

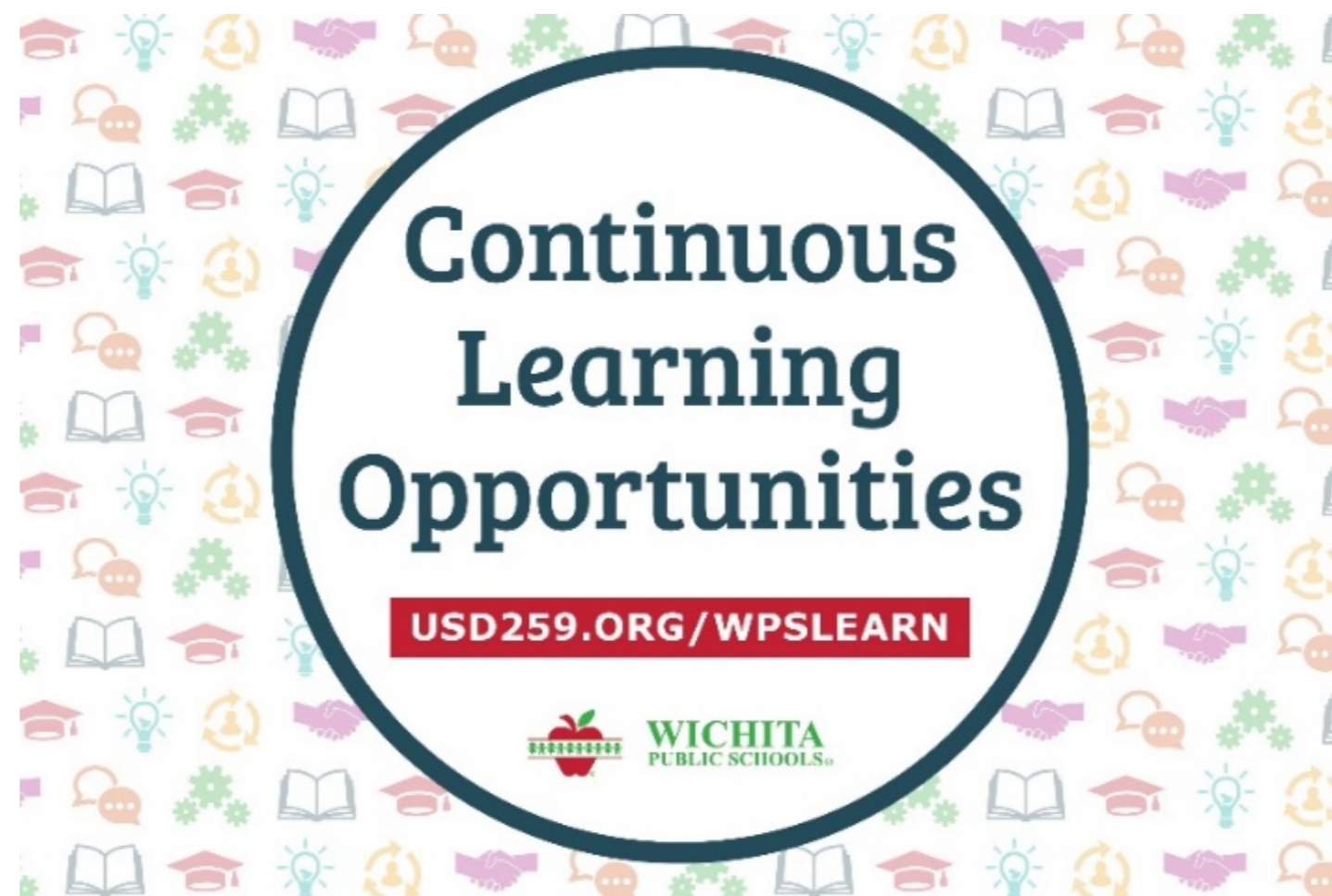
WICHITA PUBLIC SCHOOLS

ELA 7th Grade

Week 1 - March 30th



and activities.



5th, 6th, 7th and 8th Grades

Your child should spend up to 90 minutes over the course of each day on this packet.
Consider other family-friendly activities during the day such as:

Write questions and interview a friend or family member.	Plan a dream vacation. Where would you go and what would you do there?	Learn to play a new card game.	Read a book outside in the sunshine.
Make a healthy snack or meal and share with your family.	Learn and/or create some new dance moves from YouTube or TikTok.	Explore the website code.org	Reach out to one of your teachers to say hello.

**All activities are optional. Parents/Guardians please practice responsibility, safety, and supervision.*

For students with an Individualized Education Program (IEP) who need additional support, Parents/Guardians can refer to the Specialized Instruction and Supports webpage or contact their child's IEP manager. Contact the IEP manager by emailing them directly or by contacting the school. The Specialized Instruction and Supports webpage can be accessed by clicking [HERE](#) or by navigating in a web browser to <https://www.usd259.org/Page/17540>

WICHITA PUBLIC SCHOOLS CONTINUOUS LEARNING HOTLINE AVAILABLE

316-973-4000

MARCH 30 – MAY 21, 2020

MONDAY – FRIDAY

11:00 AM – 1:00 PM **ONLY**

For Multilingual Education Services (MES) support,
please call (316) 866-8000 (Spanish and Proprio) or (316) 866-8003 (Vietnamese).

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Grade 7 English Language Arts Week of March 30

Hello Parent(s)/Guardian(s) and 7th Graders,

Here is the first week of study for you. This week's issue is "Are After-school Jobs Helpful OR Harmful for Middle and High School Students?" By the end of the week, you will have developed vocabulary words and determined your claim answering this question. Another benefit of this lesson is helping you understand how we read literary, math, science, and social studies texts. If possible, research this topic online or discuss this topic with family. Enjoy your lesson!

"Are After-school Jobs Helpful Or Harmful for Middle and High School Students?"		
Week 1: March 30 – April 3		
Day 1	pp. 133 - 134	<ul style="list-style-type: none">• p. 133 – Read the text and answer the two questions at the bottom of the page.• p. 134 – Complete the Focus Words activities.
Day 2	p. 135	<ul style="list-style-type: none">• Do the Math – complete the activities.• Write your response to the Discussion Questions.
Day 3	p. 136	<ul style="list-style-type: none">• Think Scientifically – Read and complete the activities.
Day 4	p. 137	<ul style="list-style-type: none">• Debate the Issue – State your own claim for and against students having after school jobs.• Jot down notes to support each claim.• Discuss with a parent or sibling.
Day 5	p. 133 p. 138	<ul style="list-style-type: none">• Reread the text and determine what evidence you will use to support your claim.• Write an argument paragraph with your claim.<ul style="list-style-type: none">○ Include two or three pieces of evidence from the text (and your independent research if completed) supporting your claim.○ Explain why this evidence supports your claim.○ Give your counterclaim and explain why it is not as strong as your claim.○ Write a concluding sentence.• Revise and edit as needed.

ARE AFTER-SCHOOL JOBS HELPFUL OR HARMFUL FOR MIDDLE AND HIGH SCHOOL STUDENTS?



resumé | responsibility | acquire | perceive | sustain

USE THE FOCUS WORDS

resumé (*noun*) a document summarizing experience and qualifications

➞ **Sample Sentence:** Most high school students learn to write a **resumé** that includes all of their work and volunteer experiences, as well as academic achievements.

🗣️ **Turn and Talk:** What are two things that you hope to be able to include on your **resumé** when you are a high school senior?

responsibility (*noun*) duty; the ability to act independently

➞ **Sample Sentence:** Jason thought having a job would teach him about **responsibility** as well as help him earn some extra cash.

🗣️ **Turn and Talk:** Where have you learned more about **responsibility**: in school or at home? Explain.

acquire (*verb*) to gain

➞ **Sample Sentence:** Jason put together a resumé to help him **acquire** a job.

🗣️ **Turn and Talk:** How do you plan on **acquiring** the experience and skills necessary for building a strong resumé?

perceive (*verb*) to sense or be aware of; to view in a certain way

➞ **Sample Sentence:** When students get a job, their bosses and coworkers **perceive** them as responsible adults.

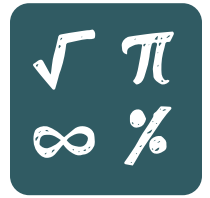
🗣️ **Turn and Talk:** Do your teachers **perceive** you as responsible? Why or why not?

sustain (*verb*) to keep up

➞ **Sample Sentence:** As it turns out, Jason could not **sustain** his good grades while working.

🗣️ **Turn and Talk:** What was the last book that **sustained** your interest from beginning to end?

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DO THE MATH

Many students **perceive** an after-school job as a **responsibility** that will help them build their **resumé**, **acquire** new skills, and earn money. But new **responsibilities** affect the amount of time students have for other things. Can students **sustain** their dedication to schoolwork and take on a job after school at the same time?

Option 1: According to the Bureau of Labor Statistics, students who have an after-school job spend an average of 42 fewer minutes per day on schoolwork than students who don't work. If the school year is 180 days, how many more hours per year would the average non-working student spend on schoolwork than the average student with an after-school job?

- A. 7,560 hours
- B. 300 hours
- C. 244 hours
- D. 126 hours

Option 2: According to the Bureau of Labor Statistics, students who have an after-school job spend an average of 42 fewer minutes per day on schoolwork than students who don't work. If we let m = the number of minutes the average non-working student spends on schoolwork each day, write an algebraic expression that shows the number of minutes the average student with an after-school job spends on schoolwork in a 5-day week.

 **Discussion Question:** According to the Bureau of Labor Statistics, working students spend 42 fewer minutes on schoolwork, 42 fewer minutes on fun activities, and 36 fewer minutes on sleep each day. Do you **perceive** any of these statistics as a problem? Whose **responsibility** is it to make sure that kids **sustain** focus on their schoolwork and **acquire** healthy habits like getting enough sleep?

ARE AFTER-SCHOOL JOBS HELPFUL OR HARMFUL FOR MIDDLE AND HIGH SCHOOL STUDENTS?



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THINK SCIENTIFICALLY

The students in Ms. Kahn’s class are talking about after-school jobs.

“I do some babysitting occasionally during the week, and almost every weekend,” says Kareema, “but I don’t know how I would cope with the **responsibility** of having a regular job every weekday. By the time I finish soccer practice, it’s almost dinner time, and then I’ve got to get my homework done before maybe watching a little TV and going to bed. Where is there time to work a regular job?”

“I enjoy my job,” says Sergio. “I get my homework done right after school, then after dinner I go work for three hours at my aunt’s video rental store. It feels good to help her out, and it’s fun to talk with the customers about movies, even though I end up not having as much time as I used to for watching movies myself. Anyway, it’s great to **acquire** some spending money for the weekends.”

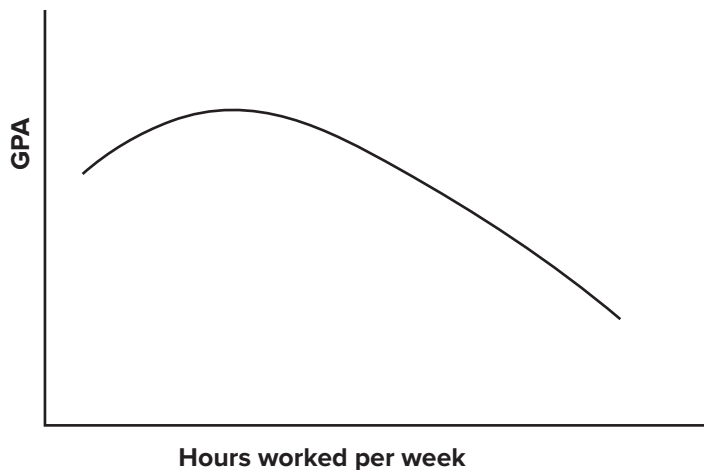
“Money is important,” says Viet Ly. “But I worry about how my older brother’s job affects him. He’s 17, and he works an eight-hour shift after school three days a week, plus another eight hours on Saturday. He’s saving most of his wages for college, but ever since he turned 16 and started his job, he’s had a hard time **sustaining** good grades. He just seems rushed and tired all the time.”

Sergio nods. “Yeah, I think I’d have a hard time keeping up with my school **responsibilities** if I spent that much time on the job,” he says. “I guess it’s like Goldilocks and the Three Bears: I don’t want too much work or too little work. I like it just right.”

“But how much is just right?” says Viet Ly.

“Good question,” says Ms. Kahn. “Let’s see if we can find any research data on after-school jobs and academic performance.”

After doing an online search, Ms. Kahn’s students find the following graph summarizing the results of some research on the relationship between after-school employment and grade point averages for middle school and high school students.



Inverted U graph adapted from David Stern and Derek Briggs, “Does Paid Employment Help or Hinder Performance in Secondary School? Insights from US High School Students.” *Journal of Education and Work*. Vol. 14, No. 3, 2001. 355-372.

This graph is generalized (not exact) since it is not marked off in numerical units for grade point average or hours worked. It shows an “inverted U” relationship between average GPA and hours worked, peaking at around 15 hours of work.



Discuss with a partner where you think 15 hours would be located on this graph.



What general idea is the graph trying to communicate?



Assuming this graph is a fair representation for the studies it summarizes, what do you think might cause this “inverted U” relationship between hours worked and average GPA for students?

