



Dear Parents of Holy Family School,

Attached you will find a packet that has been put together from your child's teacher for the 2020-2021 school year. Each packet consists of reading and mathematics. I ask that you review these packets with your child and assist them where needed. Please encourage your child to read as much as they can this summer as all students in grades 1-8 will be administered the MAP Diagnostics Exam in October. All packets and projects will be collected the first week of school for a grade. For your convenience, all packets will be posted on the school website.

Principal Monthly Newsletters will resume in August. Our summer office hours will be Monday-Thursday 9-12pm from June 22-September 4th. We hope everyone has a safe and relaxing summer vacation and we look forward to seeing you in September.

Sincerely,

A handwritten signature in cursive script, reading "Natalia Cruz". The signature is written in a dark grey or black ink, with a fluid, connected style. The first letter 'N' is large and prominent, and the signature ends with a long, sweeping horizontal flourish.

Mrs. Natalia Cruz, Principal



Supply List for Grades 5-8
2020-2021 School Year

- Assignment pad
- 5 subject notebook
- pens (blue and black)
- pencils #2
- highlighters -- different colors
- 1 pack of loose leaf (as we go on **you will need more**)
- 1 pad of graph paper
- 8 two pocket folders (sturdy folders)
- pencil case
- pencil sharpener
- box of crayons or markers (you choose)
- colored pencils
- glue stick (2-- will need more as we go along)
- calculator
- scissors
- tissues (1 -- will need more as we go along)
- paper towels (1 --will need more as we go along)
- 1 ream of copier paper
- 1-- white out (bottle, pen type or tape-type) --(will need more as we go along)
- post it notes -- size comfortable writing on
- hand sanitizer
- Ziplock bags --- sandwich, quart and gallon sizes.



Music Supply List
2020-2021 School Year

Grades K-1 (per child)

- Individual small packet of tissues
- 1 2-pocket folder with looseleaf inside
- 1 pack of sharpened pencils

Grades 2-3 (per child)

- Individual small packet of tissues
- 1 2-pocket folder with looseleaf inside
- 1 pack of sharpened pencils
- Recorder (child can either use last year's or can be purchased at the school for \$5)

Grades 4-8 (per child)

- Individual small packet of tissues
- 1 marble composition or spiral-bound notebook (child can also use last year's music notebook if it is still in good condition)
- 1 two-pocket folder
- 1 pack of pens (blue or black ink only) or 1 pack of sharpened pencils
- Recorder (your child can use last year's or can be purchased at the school for \$5)

Holy Family School- Supply List Grade 7 and 8

2020-2021

- 2 five subject notebooks
- 2 boxes Glad lock gallon zip bags
- 2 boxes Glad sandwich bags
- 3 Boxes of tissues
- 3 roll of paper towels
- 1 bottle of glass cleaner
- Scientific Calculator
- Pencil Case
- 1 shoe box sized or bigger storage container for students personal supplies.
- 3 Folders
- 2 Packages of loose leaf-wide ruled
- 1 Box of Pencils
- 1 box of blue or black pens
- 1 Package of construction paper
- 1 Ream of copy paper
- 1 Ruler
- 2 glue sticks
- 1 pencil sharpener
- 1 Box of crayons
- 1 box of colored pencils
- 6 Highlighters (different colors)
- Post-It Notes
- Index Cards

Students entering 8th grade are to purchase the following books:, *To Kill a Mocking Bird*-Harper Lee, *Animal Farm*- George Orwell, *Farewell to Manzanar*-Jeanne Wakatsuki Houston

Reconstruction (1865 to 1877) Worksheet

I. Introduction

The process of rebuilding that followed the American Civil War (1861-1865). Since the United States had never before experienced civil war, the end of hostilities left Americans to grapple with a set of pressing questions over what to do with the South after the defeat of the Confederacy and the overthrow of slavery.

1. What war did Reconstruction follow?	
2. Why were Americans unsure of how the government should handle bringing the South back into the Union?	

II. Debate over Reconstruction

When Abraham Lincoln issued the Emancipation Proclamation (1863) that freed all slaves in rebel-held areas, the North's war goals had shifted from preserving the Union to remaking the South. Central to this shift was the belief of increasing numbers of Northerners that the South should be remade into a society based on free labor, equal rights, and the republican form of government guaranteed by the Constitution of the United States. Those Republicans who took the lead in pressing for a far-reaching restructuring of the South came to be known as Radicals, including Senators Charles Sumner of Massachusetts and Representatives Thaddeus Stevens of Pennsylvania. In 1865 before the war was over, Congress passed the 13th Amendment to the Constitution, which abolished slavery throughout the United States. Also in 1865, in order to help former slaves throughout the South in their transition to freedom, Congress established a new federal agency, the Bureau of Refugees, Freedmen, and Abandoned Lands, commonly known as the Freedmen's Bureau. Designed as a relief agency for needy refugees, it provided food, clothing, and fuel for both blacks and whites. Its primary services, however, were for blacks; it established schools, supervised labor relations, and worked to protect blacks from intimidation and violence.

3. What did Lincoln's Emancipation Proclamation do?	
4. Lincoln's goal during the Civil War was to "preserve the Union." What was his goal during Reconstruction?	
5. Name two Radical Republicans in the US Congress during Reconstruction.	1. 2.
6. What did the 13 th Amendment do?	
7. What was the Freedman's Bureau?	

II. Presidential Reconstruction

The assassination of Lincoln, whose death on April 15, 1865, moved Vice President Andrew Johnson into the presidency. A Tennessee Democrat, Johnson soon made it clear that he did not share the Republican commitment to remaking the South. Blaming a small number of wealthy aristocrats for the Confederate rebellion, Johnson pursued a policy of sympathy toward former rebels and one of neglect toward former slaves. For each state he appointed a provisional governor who was required to call a constitutional convention that would draft a new constitution outlawing slavery and disavowing secession. No further changes would be required. The new state governments also passed a series of acts known as black codes, which sharply restricted the rights of the newly freed slaves.

8. What happened to Abraham Lincoln after the Civil War?	
9. Who became president?	
10. How did Johnson try to treat the Southern states?	
11. What were the freed slaves subjected to under new Southern governments?	

III. Congressional Reconstruction

When Congress convened from a long recess in December 1865, President Johnson regarded his restoration policy as complete. However, the Republican majority in Congress refused to seat the representatives sent by the Southern states or to accept the legitimacy of the Southern state governments formed under Johnson's requirements. The heart of Congress' Reconstruction plan was laid out in two measures: The 14th Amendment was passed in June 1866 and ratified in 1868 which gave blacks born in the U.S. citizenship; barred states from abridging "the privileges or immunities of citizens" or depriving "any person of life, liberty or property without due process of law"; encouraged Southern states to allow blacks to vote, without actually requiring it; and barred former officials who had rebelled against the Union from holding public office. The southern states (minus TN which ratified the 14th Amendment) were divided into five military districts, each headed by a military commander.

Among the most important acts during Reconstruction were the impeachment proceedings against President Johnson, who in 1868 was spared conviction and removal from office by one vote in the Senate. In 1869, Congress passed the 15th Amendment to the Constitution, which was ratified in 1870, which broadened the 14th Amendment's protection of black suffrage by providing that no citizen could be denied the right to vote on the basis of "race, color or previous condition of servitude."

12. Did Congress accept Johnson's kind Reconstruction policies?	
13. What did the 14 th Amendment to the Constitution do?	
14. How did the Congress keep Southern officials out of government?	
15. What did Congress try to do to President Johnson?	
16. What did the 15 th Amendment to the Constitution do?	

IV. Republican State Governments & The End of Reconstruction

By far the most important participants in the new Republican governments of the South were blacks. Firmly committed to the party of Lincoln, blacks provided the bulk of Republican votes and served at almost every level of government, from the U.S. Congress (two senators and 14 representatives) to state legislatures, city councils, and county commissions.

Reconstruction's opponents called for white racial. In states with substantial white majorities, mainly those in the upper South, convincing most whites to vote Democratic was enough to defeat Reconstruction, a process that white Southerners called **redemption**. In the lower South, those states black voters were subjected to fraud, intimidation, and violence. Terrorist organizations—the Ku Klux Klan, which was formally suppressed in 1871, and other Klan-like bodies that emerged—played a major role in this campaign.

As Republicans had feared, Democratic victory in the South led to a massive scaling back of Reconstruction's accomplishments. Throughout the South, a campaign ensued to put blacks in "their place," which culminated around the turn of the century when one state after another passed laws providing for the rigid segregation of the races and for the disfranchisement of blacks through such devices as literacy tests, poll taxes, and political primaries that were open only to whites.

17. What people were finally able to participate in government in the South during Reconstruction?	
18. What did southern whites call the process of taking apart Reconstruction and putting blacks back "in their place"?	
19. What organization played a large role in violently intimidating southern blacks?	
20. What three ways did southern whites keep southern blacks from voting?	1. 2. 3.

Text Edited from:

"Reconstruction (U.S. history)," Microsoft® Encarta® Online Encyclopedia 2005
<http://encarta.msn.com> © 1997-2005 Microsoft Corporation. All Rights Reserved.

Name : _____

Proportion - Table

Sheet 1

Determine whether the x and y values in each table are proportional.

1)

x	1	3	9	5
y	2	6	18	10

2)

x	2	4	8	6
y	6	12	24	21

3)

x	-3	9	-7	5
y	9	-27	21	-15

4)

x	-2	1	3	-4
y	-8	4	12	-16

5)

x	-5	-2	-4	-9
y	-30	-12	-20	-36

6)

x	4	8	10	12
y	10	16	22	24

7)

x	8	-2	5	7
y	40	-10	25	35

8)

x	18	12	6	3
y	6	4	2	1

13) Original price of a sled: \$99.50
Discount: 50%

14) Original price of a camera: \$554.99
Discount: 48%

15) Original price of a CD: \$17.00
Discount: 50%

16) Original price of a CD: \$22.95
Discount: 10%

17) Original price of a book: \$49.95
Tax: 3%

18) Original price of a book: \$90.50
Tax: 4%

19) Original price of an MP3 player: \$99.50
Tax: 4%

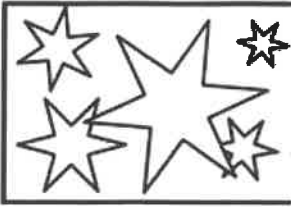
20) Original price of a microphone: \$129.99
Tax: 1%

21) Original price of a pen: \$1.50
Tax: 4%

22) Original price of shorts: \$19.99
Tax: 2%

23) Original price of an SUV: \$42,000.00
Tax: 3%

24) Original price of a goldfish: \$1.50
Tax: 5%



Name: _____

Simple Interest

Calculate the Simple Interest for the Word Problems:

FIND THE TOTAL EARNED/OWED.AFTER ADDING THE INTEREST TO THE PRINCIPAL.

1. _____ How much interest does a \$318 investment earn at 9% over one year?

2. _____ If you borrow \$675 for six years at an interest rate of 10%, how much interest will you pay?

3. _____ If you borrow \$421 for nine years at an interest rate of 4%, how much interest will you pay?

4. _____ If the balance at the end of eight years on an investment of \$630 that has been invested at a rate of 9% is \$1,083.60, how much was the interest?

5. _____ If you borrow \$225 for eight years at an interest rate of 6%, how much interest will you pay?

6. _____ If the balance at the end of eight years on an investment of \$230 that has been invested at a rate of 3% is \$285.20, how much was the interest?

7. _____ How much interest does a \$407 investment earn at 6% over seven years?

8. _____ If you borrow \$491 for one year at an interest rate of 3%, how much interest will you pay?

9. _____ How much interest is earned on a principal of \$646 invested at an interest rate of 5% for two years?

10. _____ How much interest is earned on \$470 at 4% for seven years?

Percent Calculations (A)

Calculate the percent or value requested.

1. What is 50% of 876?

2. What percent of 861 is 287?

3. What is 5% of 560?

4. What percent of 832 is 624?

5. What is 10% of 820?

6. 242 is $33\frac{1}{3}\%$ of what amount?

7. What is 15% of 40?

8. What percent of 470 is 47?

9. 24 is 25% of what amount?

10. What percent of 540 is 81?

Equations Packet

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1 STEP EQUATIONS: Solve each equation.

1) $x - 1 = -11$

2) $9k = 54$

3) $-209 = -11n$

4) $-2p = -4$

5) $12 = \frac{x}{18}$

6) $3 = \frac{n}{6}$

7) $-10 = m + (-15)$

8) $-7 + x = -18$

9) $14 + r = 16$

10) $b - 2 = 3$

11) $3 = n - 14$

12) $-120 = 10x$

13) $-176 = -11n$

14) $-19v = -19$

15) $7 = \frac{k}{2}$

16) $\frac{a}{18} = \frac{2}{9}$

17) $x + 6 = 22$

18) $-27 = -14 + p$

19) $-6 - n = -9$

20) $-15 = m - 14$

COMBINING LIKE TERMS:**Simplify each expression.**

33) $-7x + x$

34) $r + 7 + 1 - 7r$

35) $-8a + 9a$

36) $9 + 2n + 1 - 9n$

DISTRIBUTIVE PROPERTY:**Simplify each expression.**

37) $-3k + 5k$

38) $p - 3 - 6$

39) $6(1 - x) + 1$

40) $3(7n + 9) + 6(2n - 2)$

COMBINING LIKE TERMS AND DISTRIBUTING:**Simplify each expression.**

41) $1 - 4a - 5$

42) $-k + 3k$

43) $-3(x + 5)$

44) $-3(n + 9)$

45) $7 - (10b - 3)$

46) $3(8 - 4v) - v$

47) $3(x - 2) + 8(-10x - 4)$

48) $2(-3 + 5n) - 9(-6n - 4)$

MULTI-STEP EQUATIONS:**Solve each equation.**

49) $7b - 7 - 8b = -15$

50) $-24 = 4n + 4n$

51) $-4 = -7n - 4(1 - 2n)$

52) $15 = 5(1 - m) - 2(1 - m)$

53) $4x - 7x = -18$

54) $-7 = 7r - 6r$

55) $-3 = -6 + n - 3$

56) $-3(1 + 4a) = 33$

57) $32 = 8(3x + 7)$

58) $-57 = -6(4 + 5v) - 3$

59) $9 = -3(-5 - 2n) - 6(1 - 5n)$

60) $24 = 4(x - 7) + 8(1 - 6x)$

Lesson 13 Activity 2: M,M,M, and Range Computation

Time: 20-25 Minutes

- 1) Example A: Ask five students how many children they have, and write all the numbers on the board. Now you can figure out together:
 - **Mean:** Take all the numbers, add together, and divide by 5, the number of students surveyed. That gives you the average.
 - **Mode:** Are there two students who have the same number of children (could be zero)? If yes, that's the mode. If not, there is no mode.
 - **Median:** Put all five numbers in a row from lowest to greatest. The one in the middle is the median.
 - **Range:** Take the difference of the greatest minus the lowest and that is the range.
- 2) Example B: Now ask another student so you have six total. Figure out the mean, the mode (if there is one), and the range. What is the median? It's halfway between the two middle numbers. (If those are 2 and 3, the median is 2.5, for example)
- 3) Give students **Handout 13.1** for more examples.
- 4) Do **Worksheet 13.2** for practice. Do the first one together. An **alternative to the worksheet** is to have groups of 3-4 students use a deck of cards. Together they pick 4-5 cards and compute the M,M,M and range. Every group would have different answers so the teacher would need to circulate to check.
- 5) Note to teacher: These terms are also known as the "measures of central tendency". You may want to mention this to students in case they see this term elsewhere.

Lesson 13 Activity 3: Word Problems

Time: 15 Minutes

Have students work independently in the **student book pages 30-31**. Circulate to help. Review any questions that students found challenging. Choose a few problems to have students volunteer to do on the board and explain if they like.

Worksheet 13.2—Computation

1) 5, 3, 6, 5, 2, 9

Mean ____ Median ____ Mode ____ Range ____

6) 2, 2, 3, 6, 9, 4, 9, 5

Mean ____ Median ____ Mode ____ Range ____

2) 9, 7, 3, 9, 7

Mean ____ Median ____ Mode ____ Range ____

7) 8, 9, 2, 2, 3, 5, 2, 9

Mean ____ Median ____ Mode ____ Range ____

3) 5, 7, 4, 9, 7, 6, 4, 6

Mean ____ Median ____ Mode ____ Range ____

8) 5, 3, 9, 4, 5, 4

Mean ____ Median ____ Mode ____ Range ____

4) 6, 2, 6, 2, 4

Mean ____ Median ____ Mode ____ Range ____

9) 4, 4, 7, 3, 2

Mean ____ Median ____ Mode ____ Range ____

5) 2, 4, 7, 2, 3, 6, 7, 2, 3

Mean ____ Median ____ Mode ____ Range ____

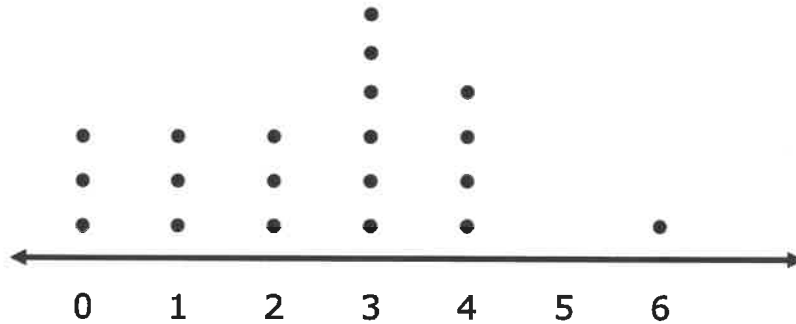
10) 5, 4, 3, 5, 8

Mean ____ Median ____ Mode ____ Range ____

Name _____

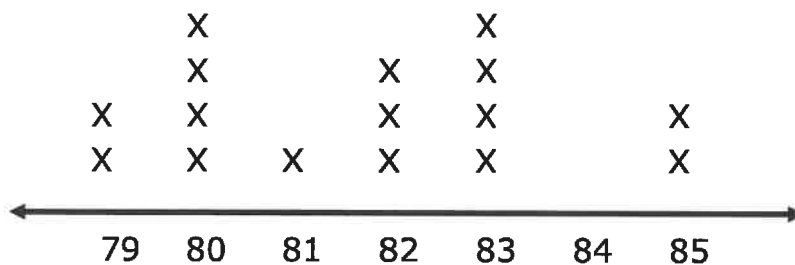
Dot Plot Worksheet

1. The students in one social studies class were asked how many brothers and sisters (siblings) they each have. The dot plot here shows the results.



- a. How many of the students have six siblings?
b. How many of the students have no siblings?
c. How many of the students have three or more siblings?

2. The resting pulse rates were recorded for 16 boys in gym class before they exercised. The line plot here shows the results.



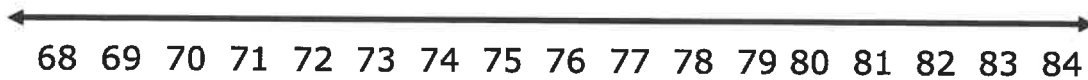
- a. What is the range of the pulse rates?
b. How many boys had a pulse rate over 81?
c. How many boys had a pulse rate of 83?

- d. How many boys had a pulse rate of at most 82?
3. The height's of 20 basketball players, in inches, are given below.

68, 70, 70, 71, 75, 80, 81, 82, 84, 75

75, 80, 75, 77, 75, 80, 83, 80, 71, 70

- a) Make a **dot plot** using the number line below.



- b) What is the spread (range) of the data?
- c) What is the mode of the data?
- d) How many players are greater than 70 inches tall?

4. The ages of 22 students in a karate class are given below.

**11, 5, 9, 13, 8, 9, 9, 11, 10, 8, 6, 7,
12, 11, 13, 12, 7, 6, 11, 12, 10, 8**

a) Make a **line plot** using the number line below.



b) What is the spread (range) of the data?

c) What is the mode of the data?

d) How many students are *at least* 10 years old?