

# RCSA INTRACOASTAL SUMMER PROJECTS

RCSA Families,

Our teachers have created some summer choice board activities to help your student prepare for the upcoming school year. Please read each page carefully to ensure that you are completing the correct number of tasks per choice boards. Several of the choice boards have links to videos and/or worksheets. Please find the digital copy of the summer projects on our school's website for easier access to the links.

<https://rcsaintracoastal.org/>

Summer projects count as a grade at the beginning of the school year. All projects are due to the homeroom teacher by **September 5th**. Students that turn in completed projects the first week of school will be able to participate in a scheduled dress down day

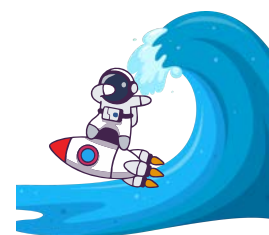
## **\*Upcoming 2nd to 8th graders:**

You will be required to read a novel from your grade level's recommended reading list. There will be activities on the English Language Arts choice board that require a book to be read prior to completing the activities.

We hope you have a wonderful and safe summer. We are looking forward to having students back on August 14th.

-RCSA Administration





# 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.**

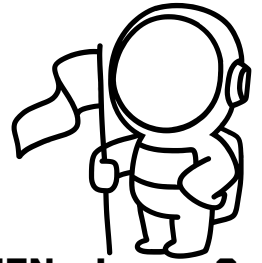
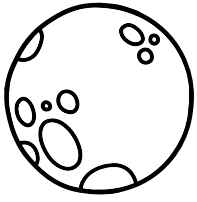
## Grade Level Expectations

<p><b>English Language Arts</b> </p> <ul style="list-style-type: none"> <li>• Students should be able to read grade-level texts with accuracy, automaticity, and appropriate expression.</li> <li>• Students should be able to present information orally, in a logical sequence, appropriate volume, clear pronunciation, and appropriate pacing.</li> <li>• Students should be able analyze how setting, events, conflict, and character development contribute to the plot in a literary text.</li> <li>• 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.</li> <li>• 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.</li> <li>• Students should be able to use digital tools to produce writing that includes proper capitalization, spelling, and punctuation.</li> </ul>	<p><b>Math</b> </p> <ul style="list-style-type: none"> <li>• Students should be fluent in all multiplication fast facts (0-12).</li> <li>• Students should know how to round numbers up to three digits after the decimal point.</li> <li>• Students should know vocabulary words associated with the four operations of computation.</li> <li>• Students should be able to compute problems involving integers, fractions, and decimals (up to three digits before and after the decimal).</li> <li>• Students should be able to solve one step equations and inequalities involving integers, decimals, and fractions.</li> <li>• Students should be able to determine the area of quadrilaterals and surface area of rectangular prisms.</li> <li>• Students should be able to find mean, median, mode, and range of a data set.</li> </ul>
<p><b>Science &amp; Social Studies</b> </p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p><b>Study Skills</b> </p> <ul style="list-style-type: none"> <li>• Utilize Connect to stay up to date on weekly assignments and contact teachers for questions or completed late assignments.</li> <li>• Be familiar with google drive (google docs, google sheets, google slides) as well as Microsoft Office (word, PowerPoint, and excel)</li> <li>• Incorporate regular study habits into a routine (example: pomodoro technique)</li> <li>• Utilize materials for reference: reference sheets, notes, textbooks, and novels.</li> </ul>

## Recommended Reading List





- "Old Yeller" by Fred Gibson
- "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
- "The Yearling" by Marjorie Kinnan Rawlings
- "The Adventures of Tom Sawyer" by Mark Twain
- "The Hobbit" by J.R.R. Tolkien
- "A Wrinkle in Time" by Madeleine L'Engle
- "Ender's Game" by Orson Scott Card
- "Peak" by Roland Smith
- "The Westing Game" by Ellen Raskin

# RCSA INTRACOASTAL 7TH GRADE SUMMER PROJECT

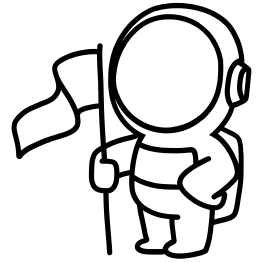
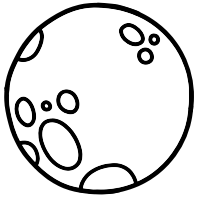


## ELA CHOICE BOARD

Choose **ONE** text from the Recommended Reading List to read. **THEN**, choose **2** activities from the entire choice board based on your reading Each task should be completed on a separate sheet of paper with the subject and number as the header. ( ie: ELA Foundations Task #2).

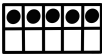



<b>Fluency</b> 	<b>Reading</b> 	<b>Communication</b> 	<b>Vocabulary</b> 
<p><b>Task 1</b></p> <p>Record yourself reading a significant section of the book out loud (at least three paragraphs). Explain why this section of text is significant. Upload your video to: <a href="https://flip.com/Of137d57">https://flip.com/Of137d57</a> **</p> <p><i>This section of text can be significant because:</i></p> <ul style="list-style-type: none"> <li>• a character has gone through a change</li> <li>• a character has learned a lesson</li> <li>• it demonstrates the theme of the book</li> <li>• a major conflict (internal or external is taking place)</li> <li>• it describes the setting, which contributes to the plot</li> <li>• the resolution is taking place</li> </ul> <p><i>**Ms. Aliano will receive a notification when your video is submitted. You will not see it appear on the website until she approves it.</i></p>	<p><b>Task 2</b></p> <p>Create a timeline that highlights at least ten important events in the book. Each timeline event should include:</p> <ul style="list-style-type: none"> <li>• a description of the event (at least two sentences)</li> <li>• an explanation of the importance of the event (at least one sentence)</li> <li>• a symbol/image to represent the event</li> </ul> <p>Your timeline can be made by hand or created on the computer.</p>	<p><b>Task 3</b></p> <p>Retell the story (or significant chapter) using:</p> <ul style="list-style-type: none"> <li>• a different point of view</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>- a different ending</li> </ul> <p>Include at least one visual (an image, picture, or clip art) to accompany your new retelling.</p> <p>This should be at least one page (single-spaced and 12-point font) OR at least two pages (double spaced and 12-point font).</p>	<p><b>Task 4</b></p> <p>Find 10 words from the novel that are especially significant or challenging to create a glossary. The words chosen should describe or reveal something about characters, the setting, or any important ideas in the book.</p> <p>A completed glossary will include:</p> <ul style="list-style-type: none"> <li>• the word</li> <li>• the dictionary definition</li> <li>• the connotation of the word</li> <li>• the sentence from the book that includes the word</li> <li>• a visual image to illustrate the meaning of the word</li> </ul>

# RCSA INTRACOASTAL 7TH GRADE SUMMER PROJECT MATH CHOICE BOARD

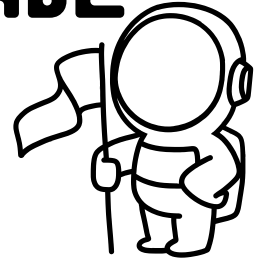
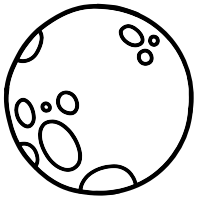


Choose 2 activities from the entire choice board. Each task should be completed on a separate sheet of paper with the subject and number as the header.

(ie: Math Fractions Task #2)





<p><b>Number Sense and Operations</b></p> <p><b>- +</b></p>	<p><b>Algebraic Reasoning</b></p> 	<p><b>Geometric Reasoning</b></p> 	<p><b>Measurement</b></p> 	<p><b>Fractions</b></p> 
<p><b>Task 1</b> <i>Real World</i> Research and make a top five list of where you would find positive and negative numbers used in the real world. Create five word problems using your top five list with integers. Don't forget to include an answer key!</p>	<p><b>Task 2</b> <i>Anchor Chart</i> Create an anchor chart showcasing the steps to solve one step equations. Include examples for all operations; adding, subtracting, multiplying and dividing.</p>	<p><b>Task 3</b> <i>Build a 3D Doghouse</i> Size and shapes are your choice. Recommended are rectangular and triangular prisms or pyramids. With this dog house, also provide a 2D net of your figure, the dimensions for each shape, and the surface area of the overall figure.</p>	<p><b>Task 4</b> <i>Jumping Dot Plot</i> Jump and measure the distance you traveled fifteen times. Record the data in a dot plot. Find the minimum, maximum, mean, median, mode, and range of the data.</p>	<p><b>Task 5</b> <i>Cooking Video Script</i> Create a how-to cooking video script with your favorite recipe! In your explanation include the math breakdown/ combination of ingredients. Be sure to use correct math terminology.</p> <p>*Bonus: record the video and present it to your teacher once school starts!</p>

# RCSA INTRACOASTAL 7TH GRADE SUMMER PROJECT SCIENCE CHOICE BOARD



**Choose 2 activities from the entire choice board.** Each task should be completed on a separate sheet of paper with the subject and number as the header.

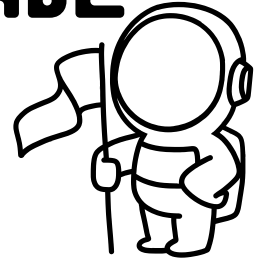
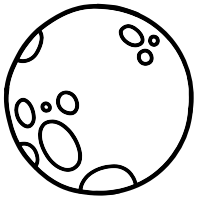
( ie: Science Earth Task #2)

<b>Physical Science</b> 	<b>Nature of Science</b> 	<b>Life Science</b> 	<b>Earth Science</b> 
<p><b>Task 1</b>  <b>Video: <u>Earth's Layers</u></b>            Follow directions on the attached pages to create a comic on the journey to the center of the earth. A rubric is provided.</p>	<p><b>Task 2</b>  <b>Video: <u>Scientific Method</u></b>            List the steps on a sheet of paper. Use M&amp;Ms, Skittles, Fruit Loops, etc., to determine which color is found more in the different bags. Students will make a prediction based on their <u>background information</u>, then categorize the food by color, and then count each. Use the scientific method steps to assist you in this lab! Your testable question will be: "Which color will be found most in the different bags?"</p>	<p><b>Task 3</b>  <b>Video: <u>Volcano Types</u></b>            Follow the attached directions and make a circle book of the three different kinds of volcanoes. There are reading materials attached to assist students.</p>	<p><b>Task 4</b>            Pick a cause/ implement change. How do you feel human interaction most affects our environment? What cause do you support? Create an invention to promote change! Create a brochure or poster. Choose one cause to support. Draw at least 3 images, have 5 facts, and a proposed invention to help change and improve the world!</p>

Science Websites: [The scientific method \(article\) | Khan Academy](#)  
[8 Different Types of Environmental Pollution | Earth Reminder](#)  
[What Are The Layers Of The Earth? - WorldAtlas](#)





**Each task is available using  
the following link:  
[bit.ly/30e4NxK](http://bit.ly/30e4NxK)**

# RCSA INTRACOASTAL 7TH GRADE SUMMER PROJECT CIVICS CHOICE BOARD



**Choose 2 activities from the entire choice board.** Each task should be completed on a separate sheet of paper with the subject and number as the header.

(ie: Science Earth Task #2)

<b>Enlightenment Thinkers</b> 	<b>Famous Documents</b> 	<b>Colonial Grievances</b> 	<b>Declaration of Independence</b> 
<p><b>Task 1</b> <b>Video: <u>Enlightment Thinkers</u></b> Help John Locke and Baron de Montesquieu spread the word about their new ideas. <b>Create a brochure</b> highlighting the ideas of Locke and Montesquieu. Your brochure should have a clear title and include Locke's ideas of <u>natural law</u> and <u>social contract</u>, as well as Montesquieu's ideas on <u>separation of powers</u>.</p>	<p><b>Task 2</b> <b>Video: <u>Famous Documents</u></b> The founding fathers looked to 4 influential documents to guide them when creating the new nation. <b>Select two of the famous documents to create a comic strip for.</b> Your comics should tell the story of the document and include:</p> <ul style="list-style-type: none"> <li>• a title (the name of the document)</li> <li>• 6 boxes/events:</li> <li>• The story of why the document was created</li> <li>• An explanation of this document</li> <li>• A flash forward to the founding fathers and the ideas they pulled from this document</li> </ul>	<p><b>Task 3</b> <b>Video: <u>American Colonists</u></b> There were many policies and actions from England that led to the colonists declaring independence on July 4th, 1776. <b>Create a timeline of 7 events</b> that led to the colonists declaring independence.</p> <ul style="list-style-type: none"> <li>• Timeline must be titled</li> <li>• Timeline must be in chronological order</li> <li>• The year and name of event must be displayed clearly</li> <li>• For each event, include a 2 sentence description of what happened and how colonists reacted to this</li> <li>• 3 events must include a picture</li> </ul>	<p><b>Task 4</b> <b>Video: <u>Declaration</u></b> The Declaration of Independence was a very formal break up letter to the King of England. <b><u>You can read the DOI in full here</u></b></p> <p>Create a 'DOI For Dummies' guide to help students understand what is being said in the Declaration of Independence.</p> <p>Create a poster, booklet, or brochure detailing the sections of the DOI and what they mean.</p> <p>Your guide must include 2-3 sentence explanations of the section, 1 simple illustration, and a direct quote from the DOI for each section:</p> <ul style="list-style-type: none"> <li>• The Preamble</li> <li>• Natural Rights/Role of Government</li> <li>• List of Grievances</li> <li>• Formal Declaration (the breakup!)</li> </ul>



Each task you complete for the ELA Choice Board will be graded using the following rubric:

	5	4	3	2	1
	<i>Exemplary</i>	<i>Proficient</i>	<i>Emerging</i>	<i>Developing</i>	<i>Incomplete</i>
<b>Presentation &amp; Required Components (5)</b>	Includes (or exceeds) all required items. Information is presented neatly and creatively.	Includes all required items. Presentation is neat.	Includes most required items.	Includes some required items.	Includes few to no required items.
	10	9	8	7	6
	<i>Exemplary</i>	<i>Proficient</i>	<i>Emerging</i>	<i>Developing</i>	<i>Incomplete</i>
<b>Demonstrated Understanding of the Novel (10)</b>	Demonstrates complete and insightful understanding of and analysis of the entire novel.	Demonstrates full understanding and analysis of the novel.	Demonstrates some understanding of the novel. Lacks analysis beyond surface-level.	Demonstrates little understanding of the novel. Does not attempt to analyze text.	Does not demonstrate understanding or analysis of the novel.
	5	4	3	2	1
	<i>Exemplary</i>	<i>Proficient</i>	<i>Emerging</i>	<i>Developing</i>	<i>Incomplete</i>
<b>Language Usage (5)</b>	The text contains no errors in spelling, usage, grammar, punctuation, etc.	The text contains few errors in spelling, usage, grammar, punctuation, etc.	The text contains some errors in spelling, usage, grammar, punctuation, etc.	The text contains several errors in spelling, usage, grammar, punctuation, etc.	The project contains too little text to make a determination of language usage.

**Total Points Earned (out of 20)**