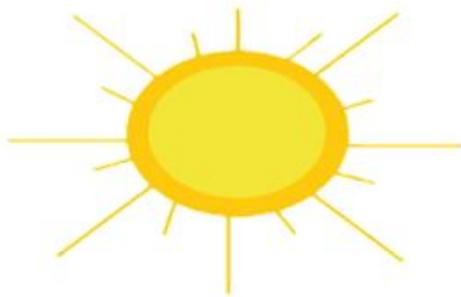


7th Grade Summer Packet



HAPPY
SUMMER

due: September 8, 2020

Dear Rising 7th Grade Students and Families:

Congratulations on a phenomenal year in the 6th Grade! We are proud of each student and celebrate the great thinking and growth you experienced this year!

The 7th Grade Team has identified the following skills as the most critical for students as they start 7th grade. You should work through this packet with the goal of becoming proficient in these skills by September.

This packet is a graded assessment and it will count as your initial grade for each subject in Quarter 1 in 7th Grade. It is due on September 8th, your first day of school.

During Summer Break, begin to familiarize yourself with the 7th Grade Website. This is where your Homework will be displayed for you daily. You do not need an NPS Account to access.

sites.google.com/nps.k12.nj.us/7thGrade

Remember that it is okay to ask your parents, siblings, or friends for help! We can't wait to meet you all and look forward to a FUN and successful 7th Grade 2018-2019 School YEAR! We hope you are excited as we are!

Sincerely,
The 7th Grade Team
Ann Street School

Supply List

General:

- Large 3 Ring Binder
- Dividers (2 Packs)
- Lined Paper
- Clear Page Protectors (min. 12)
- 1 Small Memo Pad
- Headphones
- Folders with bottom pockets
 - 5 Folders of the color based on your homeroom assignment:
304 - Purple 303 - Red 302 - Green 301 - Yellow
- Dry Erase Markers (Black Only) and Eraser
- 3 Book Covers/Book Socks
- 2 Boxes of Tissues
- 2 Clorox Wipes Containers
- Coloring Pencils
- Binder Pencil Pouch (Must be able to go into the binder rings. No loose pouches.)

ELA:

- *The Skin I'm In*
Novel by Sharon G. Flake
 - Independent Reading Novel to start the school year (No Comic Books)
 - 3 packs of sticky notes (regular size)
 - 1 pack of small sticky notes
 - Journal of your choice
- * Amazon and Ebay sells used versions of books for a **fraction** of the price.

Math:

- ★ 3 Pencils
- ★ Erasers
- ★ Graph Paper (2 packs)
- ★ 4 Function Calculator
 - To the left is an example. It does not need to be this specific one.
 - Reference Middle School Math Book: "Everything You Need to Ace Math in One Big Fat Notebook: The Complete Middle School Study Guide" (Optional but a great tool)



ELA

The 7th grade teachers are so incredibly excited to meet all of you! We look forward to an amazing year, but with that being said, we need to make sure to keep up with our reading and writing the summer.

Please join the Google Classroom based upon your homeroom. You will find the assignment there:

301 ELA: **rmw3tbm**

302 ELA: **skqyryc**

303 ELA: **lr6afnk**

304 ELA: **batum3n**

Over the course of the summer, you will be reading *The Boy Who Harnessed the Wind*, by William Kamkwamba and Bryan Mealer. On the following page, there is an outlined schedule to follow to complete the work. All assignments can be found on the Google Slide posted on Google Classroom.

*****PLEASE BE SURE TO WORK ON THE ASSIGNMENT ON GC, SO WE CAN MONITOR AND PROVIDE FEEDBACK.**

Summer Assignment Checklist: Use this checklist to be sure you have completed all of the assignments that you are responsible for.

[Link to the Assignment](#)

DATES	ASSIGNMENT		SCORE
June 22 - June 26	<ol style="list-style-type: none"> 1. Add yourselves to the correct Google Classroom. 2. Read the "Before You Continue" slide. 3. Finish reading The Boy Who Harnessed the Wind before starting Activities 1, 2, & 3. 	1	
June 29 - July 3	<ol style="list-style-type: none"> 1. View Screencastify for Activity 1. 2. Review slides 6-8. Read the directions on slide 9. Review the examples on slides 10&11. Read the directions on slide 13. 3. Complete slides for Ghana, Kenya, & South Africa. 	8	
July 6 - July 10	<ol style="list-style-type: none"> 1. Complete slides for Mali, Zimbabwe, & Egypt. 2. Read slide 17. Complete slides for Mount Kilimanjaro, Tanzania. 	6	
July 13 - July 17	<ol style="list-style-type: none"> 1. View Screencastify for Activity 2. 2. Review slides 23&24. Read the directions on slides 25&26. Review the examples on slide 27. Complete the Brainstorm/Organize Ideas on slide 28. 3. Complete slide 29, your Social Media Campaign. 	6	
July 18 - July 31	<ol style="list-style-type: none"> 1. View Screencastify for Activity 3. 2. Review slides 32&33. Read the directions on slides 34&35. Review the examples on slides 36&37. Read the directions on slide 38. 3. Create your Simple Machine or Windmill. 4. Complete your journal entry. 	7	
August 3 - August 7	<ol style="list-style-type: none"> 1. Review all 3 Activities. 2. Make sure all components are completed. 	2	
TOTAL	Remember this will count as an ASSESSMENT grade.	30	

Math

Welcome to 7th grade Math class! I hope you are having a great summer. I am excited about getting to know each one of you. I am looking forward to a successful and productive school year! In order to begin the year on the right track, be sure to follow the directions below.

→ Add yourselves to the Google Classroom below based on your Homeroom

Assignments:

- ◆ 301 - qxfupfn
- ◆ 302 - sjqsgwc
- ◆ 303 - 22tgqve
- ◆ 304 - ey4nt5u

E-mail me if necessary: S2Ferreira@nps.k12.nj.us

→ Your Math Summer Packet has been posted on the Google Classroom listed above. The assignment posted is due on the first day of school, September 8th. No late assignments will be accepted.

◆ Link to Packet:

<https://drive.google.com/open?id=1YFsyljLi9LV6q7wx4UyBEKzC-WgrQVF->

**This link should only be used in case of computer errors. Math packets are to be turned in via Google Classroom.

Name:
Ann Street School

Homeroom: _____
September 8, 2020

7th Grade Science Summer Packet Part I

Add yourselves to our Science Google Classroom, by using the codes below based on your homeroom assignments:

301- 4siiivc **302-**skove7m **303-**w7wihlb **304-** rkth6oe

(Your Science Summer Packet has been posted on the Google Classroom listed above. The assignment posted is due on the first day of school.)

Persuasive Letter Assignment: Global Warming

Your task is to write to a government official and persuade them to take action on the environmental issue of your choice. The topic should be something that has to do with global warming. Remember that you are writing to a government official, take your time to make your letter professional. It should be free of spelling and grammatical errors, and be clear and concise.

Requirements: the letter needs:

1. to be addressed to the right person
2. a title
3. an introduction as to why you are writing them.
4. what you would like them to do about global warming issues
5. thank them and sign the letter, include your contact info
6. be no longer than 1-page total

Rubric

4	3	2	1
The letter meets all the requirements and is especially clear, focused, interesting, and controlled. Main ideas stand out. Strong support: rich relevant details well suited to audience and purpose thorough, balanced, in-depth explanation. Makes connections and shares insights.	The letter meets most the requirements and is especially clear, focused, interesting, and controlled. Main ideas stand out. Strong support: rich relevant details well suited to audience and purpose thorough, balanced, in-depth explanation. Makes connections and shares insights.	The letter meets some the requirements and is especially clear, focused, interesting, and controlled. Main ideas stand out. Strong support: rich relevant details well suited to audience and purpose thorough, balanced, in-depth explanation. Makes connections and shares insights.	The letter meets a few of the requirements and is especially clear, focused, interesting, and controlled. Main ideas stand out. Strong support: rich relevant details well suited to audience and purpose thorough, balanced, in-depth explanation. Makes connections and shares insights.

Ideas for issues you may want to discuss:

Solar panels for the school: It would show the town that the schools care about global warming, and it would save money on electricity.

Swapping street lights/traffic lights with LEDs: It would save the town thousands of dollars per year and reduce carbon emissions.

Environmental budget: 1% of 38 billion dollars goes towards environmental issues

Climate Change Adaptation & Preparedness (Line-Item 2000-0101): The Executive Office of Energy and Environmental Affairs (EEA) is responsible for implementing strategies to ensure the Commonwealth can respond to impacts from climate change and improve our resiliency.

Department of Environmental Protection Environmental Compliance (Line-Item 2200-0100): The state is currently not on pace to reach the EPA goals in reducing carbon emissions.

DCR State Parks & Recreation (Line-Item: 2810-0100): The Department of Conservation and Recreation (DCR) is responsible for the stewardship of over 450,000 acres of land which include parks, beaches, forests, pools, skating rinks and campgrounds.

Anything other topic that you are passionate about.

Congress:

House Committee on Agriculture
Collin C. Peterson, Chairman
1301 Longworth House Office Building
Washington, DC 20515

Committee on Energy and Commerce
Chairman Frank Pallone Jr.
2125 Rayburn House Office Building
Washington, DC 20515

Natural Resource Committee
Chair Raul M GriJalva
1324 Longworth House Office Building
Washington, DC 20515

Heart Rates Lab

Directions: To review and practice scientific investigation, perform this lab activity and then create a lab report with all the information that is asked of you below. THE REPORT MUST BE TYPED (GRAPH INCLUDED) WITH A COVER PAGE.

A. Problem: What happens to a person's heart rate as that person increases his or her activity level? (The question has already been given to you, all you need to do is copy it onto your lab report)

B. Hypothesis: IF a person increases his or her activity level, THEN _____
BECAUSE _____

C. Materials:
(LIST all materials you used in bullet form)

D. Procedure: (You should copy all the procedures listed below for your report to be complete)

1. Find your heart rate by placing two fingers on your wrist or neck.
2. Count each thump as one beat.
3. Sit in your chair. Have someone time you for ten seconds as you count the number of beats.
4. Multiply the number of beats by six. This is how much your heart beats in a minute while you are resting (your resting heart rate). Record the number of beats in the data charts.
5. Stand up. Have someone time you for one minute as you walk in place. At the end of a minute **CONTINUE TO WALK IN PLACE** as you take your heart rate again for ten seconds. Record the data again in the data chart.
6. Repeat step number five, this time while **RUNNING IN PLACE** instead of walking. Record your data.
7. Repeat for three trials.
8. Find the average for resting, walking and running heart rate.

E. **Variables:** Identify each variable.

1. **Independent variable:** The factor you changed on purpose in your experiment. (Remember: There can only be 1 independent variable.)
2. **Dependent variable:** The change you are going to measure.

F. **Data Table:**

Trial	Resting Heart Rate	Walking Heart Rate	Running Heart Rate
1			
2			
3			
Total			
Average			

G. **Calculations:**

(All work must be shown)

H. **VISUAL REPRESENTATION OF DATA:**

Choose a graph or graphs (line, pie, bar, etc.) that best displays your data.

1. Include a title.
2. Label the X and Y-axis with appropriate variable and unit.
3. Must include a key
4. Must use graph paper and ruler if done by hand.
5. More than 1 graph may be necessary to display data in your report.

I. **CONCLUSION/ANALYSIS:** Your conclusion must be supported by your data.

1. Write at least one paragraph (minimum 4 sentences) explaining how your data supports or rejects your hypothesis.

YOU MUST USE DATA COLLECTED TO SUPPORT YOUR STATEMENTS IN CONCLUSION!!!!

Name:

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Ann Street School

September 8, 2020

Social Studies

Document A: Pericles

The following excerpt is from a speech known as "The Funeral Oration," delivered by the Athenian general and politician Pericles in 431 BCE. Pericles was widely seen as the leader of Athens. He gave this speech during a funeral for Athenian soldiers who died in the first year of the brutal Peloponnesian War against Sparta, Athens's chief rival. The Athenian historian Thucydides included the speech in his book the History of the Peloponnesian War. Historians are not sure when Thucydides wrote down the speech or how close his version was to the original.

Our constitution favors the many instead of the few. This is why it is called a democracy. If we look to the laws, they give equal justice to all. Advancement in public life falls to one's reputation for good work. Social class is not allowed to interfere with someone's merit, and poverty does not block the way. If a man is able to serve the state, he is not stopped by the obscurity of his condition.

The freedom which we enjoy in our government extends also to our ordinary life. There, far from being jealous of each other, we do not feel called upon to be angry with our neighbor for doing what he likes. But all this ease in our private lives does not make us lawless as citizens. Fear is our chief protection against this, teaching us to obey the magistrates and the laws.

Source: Thucydides (c. 460-395 BCE), "Pericles's Funeral Oration," in The History of the Peloponnesian War.

Vocabulary:

social class: someone's position in society

merit: talent, skills, or qualifications

obscurity: unknown or unimportant

magistrates: government officials

Document B: The Athenian Constitution

The following excerpt comes from "The Athenian Constitution," written by the Greek philosopher Aristotle between 330 and 322 BCE. Aristotle was the leading Greek philosopher of the time and is credited with writing accounts of the constitutions of 170 different Greek states.

At the time that we are speaking, the people have secured their control of the state and established the constitution which exists at the present day. The democracy has made itself master of everything and administers everything by its votes in the Assembly and by the law-courts.

The present state of the constitution is as follows. The **franchise** is open to all men who are of citizen birth by both parents. They are enrolled as citizens at the age of eighteen. On the occasion of their enrollment, the current citizens give their votes first on whether the new candidates appear to be of the age set by the law. If the candidates are not of the right age, they are dismissed back into the ranks of the boys. Secondly, the current citizens give their votes on whether the candidate is **free born** and has two citizen parents as the laws require. If they decide that he is not a free man, he can appeal to the law-courts. If the court decides that he has no right to be enrolled as a citizen, he is sold by Athens as a slave. If he wins his case, he has the right to be enrolled as a citizen without further question.

All the **magistrates** that are responsible for the ordinary routine of administration are elected by **lot** in the Assembly. However, the Military Treasurer, the Commissioners of the Festival Fund, and the Superintendent of the Water Supply are elected by vote. All military officers are also elected by vote.

Source: Aristotle, "The Athenian Constitution," 330-322 BCE.

Vocabulary:

franchise: right to vote and participate in government

free born: not born to a parent who is a slave

magistrates: government officials

lot: random lottery

Document C: The Athenian Population

The data below comes from the book *Wealthy Hellas*, written by Professor Josiah Ober in 2010. Ober is a professor of Classical Civilization and Political Science at Stanford University.

Population Group	Total Number of people	Percentage of the population	Ability to vote
Citizen men	29,900	12%	Yes
Citizen women	29,900	12%	No
Children of citizens	74,750	31%	No
Metics	25,775	11%	No
Slaves	80,000	34%	No
<u>Total Population:</u>	240,325	<u>Percentage of Total Population Able to Vote:</u>	12%

*Metics were foreigners or Greeks from other city-states that settled in Athens, normally for purposes of trade. They became a key part of the city-state's economy, industry, and education system.

Source: Josiah Ober, *The Rise and Fall of Classical Greece*, 2016.

Document D: Professor Hanson

Mogens Herman Hansen was a professor of philology and classics at the University of Copenhagen before retiring in 2010. He is considered a leading expert in the world on the subject of Athenian democracy. The following is an excerpt from an article he wrote in 1989.

The objections regularly raised against Athenian Democracy are twofold: first, democracy is the rule of the whole of the people, excluding minors and maniacs only. Demokratia was rule by male citizens only, excluding women, free foreigners (metics) and slaves. Thus, by our standards it was oligarchy, not democracy. Second, rule was exercised directly by the people, whereas democracy today means government by representatives of the people. Popular assemblies belong to the past, and direct democracy has been made impossible by the size of modern nations. Athenian demokratia is criticized for being both more democratic and less democratic than democracy. It is more democratic by being government by the people instead of government by those elected by the people. It is less democratic by narrowing down the concept of demos to mean the adult male citizens in assembly.

Source: Mogens Herman Hansen, "Was Athens a Democracy?", 1989.

Vocabulary:

demokratia: the Greek word for democracy

oligarchy: a form of government in which a small group of people have power and control

Document E: Professor Camp

Professor John Camp directs excavations of the Athenian Agora, which was a gathering place in ancient Athens. He is also a professor of Classics at Randolph-Macon College. This is an excerpt from an opinion article he wrote in the New York Times in 2003.

Once a year the Athenians would meet and vote on a simple question: Is anyone . . . becoming a threat to the democracy? If a simple majority voted yes, then they dispersed and reassembled two months later. They brought with them their ostrakon (a fragment of pottery), on which they had scratched the name of the person they thought represented a threat. The man with the most votes lost. He was exiled for 10 years, and this was thought to calm any anti-democratic leanings he might have.

In other words, the Athenians not only voted people into office, but they had a regular procedure for voting one person per year out of office. It was an option which could be exercised but did not have to be. The exile did not involve confiscation or any other punitive measures; it was designed only to remove an individual from the political arena...

The Athenians were better than we are at enforcing accountability in their public officials... Almost every prominent statesman of Athens in the early 5th century BC took one of these 10-year vacations, courtesy of the Athenian people...

There may be pitfalls. One batch of 190 ostraca found in Athens, all with the name of Themistocles... turned out to be all written by only 13 individuals... The other danger is that if a leading statesman is powerful enough and has the votes, ostracism is a great way to eliminate a weaker but annoying rival...

In 417 BC, when the outcome was uncertain, the two top dogs... ganged up on Hyperbolos, a hapless number three. This was such an obvious misuse of the system that the Athenians never used it again.

Source: John Camp, "Ostracized in Athens: Ancient Greeks Knew How to Dump Bad Pols." The New York Times, July 24, 2003.

Vocabulary:

confiscation: taking property with authority

punitive: disciplinary

hapless: unlucky

Document A: Pericles

1. Who was Pericles? Why did he give this speech?
2. Based on what you know about Pericles and how this speech was recorded, what are the strengths and weaknesses of this document as a source about Athens's political system?
3. According to Pericles, what were the characteristics of Athenian democracy?

Document B: Athenian Constitution

1. What kind of document is this? What was its purpose?
2. According to the Athenian Constitution, who had the right to vote in Athens?
3. How did someone become "enrolled" as a citizen in Athens? Explain.

Document C: Athenian Population

1. What percentage of Athens's total population was able to vote?
2. Which groups of Athenians were able to vote? Which groups were not able to vote?

Document D: Professor Hansen

1. Who is Hansen? What are the strengths and weaknesses of this document as a source about Athens's political system?
2. According to Hansen, how was Athens's political system more democratic than democracies we think of today? How was it less democratic?

Document E: Professor Camp

1. Who is Camp? What are the strengths and weaknesses of this document as a source about Athens's political system?
2. What was ostracism in ancient Athens? What was its purpose?
3. Did ostracism make Athens more or less democratic? Use evidence from the document to support your answer.