

# How Much Sleep Is Enough?

Source: (2012, February 22). The National Heart, Blood, and Lung Institute (National Institute of Health)

The amount of sleep you need each day will change over the course of your life. Although sleep needs vary from person to person, the chart below shows general recommendations for different age groups. This table reflects recent American Academy of Sleep Medicine (AASM) recommendations that the American Academy of Pediatrics (AAP) has endorsed.

Age	Recommended Amount of Sleep
Infants aged 4-12 months	12-16 hours a day (including naps)
Children aged 1-2 years	11-14 hours a day (including naps)
Children aged 3-5 years	10-13 hours a day (including naps)
Children aged 6-12 years	9-12 hours a day
Teens aged 13-18 years	8-10 hours a day
Adults aged 18 years or older	7-8 hours a day

If you routinely lose sleep or choose to sleep less than needed, the sleep loss adds up. The total sleep lost is called your sleep debt. For example, if you lose 2 hours of sleep each night, you'll have a sleep debt of 14 hours after a week. Some people nap as a way to deal with sleepiness. Naps may provide a short-term boost in alertness and performance. However, napping doesn't provide all of the other benefits of night-time sleep. Thus, you can't really make up for lost sleep.

Some people sleep more on their days off than on work days. They also may go to bed later and get up later on days off. Sleeping more on days off might be a sign that you aren't getting enough sleep. Although extra sleep on days off might help you feel better, it can upset your body's sleep-wake rhythm.

Bad sleep habits and long-term sleep loss will affect your health. If you're worried about whether you're getting enough sleep, try using a sleep diary for a couple of weeks.

Write down how much you sleep each night, how alert and rested you feel in the morning, and how sleepy you feel during the day. Show the results to your doctor and talk about how you can improve your sleep. You can find a sample sleep diary in the National Heart, Lung, and Blood Institute's ["Your Guide to Healthy Sleep"](#)

Sleeping when your body is ready to sleep also is very important. Sleep deficiency can affect people even when they sleep the total number of hours recommended for their age group.

For example, people whose sleep is out of sync with their body clocks (such as shift workers) or routinely interrupted (such as caregivers or emergency responders) might need to pay special attention to their sleep needs.

If your job or daily routine limits your ability to get enough sleep or sleep at the right times, talk with your doctor. You also should talk with your doctor if you sleep more than 8 hours a night, but don't feel well rested. You may have a sleep disorder or other health problem.

## TEPAC Writing Task - Physical Education (Significance of Sleep)

Unit/Lesson Topic: Sleep and human health  
Grade level/Subject: 6th-8th grade Physical Education

### Background/Context:

Sleep is very important for human beings to function and live healthy lives. Read the article carefully and write an informational/explanatory paragraph to an audience of scholars discussing the importance of sleep.

**Writing Task:** *This is the main question you must answer.*

### Why is sleep important for the human body?

*Be sure to write a TEPAC paragraph response, stating your claim and supporting it with evidence from the article.*

**Expectations** - You will be graded on the following requirements:

- Use the TEPAC structure (topic sentence, evidence, paraphrase, analysis, and concluding sentence).
- Write a paragraph that is a minimum of 5 sentences long.
- Write in complete sentences, checking for grammar, spelling, and punctuation.
- Use evidence from the article provided.

### Evidence Source List:

- "How Much Sleep is Enough" by the National Institute of Health (2012).

# AVID Weekly®

## Why is choosing a college major so fraught with anxiety?

Special To The Washington Post  
By Jeffrey J. Selingo  
Dec 09, 2017

This is the time of year when college majors probably garner the most attention - from high school seniors who often need to pick one to complete their admissions applications and from undergraduates returning home after the fall semester wondering if they made the wrong choice.

Plenty of guidebooks and websites exist for picking a college, but by comparison, relatively few resources exist to guide students in choosing a major. Several reports about majors that landed in my email inbox recently highlight why the decision is so fraught for so many students who see it as tantamount to choosing a career. The data about majors are often confusing and sometimes contradictory. Here's some of what I learned from reading these studies.

Men and women segregate themselves by major. Men major in engineering and computer science; women major in nursing, education, social work. That's the conclusion from a forthcoming study to be published by Georgetown University's Center on Education and the Workforce.

Women constitute just 10 percent of electrical engineering majors, 8 percent of mechanical engineering majors and 20 percent of computer science majors. Meanwhile, only 12 percent of nursing majors are men, and men represent 14 percent of majors in social work and 4 percent in early childhood education.

Anthony P. Carnevale, the Georgetown center's director, says segregation by major partly explains the gender gap when it comes to pay after college because men tend to choose majors that pay more.

"The shift from an industrial to a post-industrial economy has benefited women generally, but college-educated women not so much," Carnevale said. "Men chase the money, while women chase their passions even in the same field."

College officials who see these trends play out on their campuses are reluctant to talk about them out of fear their comments might come off as sexist. Women, they say, pursue their passions - whether it pays off or not - while men go for

the money. "We really narrowly define passion," said Laurel Kennedy, vice president for student development at Denison University, where within six months after graduation, women are three times more likely than men to be employed in service fields, such as AmeriCorps or Teach for America. "We don't talk about the ability to care for your family as a laudable goal."

Majors are changeable. For all the anxiety around picking a major among high school students, it's very likely they will change their mind. Some 52 percent of students change their intended major between the time they first take the SAT or ACT and the time they apply for college, according to Royall & Co., a firm that assists colleges with their student recruitment.

If students don't change their major before they get to college, they might once they are there. A report released this month by the U.S. Education Department's National Center for Education Statistics found that nearly one-third of first-time college students change their majors at least once within three years. Students who chose education or humanities as their first majors were more likely to switch than those who selected business or engineering. The major most likely to switch: math.

Students change majors for a variety of reasons. In the case of math, it might be it turns out to be more difficult in college than it was in high school. In other cases, students see jobs up close as interns and decide a field is not for them. Or they succumb to pressure to pick a practical major their parents think will lead to a job.

Despite conventional wisdom, choosing a major early on - even before arriving on campus - and sticking with it doesn't necessarily guarantee you'll get out of college any faster, or even on time. Indeed, students who settle on a major the first semester of freshman year graduate at slightly lower rates than those who decide on one their second semester, according to research by EAB, a higher education consulting company, based on six years of data involving more than 78,000 students. After that, it doesn't much matter.

## Why is choosing a college major so fraught with anxiety?

By Jeffrey J. Selingo  
(Continued)

Watch where you get advice about choosing a major. More than half of students turn to their family and friends for counseling on picking a major, according to a survey released this fall from Gallup and the Strada Education Network. But the study found that those most common sources of advice were also the least useful.

When asked what advice was most helpful, 83 percent of students cited advice from employers or co-workers or from people with experience in an intriguing line of work. That's well above the scores of 66 percent for college counselors and 61 percent for high school counselors.

The problem is few students turned to those more formal sources of advice. Only 20 percent said they got advice from informal work sources; 11 percent had sought guidance from a high school counselor; and 28 percent from a college adviser.

Students today are commonly told they should follow their passions and find a mission in life, but very few 18-year-olds know what truly excites them. Pick a major that interests you but allow it and external experiences to help shape, not dictate, your mission in life. While you should consider different majors and you should keep your options open for a while, don't think you can do anything you want. Talent and drive matter to success in most majors, of course. You can't major in physics, after all, if you're terrible at math.

Selingo is the author of *There Is Life After College*, about how today's graduates launch into their careers. He is former editor of the *Chronicle of Higher Education*, a professor of practice at Arizona State University, a trustee of Ithaca College and a visiting scholar at Georgia Tech's Center for 21st Century Universities.

©2017, The Washington Post, Dec 09, 2017.

### Author Information:

Selingo is the author of *There Is Life After College*, about how today's graduates launch into their careers. He is former editor of the *Chronicle of Higher Education*, a professor of practice at Arizona State University, a trustee of Ithaca College and a visiting scholar at Georgia Tech's Center for 21st Century Universities.

(This article is included in your AVIDWeekly folder - It is the 8th page)

Unit/Lesson Topic: College & Career Readiness  
Grade level/Subject: 8th grade AVID

**Background/Context:**

Many high school seniors are getting ready to apply for college and they are deciding their majors. The AVID Weekly article called "Why is choosing a college major so fraught with anxiety" is about why some students may feel anxious when trying to figure out their major before they go to college. Read the article carefully and write an argumentative paragraph to an audience of scholars discussing the issue of choosing a college major before entering college.

\*fraught: filled with

\*major: the main subject that a student studies in college to prepare for a career when they graduate from a university or college (for example, a student can major in "journalism" or "nursing")

**Writing Task:** *This is the main question you must answer.*

**Do you believe that all college students should choose their major before they enter college?**

*Be sure to write a TEPAC paragraph response, stating your claim and supporting it with evidence from the article.*

**Expectations** - You will be graded on the following requirements:

- Use the TEPAC structure (topic sentence, evidence, paraphrase, analysis, and concluding sentence).
- Write a paragraph that is a minimum of 5 sentences long.
- Write in complete sentences, checking for grammar, spelling, and punctuation.
- Use evidence from the article provided.

**Evidence Source List:**

- "Why is choosing a college major so fraught with anxiety?" by Jeffrey J. Selingo, The Washington Post (2017).

## Why Grit Is More Important Than IQ When You're Trying To Become Successful

By: Lisa Quast    March 6, 2017    Source: *Forbes.com*

You attended the party of a long-time friend and ran into a lot of people from high school that you hadn't seen in years. During chit-chat over some food, you could feel the friendly competition heating up.

While comparing career accomplishments, you were shocked to learn that the kid from school with the genius IQ, the one all the teachers thought would be spectacularly successful, had struggled with his career. How could this be, you wondered. This was the person everyone thought would invent something that would change the world.

It turns out that intelligence might not be the best indicator of future success. According to psychologist Angela Duckworth, [the secret to outstanding achievement isn't talent](#). Instead, it's a special blend of persistence and passion that she calls "grit."

Duckworth has spent years studying people, trying to understand what it is that makes high achievers so successful. And what she found surprised even her. It wasn't SAT scores. It wasn't IQ scores. It wasn't even a degree from a top-ranking business school that turned out to be the best predictor of success. "It was this combination of passion and perseverance that made high achievers special," Duckworth said. "In a word, they had grit."

Being gritty, according to Duckworth, is the ability to persevere. It's about being unusually resilient and hardworking, so much so that you're willing to continue on in the face of difficulties, obstacles and even failures. It's about being constantly driven to improve.

In addition to perseverance, being gritty is also about being passionate about something. For the highly successful, Duckworth found that the journey was just as important as the end result. "Even if some of the things they had to do were boring, or frustrating, or even painful, they wouldn't dream of giving up. Their passion was enduring."

What her research demonstrated is that it wasn't natural talent that made the biggest difference in who was highly successful and who wasn't – it was more about effort than IQ. Duckworth even came up with two equations she uses to explain this concept:

- Talent x effort = skill
- Skill x effort = achievement

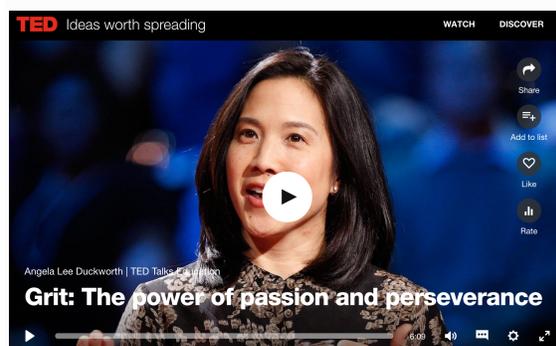
"Talent is how quickly your skills improve when you invest effort. Achievement is what happens when you take your acquired skills and use them," Duckworth explained.

As you can see from the equations, effort counts twice. That's why IQ and SAT scores aren't a good indicator of someone's future success. It's because those scores are missing the most important part of the equation – the person's effort level or what Duckworth calls their "grittiness" factor (their level of persistence and passion).

What does that mean for you? It means that it's OK if you aren't the smartest person in the room or the smartest person in the job. It means the effort you expend toward your goals (perseverance) and your dedication throughout your career journey (passion) are what matter more than how you scored on your SAT or an IQ test.

Why? Because grit will always trump talent. Or as Duckworth notes, "Our potential is one thing. What we do with it is quite another."

*(Adapted for intermediate school reading)*



[https://www.ted.com/talks/angela\\_lee\\_duckworth\\_grit\\_the\\_power\\_of\\_passion\\_and\\_perseverance](https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance)

Source: TEDTalk

## TEPAC Writing Task - ASB Leadership (Grit v. IQ)

Unit/Lesson Topic: Grit and Perseverance

Grade level/Subject: ASB Leadership

### Background/Context:

When people think of highly successful individuals, they may think of intelligence or "IQ" as an important factor. However, a psychologist named Angela Duckworth thinks differently. In her research, she found that successful people have grit. Read the article by Lisa Quast and/or watch the TEDTalk featuring Angela Duckworth. Then, write an informational/explanatory paragraph to an audience of scholars discussing what quality makes high achievers so successful.

\*grit: determination to get something done even if it is difficult

\*IQ: an "intelligence quotient" is a score given to person who takes an IQ test that measures his or her reasoning and problem-solving skills

**Writing Task:** *This is the main question you must answer.*

**According to Angela Duckworth, what quality makes high achievers so successful?**

*Be sure to write a TEPAC paragraph response, stating your claim and supporting it with evidence from the article.*

**Expectations** - You will be graded on the following requirements:

- Use the TEPAC structure (topic sentence, evidence, paraphrase, analysis, and concluding sentence).
- Write a paragraph that is a minimum of 5 sentences long.
- Write in complete sentences, checking for grammar, spelling, and punctuation.
- Use evidence from the article or video provided.

**Evidence Source List:**

- "Why Grit is more important than IQ when you're trying to become successful" by Lisa Quast, Forbes (2017).
- "Grit: The Power of Passion and Perseverance" by Angela Duckworth, TEDTalk (2013).

## Major and Minor - What's the Difference?

By: Vaughn Ormseth

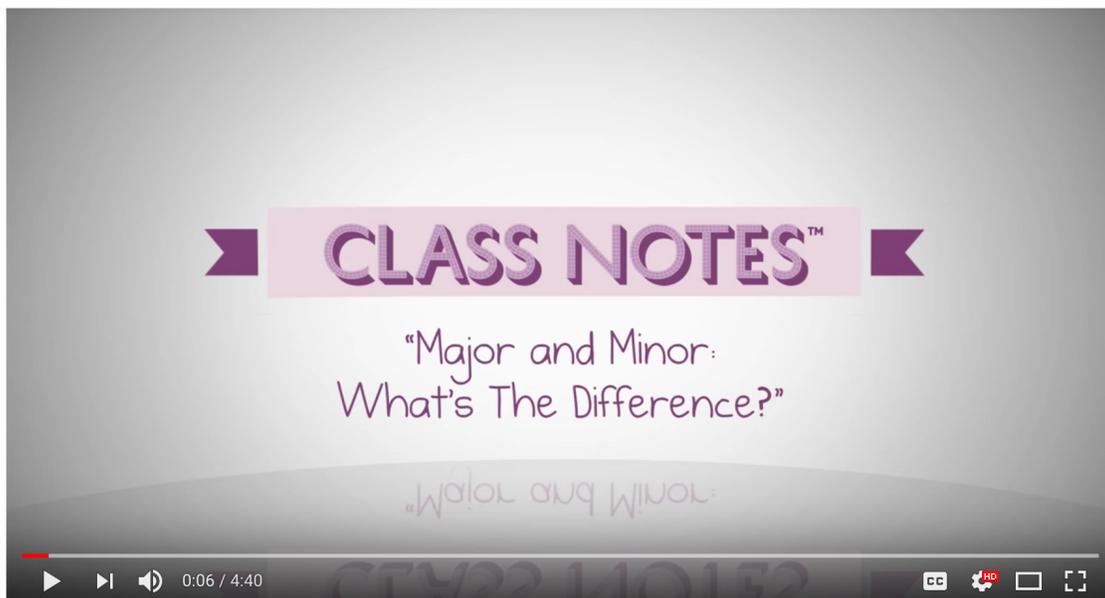
Apr 13, 2015

ClassicalMPR.org

In music, "major" and "minor" refer to keys, scales, intervals, and chords. They also sometimes appear in the title of an overall work, or of a movement or section within a work.

Just as a painter favors and combines colors to create various effects, a composer casts music into major or minor to give it a particular mood, atmosphere, or intensity.

But what exactly are major and minor? Most musicians and listeners have a grasp of their effects without always understanding how they work. The video "Major and Minor: What's the Difference?" introduces the concept.



[https://www.youtube.com/watch?v=fKpUBsn\\_jmA](https://www.youtube.com/watch?v=fKpUBsn_jmA) or [bit.ly/MajorMinorVideo](http://bit.ly/MajorMinorVideo)

## TEPAC Writing - Instrumental Arts ("Major & Minor - What's the difference?")

Unit/Lesson Topic: Major & Minor in Music

Grade level/Subject: Instrumental Arts

### Background/Context:

Watch the video called "Major and Minor - What's the difference?" and write an informational/explanatory paragraph response discussing the main difference between major and minor in music. You are writing your paragraph to an audience of teachers who are unfamiliar with this subject. Be sure to include evidence from the video and use it to support your claim.

**Writing Task:** *This is the main question you must answer.*

### What is the most significant difference between major and minor keys in music?

*Be sure to write a TEPAC paragraph response, stating your claim and supporting it with evidence from the article.*

**Expectations** - You will be graded on the following requirements:

- Use the TEPAC structure (topic sentence, evidence, paraphrase, analysis, and concluding sentence).
- Write a paragraph that is a minimum of 5 sentences long.
- Use evidence from the video provided.

### Evidence Source List:

- "What's the difference: Major and Minor" by Vaughn Ormseth, ClassicalMPR.org (2015).

## Why Everyone Should Take Shop Class

*Adapted from Education.com*

Aug 27, 2013

Shop class, once a class offered in most American middle and high schools, has been nearly decimated by the digital age. High school students have little time for electives, and when they do, they often choose technology classes. Schools are selling off their circular saws to buy computer labs, and trading in their welding tools for web-cams.

In a time where most of our work is digital, working with our hands can bring a sense of satisfaction that is lacking in our virtual lives. Even if one doesn't go into a manual trade, the ability to make and fix the utilities we need can help us "live concretely in an abstract world." Here is a list of reasons why every student should consider taking shop class:

### **Become Self-Reliant**

The generation before us sewed their own clothes, changed their own oil, and built their own fences. But now, Crawford writes, "What ordinary people once made, they buy, and what they once fixed for themselves, they replace entirely or hire an expert to repair." This leads to a feeling of dependence, of being unable to navigate the world on one's own. Leeper has seen his students learn to be practical by acquiring the know-how they'll need to survive. Once they've designed and created their own step stool, they're more willing to look at a broken faucet and think, I can fix that. This not only saves money, but helps people feel more in control of their own lives.

### **Understand the Principles of Math and Science**

"Project-based learning" is gaining popularity in education. Students learn better, it is proposed, when learning grows organically out of an interesting project. Shop class is the original project-based laboratory. Students must learn math and physics if their projects are to succeed. The Pythagorean theorem, fractions, and geometry all come to life.

### **Learn the Value of Persistence**

Most classes in school emphasize getting the right answer the first time. Students become fearful of doing things the wrong way, and may become discouraged about trying at all. But in shop class, persistence is encouraged. There's more than one way to get something done. And if something goes wrong, it can be undone and fixed. Shop class teaches our children to persevere, to look beyond the first failure and keep trying until they succeed.

### **Find Satisfaction in Taking a Project from Start to Finish**

Studies are starting to show that initiative and hard work may be more critical to success than intelligence. Shop class is one of the few places where students are encouraged to envision a project and then figure out a plan to make it happen. There is no better way to stimulate creativity and problem-solving than to allow a student free reign with a room full of power tools, doing work that fully engages his or her mind and body.

### **Help Students Find Their Strengths**

Not every student finds school easy. It is an institution that emphasizes intellectual ability over all other talents. Shop class is one of the few places where students are encouraged to explore other skills. "It is important for our children to experience a variety of opportunities in school," Leeper points out. "That's how they can determine at what they can be successful." Once a child feels capable in one area, his confidence will carry over to the rest of his activities.

### **Launch a Hands-on Career**

Our country works because we have all kinds of different people doing a variety of work. We do need engineers and lawyers, but we also need skilled electricians and plumbers. Job satisfaction in these trades is good, explains General Contractor Dave Wilson, because, "There's nothing like taking an idea, a concept, and turning it into a tangible thing." Additionally, these jobs offer security because they cannot be outsourced or off-shored. And shop skills are also important for white-collar jobs. Leeper has had many graduates call to thank him for being a critical part of their education, including a helicopter designer and the founders of Ladera Longboards skateboard company.

Every child can benefit from a year of shop class. Whether it's to improve her math skills, her perseverance, or her career options, she's sure to enjoy the experience of developing and producing her own projects.

## TEPAC Writing Task - Industrial Arts ("Woodshop Matters")

Unit/Lesson Topic: Woodshop Classes for Students  
Grade level/Subject: Woodshop

### Background/Context:

The article called "Why Everyone Should Take Shop" explores the benefits of taking woodshop in school. However, there are many schools that are reducing woodshop programs or that do not provide this elective at all. To an audience of Santa Ana district leaders, write an argumentative paragraph response for why you believe the woodshop elective should be offered in intermediate schools. Provide evidence taken from the article provided.

**Writing Task:** *This is the main question you must answer.*

### Why should intermediate schools offer woodshop as an elective?

*Be sure to write a TEPAC paragraph response, stating your claim and supporting it with evidence from the article.*

**Expectations** - You will be graded on the following requirements:

- Use the TEPAC structure (topic sentence, evidence, paraphrase, analysis, and concluding sentence).
- Write a paragraph that is a minimum of 5 sentences long.
- Use evidence from the article.

### Evidence Source List:

- "Why Everyone Should take Shop Class," Education.com, (2013).

## "Understanding formal analysis"

Adapted from getty.edu

### **PRINCIPLES OF DESIGN: PROPORTION**

Proportion is created when the size, amount, or number of all parts of the art relate well to each other. Look at the sculpture of the eagle below. Notice the size of its different body parts. When certain body parts are too large or small, it has "exaggerated proportions" or it is "out of proportion." When the size of different body parts relate well to each other, then a figure is "in proportion."

Artists can manipulate or change the idea of proportion by exaggerating the proportion to create emphasis, make a statement, or show the importance of one idea over another. Artists can also depict their subjects in proportion to represent them in realistic ways.

Figures A and B both depict eagles in different ways through the use of proportion.



**Figure A**  
Unknown artist  
Eagle, 100-300  
The J. Paul Getty Museum, Los Angeles



**Figure B**  
Unknown artist  
An Eagle, about 1270  
The J. Paul Getty Museum, Los Angeles

## TEPAC Writing Task - Visual Arts ("Formal Analysis: Proportion")

Unit/Lesson Topic: Principles of Design - Proportion  
Grade level/Subject: Visual Arts

### Background/Context:

Proportion is one of the principles of design. Artists use proportion to communicate meaning, emphasize ideas, challenge what people expect, or show realistic representations of what they see. In Figures A and B, an eagle is represented in both works of art. However, a striking difference is that the proportions used in both figures are very different. In an informational/explanatory paragraph to an audience of scholarly art students, state a claim on how the proportions differ between Figures A and B. You may want to consider which figure has "exaggerated proportions" and which figure is "in proportion," as well as what you see in each figure that makes you think that. Use visual evidence from both Figures A and B to support your claim.

**Writing Task:** *This is the main question you must answer.*

### How are the proportions in Figures A and B different?

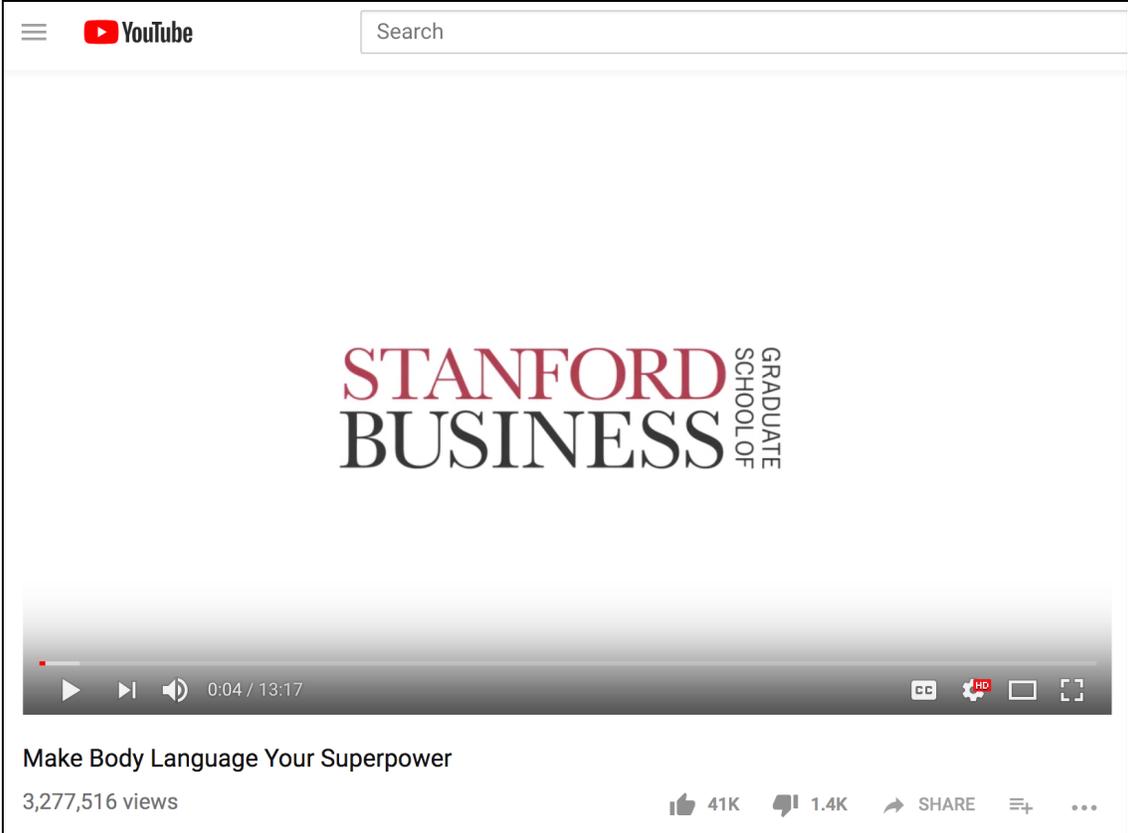
*Be sure to write a TEPAC paragraph response, stating your claim and supporting it with evidence from the article.*

**Expectations** - You will be graded on the following requirements:

- Use the TEPAC structure (topic sentence, evidence, paraphrase, analysis, and concluding sentence).
- Use visual evidence from both Figures A and B to support your claim.
- Use the academic language words "in proportion" and "exaggerated proportions" in your response.

### Evidence Source List:

- "Understanding Formal Analysis: Proportions" from Getty.edu



The image shows a YouTube video player interface. At the top left is the YouTube logo and a search bar. The video title is "Make Body Language Your Superpower" and the channel is "STANFORD GRADUATE SCHOOL OF BUSINESS". The video has 3,277,516 views, 41K likes, and 1.4K comments. The video player shows a progress bar at 0:04 / 13:17. The video content area is currently blank, displaying only the channel logo.

Make Body Language Your Superpower

3,277,516 views

41K 1.4K SHARE

<https://www.youtube.com/watch?v=cFLjudWTuGQ> or [bit.ly/BodyLangSpeech](https://bit.ly/BodyLangSpeech)

## TEPAC Writing Task - Speech & Debate (“Make Body Language your Superpower”)

Unit/Lesson Topic: Body Language  
Grade level/Subject: Speech & Debate

### Background/Context:

Body language is incredibly important for communicating your ideas and engaging with your audience, whether it is in interpersonal spaces (between you and another person) or in a large auditorium with a massive audience. Watch the video called “Make Body Language your Superpower” created by students at the Stanford Graduate School of Business and discuss how a speech and debate student can make body language his or her superpower. Write an explanatory/informational TEPAC paragraph response to an audience of your fellow scholarly students on one way they can make body language their superpower. Be sure to use evidence from the video provided.

**Writing Task:** *This is the main question you must answer.*

### How can speech and debate students make body language their superpower?

*Be sure to write a TEPAC paragraph response, stating your claim and supporting it with evidence from the video.*

**Expectations** - You will be graded on the following requirements:

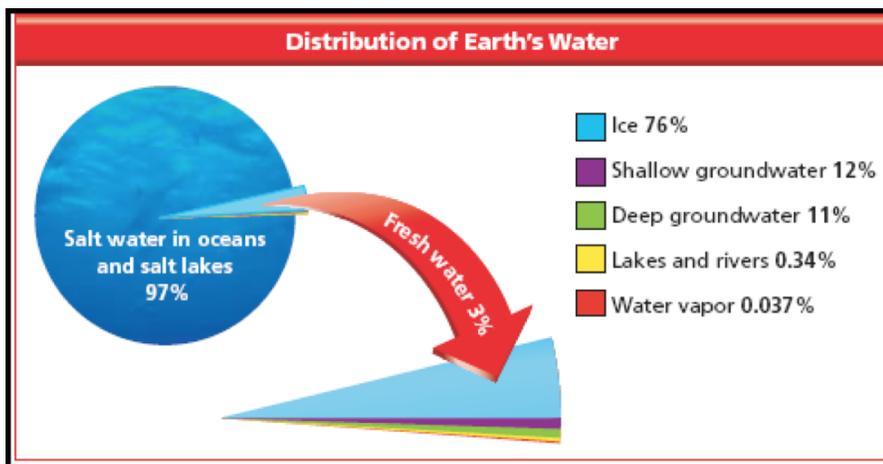
- Use the TEPAC structure (topic sentence, evidence, paraphrase, analysis, and concluding sentence).
- Write a paragraph that is a minimum of 5 sentences long.
- Use evidence from the video.

### Evidence Source List:

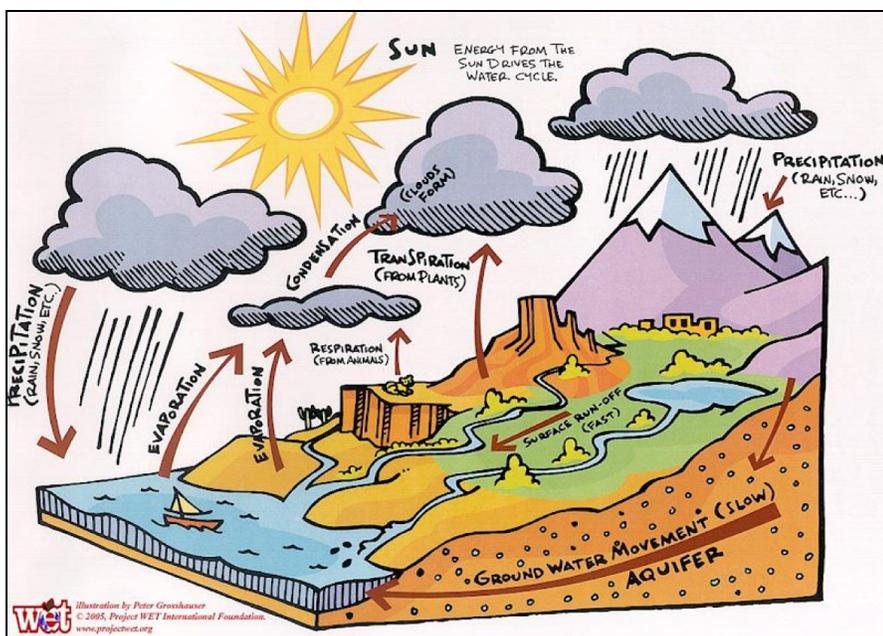
- “Make Body Language your Superpower,” Stanford Graduate School of Business (2014).

## Water Cycle Performance Task

Source 1: Distribution of Earth's Water



Source 2: Water Cycle Diagram



Source 3: Law of Conservation of Mass

Law of Conservation of Mass: The Law of Conservation of Mass states that matter can be changed from one form into another, mixtures can be separated or made, and pure substances can be decomposed, but the total amount of mass remains constant. We can state this important law in another way. The total mass of the universe is constant within measurable limits; whenever matter undergoes a change, the total mass of the products of the change is, within measurable limits, the same as the total mass of the reactants.

**TEPAC Writing Task - Science ("Water Cycle")**

Unit/Lesson Topic: The Water Cycle  
Grade level/Subject: 6th-7th grade Science

**Background/Context:**  
You work at a local restaurant, cleaning and waiting on tables. It's hard work, especially when you get a tough customer like today. He calls you over and asks for a glass of water, and he wants very fresh water. You go into the kitchen and fill a glass with water right from the tap. When you hand the glass of water to the customer he looks it over carefully. He says, "I don't think this is very new. In fact, I think it is millions and millions of years old." You tell him that you just filled the glass from the tap. He says it's old. He wants to know if you have any newer water. What do you tell the waiter? Use the three sources (Source 1, 2, and 3) to write an argumentative paragraph responding to the question "can the world create brand new water that has never been on the Earth before?" Be sure to use at least one piece of evidence from the sources provided to support your claim.

**Writing Task:** *This is the main question you must answer.*  
**Can the world create brand new water that has never been on the Earth before?**  
*Be sure to write a TEPAC paragraph response, stating your claim and supporting it with evidence from the video.*

**Expectations** - You will be graded on the following requirements:

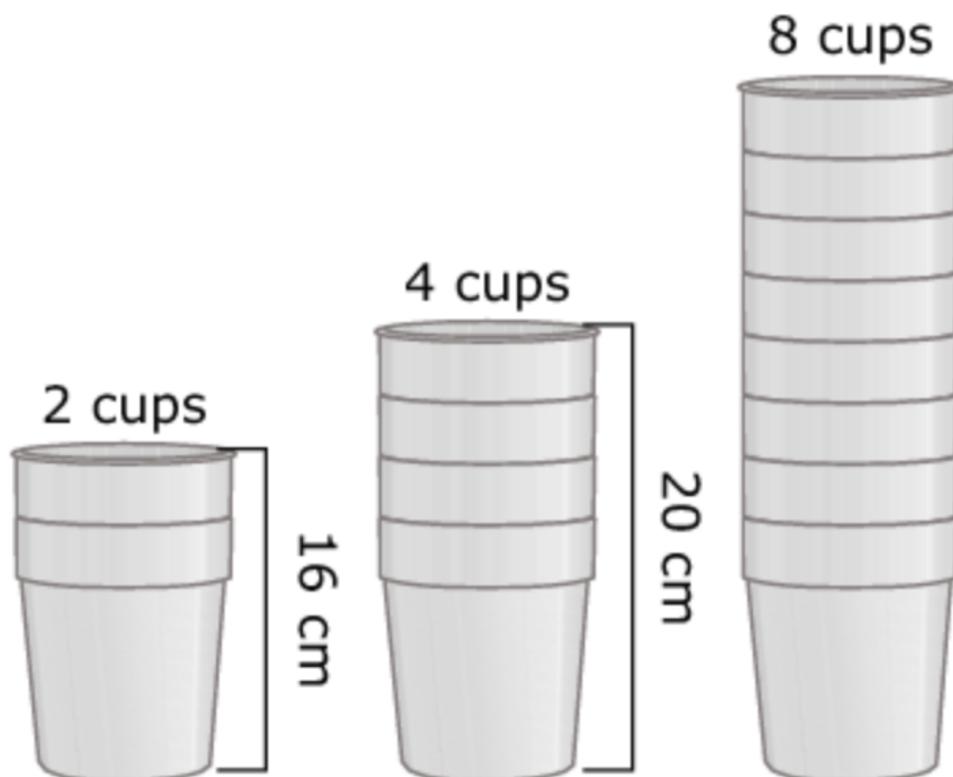
- Use the TEPAC structure (topic sentence, evidence, paraphrase, analysis, and concluding sentence).
- Write a paragraph that is a minimum of 5 sentences long.
- Use at least one piece of evidence from any of the three sources (Source 1, 2, or 3).

**Evidence Source List:**

- Source 1: Distribution of Earth's Water
- Source 2: Water Cycle Diagram
- Source 3: Law of Conservation of Mass

## STACKS OF CUPS

Your science classroom uses cups for many experiments. Your teacher ordered lots of cups from a catalog. The catalog is not very good. It has the following picture, but no other useful information



Source: *Smarter Balanced Assessment Consortium*

## TEPAC Writing Task - Mathematics ("Stacks of Cups")

Unit/Lesson Topic: One variable equations and Inequalities  
Grade level/Subject: 7th/8th grade Math

**Background/Context:** Your science classroom uses cups for many experiments. Your teacher ordered lots of cups from a catalog. The catalog is not very good. It has the following picture, but no other useful information. The catalog is advertising a stack of these cups that is 95 cm tall. Lori says, "That must be a misprint because a stack of that height is not possible." Do you agree or disagree with Lori? Explain your reasoning by writing an argumentative paragraph to an audience of fellow math students. Be sure to state a claim (agreeing or disagreeing with Lori) and use evidence from the diagram and your work to support your claim.

**Writing Task:** *This is the main question you must answer.*

**Lori says a stack of cups that is 95 cm tall is not possible. Do you agree or disagree with Lori?**

*Be sure to write a TEPAC paragraph response, stating your claim and supporting it with evidence from the diagram and your written math work. This means you must use words and numbers as your evidence.*

**Expectations** - You will be graded on the following requirements:

- Use the TEPAC structure (topic sentence, evidence, paraphrase, analysis, and concluding sentence).
- Include a clear claim (agree or disagree with Lori).
- Use evidence from the diagram and your math work (words and numbers) to support your claim.

**Evidence Source List:**

- Stacks of Cups diagram

## Second Treatise on Civil Government, 1690 (excerpts) By John Locke

Note: John Locke (1632-1704) was an English philosopher who lived in England during both the English Civil War and the Glorious Revolution. When Locke was born, England's form of government was an absolute monarchy in which the king or queen had power to rule and sometimes asked for advice and assistance from Parliament. In 1689, the English Parliament passed the Bill of Rights. This law reversed the role of king and Parliament making Parliament more powerful than the king.

### "Of the State of Nature"

...(W)e must consider, what state all men are naturally in, and that is, a state of perfect freedom to order their actions, and dispose of their possessions and persons, as they think fit, within the bounds of the law of nature...

There [is] nothing more evident, than that creatures of the same species and rank... should also be equal one amongst another without subordination or subjection...

### "Of the Dissolution of Government"

(W)hen the government is dissolved, the people are at liberty to provide for themselves, by erecting a new legislative,...for the society can never,... lose the native and original right it has to preserve itself... which can only be done by a settled legislative, and a fair and impartial execution of the laws made by it. But the state of mankind is not so miserable that they are not capable of using this remedy,...they have not only a right to get out of [a failed government], but to prevent it.

*Source: Adapted from The DBQ Project*

Unit/Lesson Topic: Road to Revolution: The Enlightenment  
Grade level/Subject: 8th grade Social Studies

**Background/Context:** Philosophers during the Enlightenment period helped inspire a path for America's Independence from Great Britain. During the enlightenment era, natural rights, constitutional governments, liberty, progress, the separation of church and state, and other ideologies were explored. John Locke's writings discuss the idea of natural rights as well as the role of government in society. Read the excerpts from his "Second Treatise on Civil Government" and write an argumentative paragraph to an academic audience. Argue whether people, the government, or both are responsible for preserving society, according to Locke's writings. Be sure to present a claim and support it with evidence from the provided excerpt.

**Writing Task:** *This is the main question you must answer.*

**According to Locke, who is responsible for preserving society--the people, the government, or both?**

*Be sure to write a TEPAC paragraph response, stating your claim and supporting it with evidence from the excerpt provided.*

**Expectations** - You will be graded on the following requirements:

- Use the TEPAC structure (topic sentence, evidence, paraphrase, analysis, and concluding sentence).
- Include a clear claim (choose the people, the government, or both as being responsible for preserving society)
- Use evidence from the excerpt of Locke's Second Treatise.

**Evidence Source List:**

- Second Treatise on Civil Government (an excerpt) by John Locke, (1690).

## 8th grade StudySync Unit 3: *In Times of War*: Elie Wiesel's Nobel Prize Acceptance Speech (Close Read Writing Task)

### Source A: Published Acceptance Speech (view on StudySync platform)

Read

AUDIO ANNOTATION NUMBERS

- 1 And it is with a profound sense of **humility** that I accept the honor -the highest there is -that you have chosen to bestow upon me. I know your choice transcends my person.
- 2 Do I have the right to represent the **multitudes** who have perished? Do I have the right to accept this great honor on their behalf? I do not. No one may speak for the dead, no one may interpret their mutilated dreams and visions. And yet, I sense their presence. I always do -and at this moment more than ever. The presence of my parents, that of my little sister. The presence of my teachers, my friends, my companions....
- 3 This honor belongs to all the survivors and their children and, through us to the Jewish people with whose destiny I have always identified.
- 4 I remember: it happened yesterday, or eternities ago. A young Jewish boy discovered the Kingdom of Night. I remember his bewilderment, I remember his anguish. It all happened so fast. The ghetto. The **deportation**. The sealed cattle car. The fiery altar upon which the history of our people and the future of mankind were meant to be sacrificed.
- 5 I remember he asked his father: "Can this be true? This is the twentieth century, not the Middle Ages. Who would allow such crimes to be committed? How could the world remain silent?"
- 6 And now the boy is turning to me. "Tell me," he asks, "what have you done with my future, what have you done with your life?"
- 7 And I tell him that I have tried. That I have tried to keep memory alive, that I have tried to fight those who would forget. Because if we forget, we are guilty, we are accomplices.
- 8 And then I explain to him how **naïve** we were, that the world did know and remained silent. And that is why I swore never to be silent whenever wherever human beings endure suffering and humiliation. We must take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented. Sometimes we must interfere. When human lives are endangered, when human dignity is in jeopardy, national borders and sensitivities become irrelevant. Wherever men and women are persecuted because of their race, religion, or political views, that place must -at that moment -become the center of the universe.
- 9 Human rights are being **violated** on every continent. More people are oppressed than free. How can one not be sensitive to their plight? Human suffering anywhere concerns men and women everywhere...
- 10 There is so much to be done, there is so much that can be done. One person -a Raoul Wallenberg, an Albert Schweitzer, Martin Luther King, Jr. - one person of integrity, can make a difference, a difference of life and death.
- 11 As long as one dissident is in prison, our freedom will not be true. As long as one child is hungry, our life will be filled with anguish and shame. What all these victims need above all is to know that they are not alone; that we are not forgetting them, that when their voices are stifled we shall lend them ours, that while their freedom depends on ours, the quality of our freedom depends on theirs.
- 12 This is what I say to the young Jewish boy wondering what I have done with his years. It is in his name that I speak to you and that I express to you my deepest gratitude as one who has emerged from the Kingdom of Night. We know that every moment is a moment of grace, every hour an offering; not to share them would mean to betray them.
- 13 Our lives no longer belong to us alone; they belong to all those who need us desperately.

### Source B: Video of Acceptance Speech -- (3:04 - 4:59)



powered by  
**Akamai**

#### Acceptance Speech by Elie Wiesel (18 minutes)

Elie Wiesel held his Acceptance Speech on 10 December 1986, in the Oslo City Hall, Norway. (The speech differs somewhat from the written speech.)

<https://www.nobelprize.org/mediaplayer/?id=2028>

Unit/Lesson Topic: In Times of War - Elie Wiesel's Acceptance Speech

Grade level/Subject: 8th grade English Language Arts

**Background/Context:** Holocaust survivor Elie Wiesel was an author and activist who advocated on behalf of Jews and people throughout the world suffering from genocide and persecution. He was awarded the Nobel Peace Prize in 1986 for his work, and in his acceptance speech for the award, he speaks out against genocide, oppression, and indifference. After conducting a close read and annotation of the text through your StudySync assignment, and after watching a portion of the video of his speech, compose an informational/explanatory TEPAC paragraph response to be read by an audience of your scholarly peers. Explain how the reading of the text of Wiesel's speech differs from the experience of watching the video of his speech. Use textual evidence from the text and the video to support your claim.

**Writing Task:** *This is the main question you must answer.*

**How does the experience of reading the text of Elie Wiesel's "Nobel Prize Acceptance Speech" differ from the experience of watching the video of the speech? How do the visual and audio components of the video affect the message of the speech?**

*Be sure to write a TEPAC paragraph response, stating your claim and supporting it with evidence from the video and the speech.*

**Expectations** - You will be graded on the following requirements:

- Use the TEPAC structure (topic sentence, evidence, paraphrase, analysis, and concluding sentence).
- Include a clear claim, explaining how the text and the video differ.
- Use at least one piece of evidence from the selected text and the video segment to support your claim.
- Write in complete sentences, checking for grammar, spelling, and punctuation.

**Evidence Source List:**

- Source A: Published excerpt of Elie Wiesel's Nobel Prize Acceptance Speech, 1986.
- Source B: Video segment of Elie Wiesel's Nobel Prize Acceptance Speech, from NobelPrize.org