

7TH GRADE SUMMER PROJECT





Student Name:

Project Due Date: September 5th (for a grade)

Free Dress Down Day Pass will be awarded if turned in the 1st week of school!

Projects should be submitted to your homeroom teacher. **Please make sure to put your name on all of your work.**

Grade Level Expectations

<p>English Language Arts </p> <ul style="list-style-type: none"> Students should be able to read grade-level texts with accuracy, automaticity, and appropriate expression. Students should be able to present information orally, in a logical sequence, appropriate volume, clear pronunciation, and appropriate pacing. Students should be able analyze how setting, events, conflict, and character development contribute to the plot in a literary text. Students should be able to write fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, figurative language, and transitional phrases. Students should use their knowledge of context clues and/or background knowledge to determine the connotative and denotative meaning of significant words in a text. Students should be able to use digital tools to produce writing that includes proper capitalization, spelling, and punctuation. 	<p>Math </p> <ul style="list-style-type: none"> Students should be fluent in all multiplication fast facts (0-12). Students should know how to round numbers up to three digits after the decimal point. Students should know vocabulary words associated with the four operations of computation. Students should be able to compute problems involving integers, fractions, and decimals (up to three digits before and after the decimal). Students should be able to solve one step equations and inequalities involving integers, decimals, and fractions. Students should be able to determine the area of quadrilaterals and surface area of rectangular prisms. Students should be able to find mean, median, mode, and range of a data set.
<p>Science & Social Studies </p> <ul style="list-style-type: none"> Students should be able to define a problem, 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 Students should be able to identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water. Students should be able to describe the layers of the solid Earth, including the lithosphere, the hot convecting mantle, and the dense metallic liquid and solid cores. Students should be able to recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions and creates mountains and ocean basins. 	<p>Study Skills </p> <ul style="list-style-type: none"> Utilize Connect to stay up to date on weekly assignments and contact teachers for questions or completed late assignments. Be familiar with google drive (google docs, google sheets, google slides) as well as Microsoft Office (word, PowerPoint, and excel) Incorporate regular study habits into a routine (example: pomodoro technique) Utilize materials for reference: reference sheets, notes, textbooks, and novels.

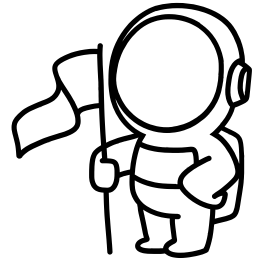
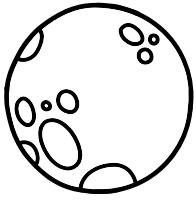
Reading List

7th graders are asked to read “On Women’s Right to Vote” by Susan B. Anthony **and** “The Destructive Male” by Elizabeth Stanton before completing one of the reading/writing tasks.




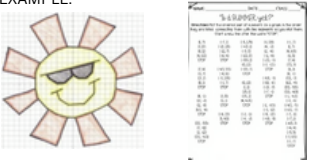
If you would like your 7th grader to read an **additional** novel over the summer, please consider one of the following texts from Florida’s 7th grade B.E.S.T. list:

- "The Count of Monte Cristo by Alexandre Dumas" – (Can include the “Great Illustrated Classic” version)
- "The Red Umbrella" by Christina Diaz Gonzalez
- "The Twenty-One Balloons" by William Pène du Bois
- “Narrative of the Life of Frederick Douglass” by Frederick Douglass

RCSA INTRACOASTAL 7TH GRADE SUMMER PROJECT CHOICE BOARD



Choose 1 activity from each column. Each task should be completed on a separate sheet of paper with the subject and number as the header.
(ie: Math Task #2)

Math - +	Science 	Civics 	Reading & Writing 
Proportions Create an anchor chart/poster explaining proportions. It must include: -definition of proportion -an example of a proportion in a table, graph, and equation -an example of how to solve a proportion -a real world example of how to use proportions in daily life to solve a problem you'd encounter - The anchor chart needs to be organized and easy to read - Anchor chart can be completed on a letter size sheet of paper. Do NOT complete on notebook paper.	Theory vs. Laws Youtube Video: https://youtu.be/P300lwSsUic2si=KmjwNZWwV6MLqoTg . Create an anchor chart explaining the difference between Scientific Theory Vs. Scientific Law. Your anchor chart should include: - A description for each scientific theory and for scientific law. - Include a minimum of two scientific laws and a description for each - Include a minimum of two scientific theories and a description for each - The anchor chart needs to be organized and easy to read - Anchor chart can be completed on a letter size sheet of paper. Do NOT complete on notebook paper.	Enlightenment Thinkers Video: Enlightenment Thinkers Help John Locke and Baron de Montesquieu spread the word about their new ideas. Create a brochure highlighting the ideas of Locke and Montesquieu. Your brochure should have a clear title and include Locke's ideas of natural law and social contract, as well as Montesquieu's ideas on separation of powers.	After reading "On Women's Right to Vote" by Susan B. Anthony and "The Destructive Male" by Elizabeth Stanton create a Venn Diagram comparing and contrasting the following: - Identify the audience (hint: who are they speaking to?) - The purpose for writing their speech (hint: what do they want?) - How do they back up their argument? (hint: what techniques/reasoning are they using?) - Identify any rhetorical appeals being used (hint: ethos, pathos, logos) - Identify their tone using an example from each author - Reference to the language or techniques each speaker uses - How do both women discuss how the government is currently under a total male rule? How do they feel about it?
Rational Numbers Make a Calendar using rational numbers and the order of operations. The calendar will be your own design. Must: -Choose the month Choose a theme and decorate accordingly -Make a math expression, using the order of operations, that equals each day of the month. Write the expression in the box for the day that makes the sentence true -Must use Addition, Subtraction, and Multiplication at least 10 times each. Division at least 6 times -Must at least use fractions and decimals 10 times each -Each problem must have at least ONE positive and at least ONE negative number. Example: $-1 + 2.5 - (-1/2)$ would go on Day #2. Must include a copy of the expression in order, with all with shown, and the calendar with just the expression shown.	Hot Earth Youtube Video: Heat Transfer Create an infographic explaining the process of conduction, convection and radiation when it relates to earth. Your flipbook should include: - A description for each method of heat transfer: conduction, convection and radiation - Explanation of how each of these methods can be seen on earth - An image of each method of heat transfer - Anchor char should be organized and easy to understand - Each section of information should be labeled with the method of heat transfer that it is addressing - Infographic can be created on Canva.com	Famous Documents Video: Famous Documents (https://youtu.be/_j-cZnBPY9c) The founding fathers looked to 4 influential documents to guide them when creating the new nation. Select two of the famous documents to create a comic strip for. Your comics should tell the story of the document and include: - a title (the name of the document) - 6 boxes/events - The story of why the document was created - An explanation of this document - A flash forward to the founding fathers and the ideas they pulled from this document	After reading "On Women's Right to Vote" by Susan B. Anthony and "The Destructive Male" by Elizabeth Stanton write a strong paragraph (at least 6 sentences long) arguing who is the more effective speaker using evidence from the chosen speech. Use the guide below to help you. You do not need to use the same language, but all of the content should be included. - 1st sentence - Write your claim: (_____'s argument is more effective because _____.) - 2nd sentence - Show us you know what they are arguing about: (_____. is arguing for _____ because _____.) - 3rd sentence - Identify the first strong point/technique she uses: (In her speech, she writes, "_____.") - 4th sentence - Explain how this is a strong point/technique in your own words. - 5th sentence - Identify the second strong point/technique she uses: (Later, she states, "_____.") - 6th sentence - Explain how this is a strong point/technique in your own words. - 7th sentence - Concluding sentence to wrap up your ideas: (_____. gets her point across through her use of _____ and _____ making her more effective in her argument for _____.)
Graphing Create a coordinate plane activity for a fellow student. Must include: • A colored example of the finished picture • Student Instructions with the ordered pairs • At least 60 points • At least 10 points that include fractions of 1/2 • Must use all four coordinate plane quadrants EXAMPLE: 	Organizing Life Create a foldable flip book for the hierarchical organization of organisms. Your flipbook should include: - Each level should have their own tab - Each tab should include an illustration and description - All tabs should be neat and organized - Your tabs must include: atom, molecule, organelle, cell, organ, organ system, organism	Declaration of Independence Video: Declaration (https://youtu.be/83bKmOwQnTY?list=PLAkyhtmdzdug3Vyzvmt6jDa4jyAdAGb) The Declaration of Independence was a very formal break up letter to the King of England. You can read the DOI in full here (https://www.archives.gov/founding-docs/declaration-transcript) Create a "DOI For Dummies" guide to help students understand what is being said in the Declaration of Independence. Create a poster, booklet, or brochure detailing the sections of the DOI and what they mean. Your guide must include 2-3 sentence explanations of the section, 1 simple illustration, and a direct quote from the DOI for each section: - The Preamble - Natural Rights/Role of Government - List of Grievances - Formal Declaration (the breakup)	After reading "On Women's Right to Vote" by Susan B. Anthony and "The Destructive Male" by Elizabeth Stanton write two fictional diary entries in the perspective of a person living during the time of the speeches being written (1868 and 1873). Your first diary entry should be written from the perspective of a person before hearing Elizabeth Stanton's speech (1868) and the second diary entry should be written after hearing both speeches (1873). Please note that more research may have to be done on this time period before completing the task. Each diary entry should be at least ten sentences long and include the following: - a first-person account - description of who you are and what you do as a person living during this time - explain what your hopes are for your/the future as a person living during this time - explain how you feel in society before and after the work of Stanton and Anthony - refer to Susan B. Anthony and/or Elizabeth Stanton and their hopes for women's suffrage based on your knowledge of their speeches - acknowledge the changes in power that women could expect based on your knowledge of their speeches - identify any fear or trepidation you may have as a person living during this time before and after the speeches
Vocabulary Create flash cards for the following vocabulary words. Must include definition AND example! Absolute Value Additive Inverse Area Area of a circle Area of a triangle Axis (on a coordinate plane) Circumference Coefficient Coordinate Plane Coordinate Point Degree of visual overlap Distributive property Equation Expression Factor Inequality Integer Measure of Center Box and Whisker Plot Interquartile Range Range (in data) Square Root Exponent Constant of Proportionality Unit Rate Proportion	Landform Tour Create a brochure highlighting five different landforms that can be found in Florida. Your brochure should be formatted as if you were a travel company. Your brochure should include: - A description for each landform - An image for each landform - Where someone can go to visit each landform - Your brochure should be neat and easy to read - You can create your brochure on Canva.com	Colonial Grievances Video: American Colonists (https://youtu.be/TdZ2bQH5-e4?list=PLGTShtj_H-cLCKijQqNNCvXJInOuR0fII) There were many policies and actions from England that led to the colonists declaring independence on July 4th, 1776. Create a timeline of 7 events that led to the colonists declaring independence.	After reading "On Women's Right to Vote" by Susan B. Anthony and "The Destructive Male" by Elizabeth Stanton write an argument answering the following question: Do you think Anthony and Stanton would be proud of what women have accomplished today? Why or why not? Your argument should be at least four paragraphs long and include the following: - an introduction that includes a hook, background information, and a thesis/argument - a clear claim for each body paragraph - at least two strong reasons/support defending your claim for each paragraph - acknowledgment of the counterclaim while responding with a rebuttal - a concluding paragraph that wraps up your argument - use of appeal to ethos, logos, and/or pathos - clear reference(s) to Susan B. Anthony or Elizabeth Stanton's speech