

Millennium Collegiate Academy 6-12



7th GRADE SUMMER PACKET

ELA, SOCIAL STUDIES, SCIENCE, ALGEBRA 2

7th grade Civics: Summer Assignment



March: Book One

By John Lewis,
Andrew Ayden and Nate Powell

Students need to read a copy of the book titled **March: Book One**. The book may be purchased through Amazon or at your local Barnes and Noble store. It may also be checked out from your local library.

Novel Summary: “Congressman John Lewis (GA-5) is an American icon, one of the key figures of the civil rights movement. His commitment to justice and nonviolence has taken him from an Alabama sharecropper's farm to the halls of Congress, from a segregated schoolroom to the 1963 March on Washington, and from receiving beatings from state troopers to receiving the Medal of Freedom from the first African-American president. **March: Book One**, is a graphic novel (illustrated book) that is a vivid first-hand account of John Lewis' lifelong struggle for civil and human rights.

After reading the book, students must complete a book report that presents the following questions and the answers to these questions, followed by a glossary of terms.

For each of the questions, base the answers on the information/events/characters provided in the story and provide a minimum of one supporting fact or example from the novel. All answers to these questions must be written by the student in their own words, using proper writing conventions: complete sentences, proper grammar and punctuation, etc. The report must be typed, 12 font, double-spaced.

Be sure to include the questions in the report!

Any plagiarism will result in a zero!

Book Report Questions:

1. What are some examples of segregation and the Jim Crow laws in the 1940s – 1960s?
2. What are some of the events that led to the Civil Rights Movement?
3. What are some examples of racism?
4. What are some examples of blind acceptance of the “status-quo”?
5. Who were the local and national heroes in the story?
6. How did they become heroes?
7. What are some powers of the local government, especially in times of civic unrest?

8. What are some limits of the local government, especially in times of civic unrest?
9. What are some powers of the national government, especially in times of civic unrest?
10. What are some limits of the national government, especially in times of civic unrest?
11. Describe the power of non-violent protest in times of civic unrest.
12. What are some of the struggles that nations must endure when fighting for their principles and ideals?
13. What are some of the struggles that individuals must endure when fighting for their principles and ideals?
14. What are some of the different ways that people find the courage to stand up and fight for their rights?
15. What were different methods used to protest against unfair or unjust policies?
16. What methods or options do we have today that we can use to protest against unfair or unjust policies that are different than those that were available to Lewis and his colleagues in the 1960s?

Glossary of Terms:

At the end of the report, students must also include a glossary of terms listed below with the definitions of the terms that are relevant to the context of the story:

Civil Rights Movement

Civil disobedience

Democracy

Federalism

Jim Crow Laws

The March on Washington

Racism

Segregation

Sharecropper

Status quo

United States Congress/Legislative Branch

Guided Reading Questions: <http://cblfd.org/2014/02/using-graphic-novels-in-education-march-book-one/>

Novel Summary: <http://www.amazon.com/March-Book-One-John-Lewis>

Every student must read their assigned TIP novel, as well as one of the novels from the left column.

Novel- Choose one	TIP Novels by Grade Level
<p>Incoming 6th Grade <i>Frenzy</i> by Robert Lettrick <i>The Honest Truth</i> by Dan Gemeinhart <i>The Luck Uglies</i> by Paul Durham <i>The Sinister Sweetness of Splendid Academy</i> by Nikki Loftin</p> <p>Incoming 7th Grade <i>All Fall Down</i> by Ally Carter <i>Bot Wars</i> by J.V. Kade <i>The Crossover</i> by Kwame Alexander <i>The Summer I Saved the World in 65 Days</i> by Michele Weber Hurwitz</p> <p>Incoming 8th Grade <i>Insignia</i> by S.J. Kincaid <i>Echo</i> by Pam Munoz Ryan <i>The Neptune Project</i> by Polly Holyoke <i>The Worst Class Trip Ever</i> by Dave Barry</p>	<p>6th grade <i>Blood on the River</i></p> <p>7th grade <i>To Kill a Mockingbird</i></p> <p>8th grade <i>Anthem</i></p>

DIALECTICAL JOURNAL

REQUIREMENTS:

- YOU MUST COMPLETE **NINE** ENTRIES FOR EACH SUMMER READING NOVEL (THREE FROM THE BEGINNING OF THE BOOK, THREE FROM THE MIDDLE, AND THREE FROM THE END).
- YOU MUST CHOOSE EACH OF THE RESPONSE CODES LISTED BELOW AT LEAST ONCE FOR EACH NOVEL.
- EACH ENTRY MUST BE AT LEAST **TWO** SENTENCES LONG.

PROCEDURE:

- As you read, choose passages that stand out to you and record them in the left-hand column of a T-chart (*ALWAYS include page numbers*).
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- Label your responses using the following **codes**:
 - **(Q) Question** – ask about something in the passage that is unclear
 - **(C) Connect** – make a connection to your life, the world, or another text
 - **(P) Predict** – anticipate what will occur based on what’s in the passage
 - **(CL) Clarify** – answer earlier questions or confirm/disaffirm a prediction
 - **(R) Reflect** – think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?
 - **(E) Evaluate** - make a judgment about the character(s), their actions, or what the author is trying to say

Sample Dialectical Journal entry: Hatchet by Gary Paulsen

Passages from the text	Pg#s	Comments & Questions
“‘Thanks. It’s really nice.’ But the words sounded hollow, even to Brian.”	Pg 8	“Why does Brian feel that way about getting a hatchet from his Mom? If the words sound hollow to Brian, he must not mean it. Why is he mad at his Mom? Question
“No roads, no trails, no clearings. Just the lakes, and it came to him that he would have to use a lake for landing. If he went down into the trees he was certain to die.”	Pg 23	I can’t imagine keeping my cool in a situation like this. I’d be on my cell phone, freaking out and he’s trying to land the plane! I guess it’s important to keep your cool in a crisis. Connect
“Now, with the thought of the burger, the emptiness roared at him. He could not believe the hunger, had never felt this way. The lake water had filled his stomach, but left it hungry, and not it demanded food, screamed for food.”	Pg 48	It’s weird how Brian’s stomach is like a character now, driving his behavior. I’ve been hungry before, but never like that. Is he going to start eating things that are poison because he is so hungry? Connect

CHOOSING PASSAGES FROM THE TEXT:

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- Effective and/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you've seen before
- Structural shifts or turns in the plot
- A passage that makes you realize something you hadn't seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting

RESPONDING TO THE TEXT:

You can *respond* to the text in a variety of ways. The most important thing to remember is that your observations should be *specific and detailed*. You can write as much as you want for each entry.

Basic Responses

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

Sample Sentence Starters:

I really don't understand this because...
I really dislike/like this idea because...
I think the author is trying to say that...
This passage reminds me of a time in my life when...
If I were (name of character) at this point I would...
This part doesn't make sense because...
This character reminds me of (name of person) because...

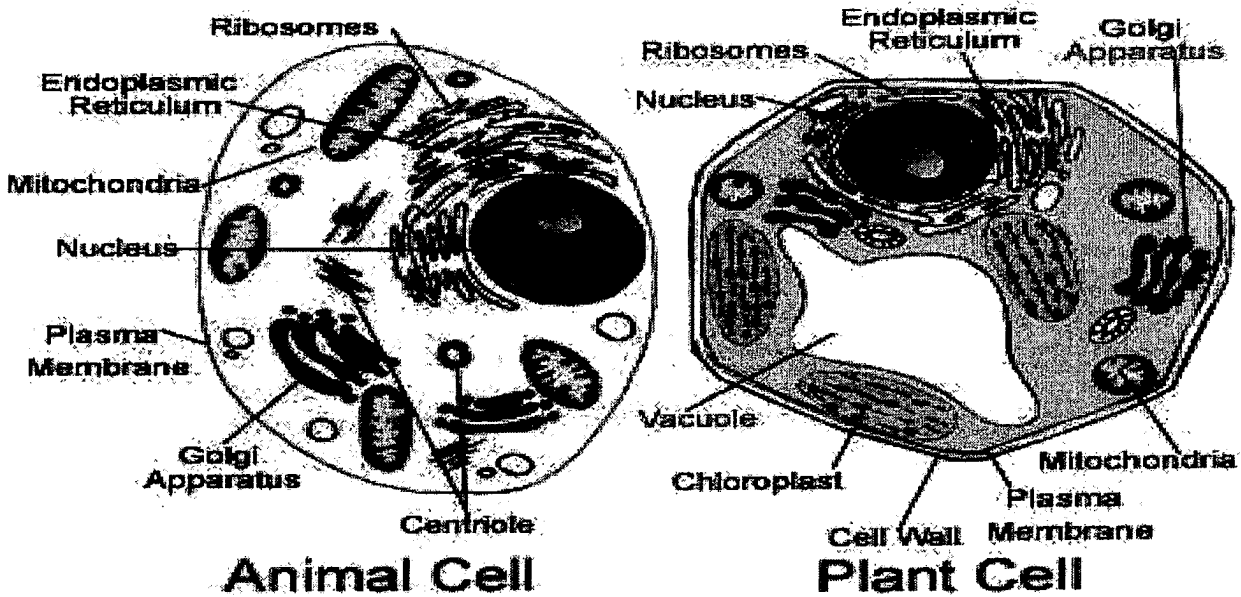
Higher Level Responses

- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc...)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole

2017-2018 Incoming 7th Grade Science Summer Packet

PART I: PLANT AND ANIMAL CELLS (Big Idea 14)

Read the following information and then complete the exercise. Compare the plant and animal cells provided and use the picture to complete the framed paragraph below.



FRAMED PARAGRAPH:

Animal and plant cells are similar in that they both have _____
 _____, _____, _____
 _____ and _____. However, only
 the plant cell has a _____, _____ and
 _____. A _____ can be found only in the animal cell.

PART II. BODY SYSTEMS (Big Idea 14)

An organism has various body systems that interact together to allow for bodily functions. For example, the **digestive system** (controls the process of breaking down food) works with the **muscular system** (your stomach) to digest meals.

Directions: Complete the chart by listing three body systems that are involved in the injury described below and then explain how each body system is involved in the injury.

*Kelly was playing soccer and **sprained** her ankle. She was unable to walk without being in **pain** and the increased **swelling** was obvious.*

Name _____ Date: _____ Team/Group _____

Body System	Explanation of how each system is involved in the injury.

PART III: SYMBIOTIC RELATIONSHIPS (Big Idea 17)

Symbiotic relationships describe close interactions between two or more different species. Write the definition for the following terms and give an example of each. You may draw pictures for your examples.

You may use the Study Jam video at the website below for assistance.

<http://studyjams.scholastic.com/studyjams/jams/science/ecosystems/symbiosis.htm>

Term	Definition	Example
Parasitism		
Mutualism		
Commensalism		

Part IV- Scientific Method (Big Idea 123)

For the following experiments, define the independent variable, dependent variable, and control group.

Vocabulary Word	Definition	Example
Test Variable	<ul style="list-style-type: none"> The variable being changed. Only one variable can be changed per experiment. 	Height of dropping the ball
Outcome Variable	<ul style="list-style-type: none"> The variable being measured. Must be numerical (such as height, mass, distance, volume, etc...) 	Size of the Crater
Control	<ul style="list-style-type: none"> Not all projects will have a control. 	None
Constants	<ul style="list-style-type: none"> The factors that stay the same. 	The ball, the person dropping the ball, weather conditions, surface

- Three redwood trees are kept at different humidity levels inside a greenhouse for 12 weeks. One tree is left outside in normal conditions. The heights of the trees are measured once a week.

Independent Variable: _____

Dependent Variable: _____

Control Group: _____

- Pea plant clones are giving different amounts of water for three-week period. The first pea plant receives 400 milliliters a day. The second pea plant receives 200 milliliters a day. The third pea plant receives 100 milliliters a day. The fourth pea plant does not receive any extra water: the plant only receives natural ways of receiving water. The heights of the pea plants are recorded daily.

Independent Variable: _____

Dependent Variable: _____

Control Group: _____

- One tank of gold fish is fed the normal amount of food once a day. A second tank is fed twice a day. A third tank is fed four times a day during a six week study. The fish's weight is recoded daily.

Independent Variable: _____

Dependent Variable: _____

Control Group: _____

Name:

Previous School:

Date:

Previous Math Teacher:

Rising Algebra II Student STAR Summer Review Assignment

Welcome to Algebra II Math!!! Your journey to a successful year in math starts this summer!! This packet is comprised of the important concepts necessary for success in math this year. Completion of the packet is mandatory for all students and will be counted as the first grade for the year. As you complete this packet, show all steps used to arrive at your final answer. The resource topics can be found in Khan Academy. It will be expected that you know how to work all the material found in this packet. See you in August!!

Instructions

- ✓ Please work all problems on loose-leaf paper with a pencil. Do not use ink.
- ✓ Write neatly.
- ✓ Follow all directions for each set of problems. There should be no decimal answers unless the problem has decimals in it.
- ✓ This work is independent work. However, you may enlist the help of a tutor or parent on concepts, but not specific problems in this packet. Having someone help you with the specific problems in this packet will be considered a violation.
- ✓ You will submit this packet to your math teacher on the first day of class.

Websites for assistance and additional practice

www.khanacademy.org

beep.browardschools.com (access to online textbook and videos)

www.millenniumstars.org

Due: Monday, August 21, 2017

Summer Review Packet

Evaluate each expression using order of operations. (Do Not use a calculator)

1) $(-8 \cdot 2) \div -4 - 3$

2) $-5 + 3 - (2 - 5)$

3) $(11 - 6) \div (1 - 2)$

4) $-8 \div (-2 + 6) - -3$

5) $(-4 - -6) \div (-1 - (-6 - (2 - 5)))$

6) $(3 \cdot 2 + 6) \div (-3 - -3 - 6)$

Evaluate each using the values given.

7) $-6 + c - (6 + b)$; use $b = -4$, and $c = 5$

8) $x + (z^2)^2$; use $x = 6$, and $z = -1$

9) $y(z + y) + x$; use $x = 2$, $y = -4$, and $z = 1$

10) $n + 2 - (4 + m)$; use $m = -2$, and $n = -1$

Simplify each expression.

11) $1 - 7n + n + 3$

12) $5x - x$

$$13) 8(b - 9)$$

$$14) -2(10 + 6p)$$

$$15) -4x - 10(6x - 1)$$

$$16) 6(-2 - x) + 4x$$

Solve each equation.

$$17) 17 = a - (-13)$$

$$18) 7 + n = 24$$

$$19) n + 4 = -6$$

$$20) 60 = -5x$$

$$21) -4n + n = -18$$

$$22) 7n - n = 18$$

$$23) -3(5 - 5m) = 45$$

$$24) 7(p + 5) = -14$$

$$25) 74 = -3 - 7(4x - 3)$$

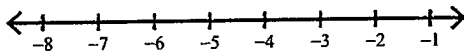
$$26) -3(a + 4) - 4a = -5$$

$$27) 3(n - 6) = -18 - 4n$$

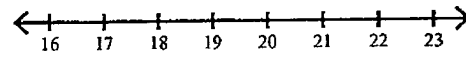
$$28) -8r + 36 = -7(1 - 5r)$$

Solve each inequality and graph its solution.

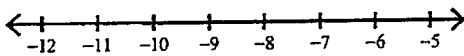
$$29) a + 8 < 5$$



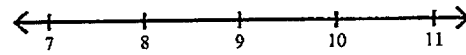
$$30) 20v \leq 400$$



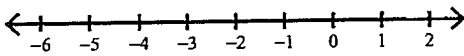
$$31) 13 + p < 4$$



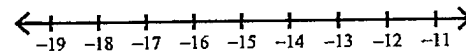
$$32) x - 20 \geq -11$$



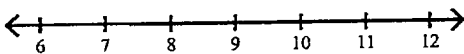
$$33) -11 > n - 8$$



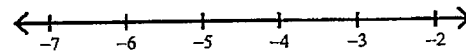
$$34) -13m < 208$$



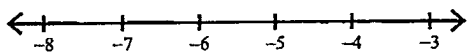
$$35) -8(r + 3) < -88$$



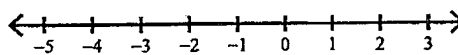
$$36) 10(-3 + x) > -70$$



$$37) 6(n + 7) \geq 6$$

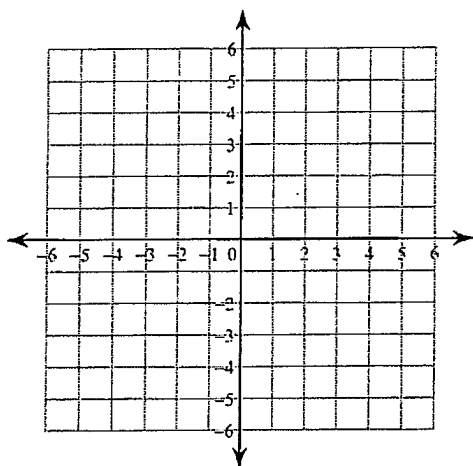


$$38) 7(1 + 6b) + 8b < 7$$

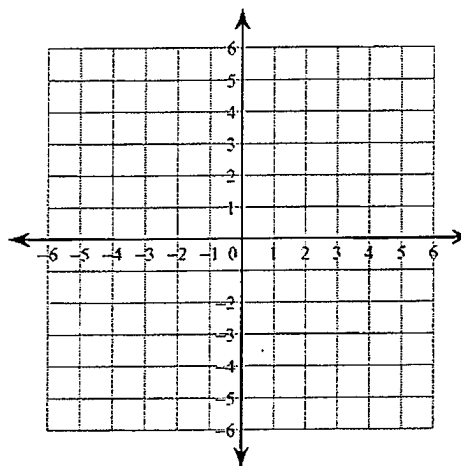


Sketch the graph of each line.

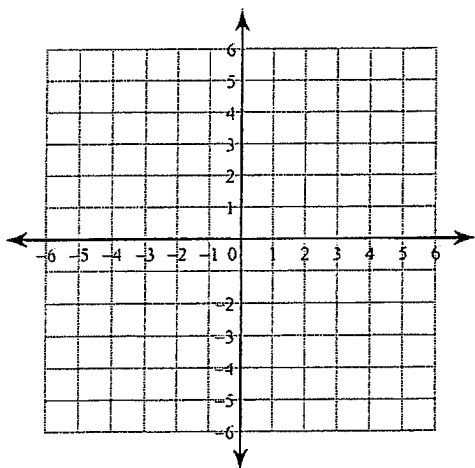
$$39) y = \frac{5}{4}x + 4$$



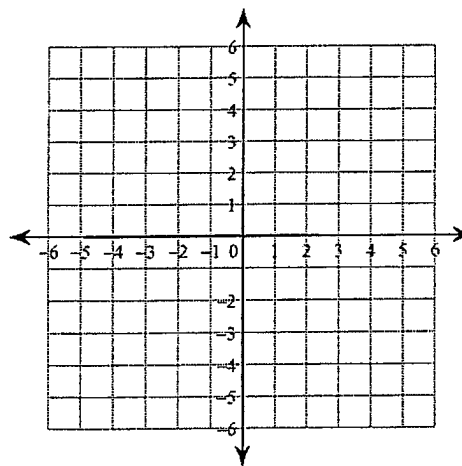
$$40) y = -\frac{2}{3}x + 2$$



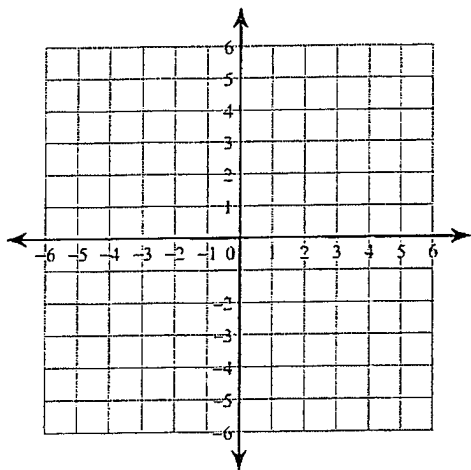
$$41) y = -4$$



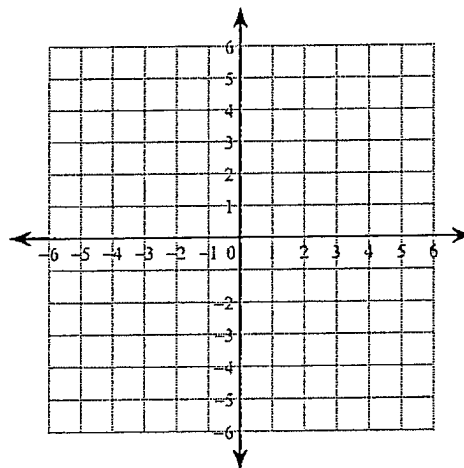
$$42) 5x - y = 5$$



43) $12 - 3y = -4x$

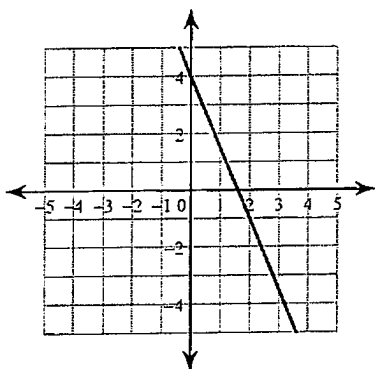


44) $x = -1$

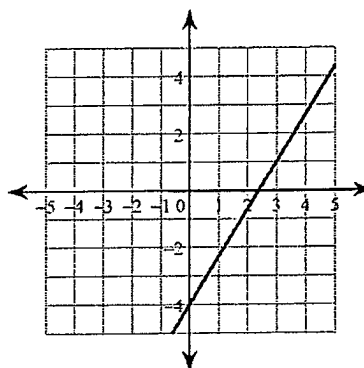


Write the slope-intercept form of the equation of each line.

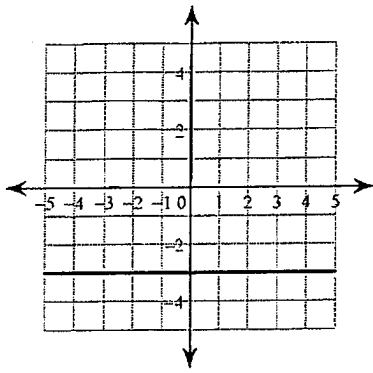
45)



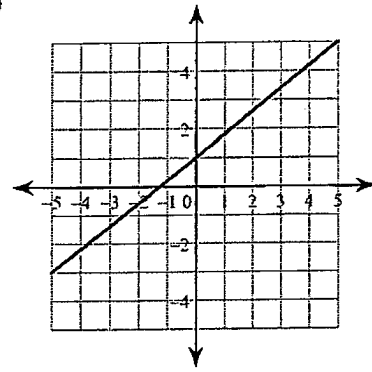
46)



47)



48)



Write the slope-intercept form of the equation of each line given the slope and y-intercept.

49) Slope = 2, y-intercept = -2

50) Slope = $-\frac{3}{5}$, y-intercept = 2

Write the slope-intercept form of the equation of the line through the given point with the given slope.

51) through: $(-3, 5)$, slope = -1

52) through: $(5, 0)$, slope = $-\frac{3}{5}$

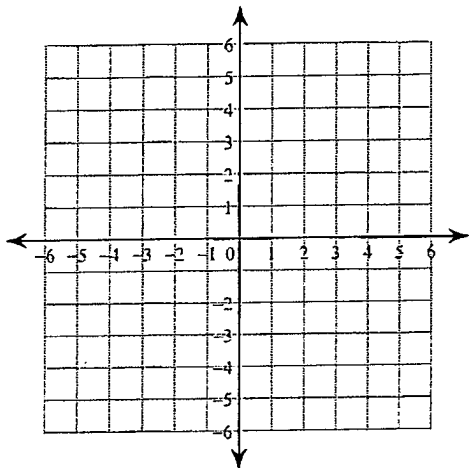
Write the slope-intercept form of the equation of the line through the given points.

53) through: $(-4, -2)$ and $(3, -1)$

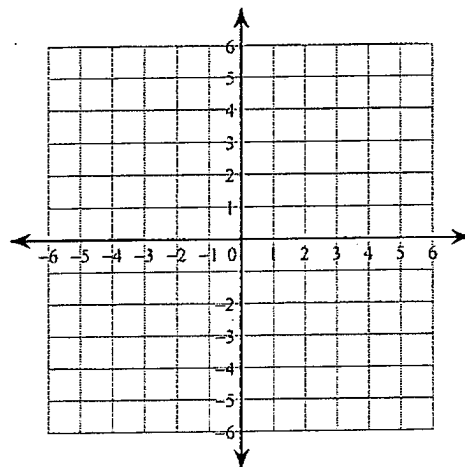
54) through: $(0, -2)$ and $(4, 4)$

Sketch the graph of each linear inequality. (Remember to shade)

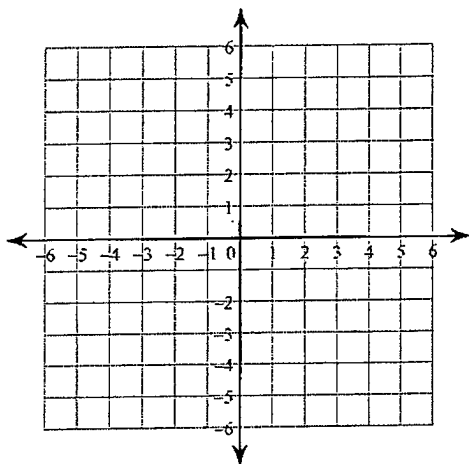
55) $y \geq \frac{3}{2}x - 4$



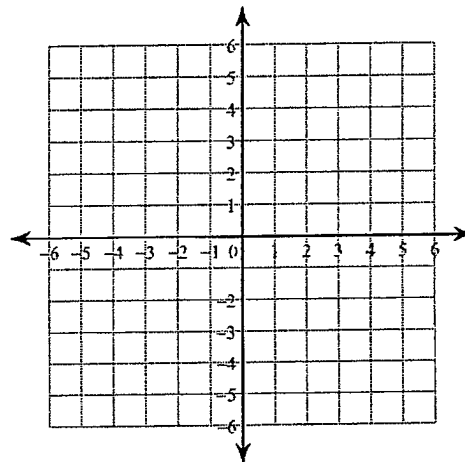
56) $y > -x - 4$



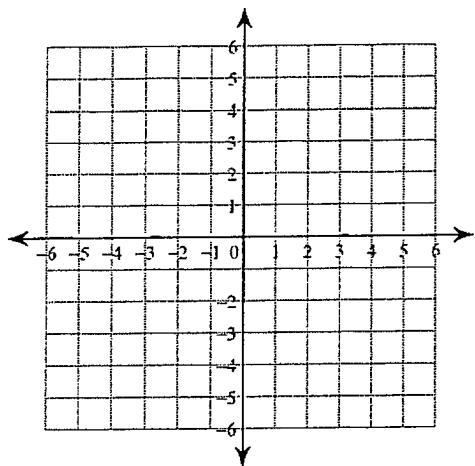
57) $6x - y \leq -2$



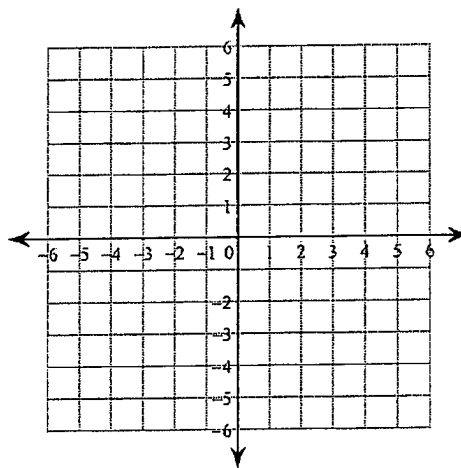
58) $5x + 3y > 0$



59) $y \leq -1$



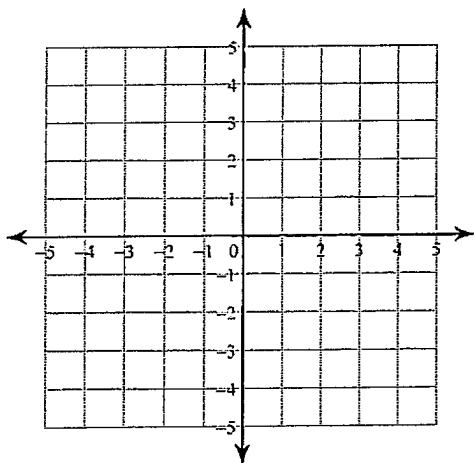
60) $x > 3$



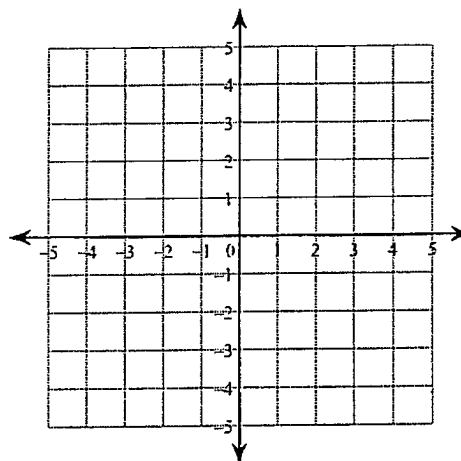
Solve each system by graphing. (Your answer should be an ordered pair in (x,y) form)

61) $y = -\frac{5}{4}x + 4$

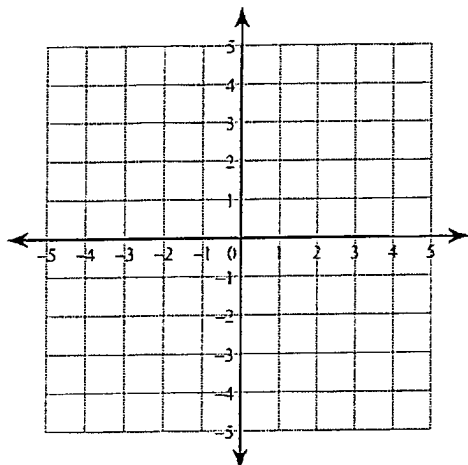
$y = \frac{1}{4}x - 2$



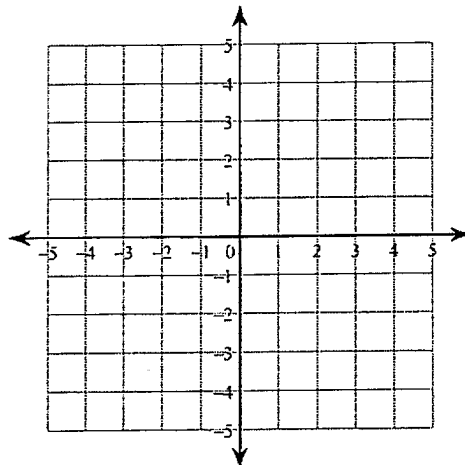
62) $y = -2x - 1$
 $y = 3$



$$63) \begin{aligned} -4y &= x + 16 \\ y - 1 &= x \end{aligned}$$



$$64) \begin{aligned} y + 1 &= -x \\ -8 + 4y &= -x \end{aligned}$$



Solve each system by substitution.

$$65) \begin{aligned} y &= -3x - 8 \\ 5x + 5y &= 0 \end{aligned}$$

$$66) \begin{aligned} y &= -3x + 5 \\ y &= 3x - 13 \end{aligned}$$

$$67) \begin{aligned} -3x - 3y &= -9 \\ 7x + y &= -15 \end{aligned}$$

$$68) \begin{aligned} -x + y &= -4 \\ -4x + 3y &= -8 \end{aligned}$$

Solve each system by elimination.

$$\begin{aligned} 69) \quad & -3x + 2y = 14 \\ & 2x - 2y = -6 \end{aligned}$$

$$\begin{aligned} 70) \quad & -5x - 6y = 10 \\ & -3x - 6y = 6 \end{aligned}$$

$$\begin{aligned} 71) \quad & 2x - 2y = -30 \\ & 4x + 4y = 20 \end{aligned}$$

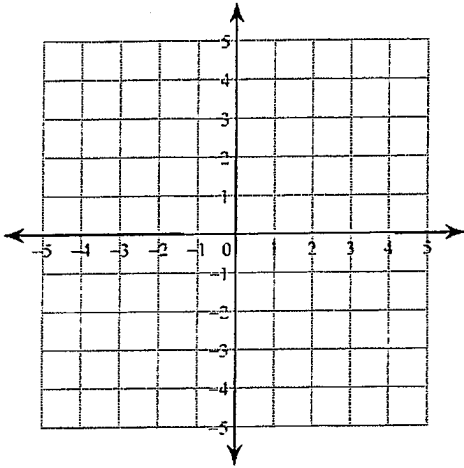
$$\begin{aligned} 72) \quad & -8x + 3y = -17 \\ & -6x + 4y = -4 \end{aligned}$$

Set up a system of equations, then solve.

- 73) The senior classes at High School A and High School B planned separate trips to the indoor climbing gym. The senior class at High School A rented and filled 2 vans and 3 buses with 105 students. High School B rented and filled 14 vans and 6 buses with 270 students. Each van and each bus carried the same number of students. How many students can a van carry? How many students can a bus carry?
- 74) Emily and Beth are selling flower bulbs for a school fundraiser. Customers can buy bags of windflower bulbs and packages of crocus bulbs. Emily sold 10 bags of windflower bulbs and 7 packages of crocus bulbs for a total of \$323. Beth sold 5 bags of windflower bulbs and 8 packages of crocus bulbs for a total of \$247. Find the cost each of one bag of windflower bulbs and one package of crocus bulbs.

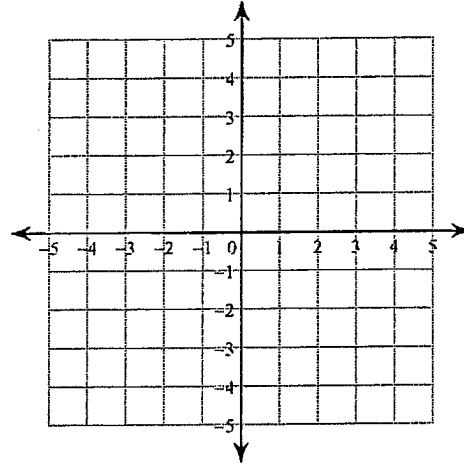
Sketch the solution to the system of inequalities. (Hint: Find the combined shaded region)

75) $y \geq -x - 2$
 $x < -3$



76) $y > -\frac{1}{3}x + 2$

$y < \frac{2}{3}x - 1$



Evaluate the following functions for the given value.

77) $f(x) = 2x + 3$
 $f(-1)$

78) $f(x) = x^2$
 $f(-4)$

79) $f(x) = \frac{1}{2}x - 9$
 $f(6)$

80) $f(x) = \frac{2}{3}x$
 $f(18)$

