain that both of the figures have the same area by writing a paragraph explaining how you determined that the two figures have equivalent areas.

7th Grade Life Science

Standard

S7L3: Students will recognize how biological traits are passed on to successive generations

- a. Explain the role of genes and chromosomes in the process of inheriting a specific trait.
- b. Compare and contrast sexual & asexual reproduction in organisms (bacteria, protists, fungi, plants, & animals).
- c. Recognize that selective breeding can produce plants or animals with desired traits.

Two farmers notice that some bean plants are much taller than others, even though they are growing in the same field. One farmer thinks the difference in height is due to inheritance. The other farmer thinks it is because some plants in the field get more water than others.

- A. Describe an experiment that will provide evidence for which farmer is right. You can use seeds from both tall and short plants.

- B. Describe the steps you will follow.

- C. Describe how you will collect your data.

- D. How will you conclude if tallness is inherited or caused by getting more water?

7th Grade Social Studies

Standard

SS7G12 The student will analyze the diverse cultures of the people who live in Southern and Eastern Asia.

c. Evaluate how the literacy rate affects the standard of living

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

In 2001, the literacy rate in India was 64.8%. In 2011, it was 73%.

Part A

Explain how and why the standard of living for Indian citizens likely changed during the period from 2001 to 2011.

Part B

Describe India's investment in human capital during the period from 2001 to 2011 and explain how it likely affected the country's gross domestic product (GDP).