Saint Lawrence Middle School Summer Work 2017-2018

All work due during the first day of school (August 17, 2017)

6th Grade:
English/Language Arts - graded on accuracy and thoughtfulness of responses.
- READ Pompeii (The Roman World) by Peter Connolly
- Answer the questions below
- READ 1 (one) student choice book:
  o Among the Hidden by Margaret Haddix
  o The Egypt Game by Zilpha Keatley Snyder
  o Wonder by RJ Palacio
- Answer the questions below (only the ones that correspond with your book!)

Math - graded for completion.
- COMPLETE assigned Khan Academy topics
- Sign in using school email address
- Add a coach using class code F7M85M

Science - graded on creativity, ability to follow the instruction, and presentation.
- CREATE a collage that answers the question “What is science to you?” Use your creative minds and share your thoughts!

7th Grade:
English/Language Arts - graded on accuracy and thoughtfulness of responses.
- READ Anne Frank: Diary of a Young Girl by Anne Frank
- Answer the questions below.
- READ 1 (one) student choice book:
  o Hoot by Carl Hiassen
  o Stargirl by Jerry Spinelli
  o The Hunger Games by Suzanne Collins
- Answer the questions below (only the ones that correspond with your book!)

Math - graded for completion.
- COMPLETE assigned Khan Academy topics
- For 7th Grade Math: Sign in using school email address. Add a coach using class code 84YKKS
- For 7th Accl. Math: Sign in using school email address. Add a coach using class code 2AHR9M
- For 7th graders in 8th Grade Math: Sign in using school email address. Add a coach using class code VWVEXW

Science - graded on accuracy and completeness of responses.
- READ and COMPLETE attached pages
Saint Lawrence Middle School Summer Work 2017-2018

All work due during the first day of school (August 17, 2017)

8th Grade:
English/Language Arts - graded on thoughtfulness, accuracy, specificity, and thoroughness.
- READ When the Plague Strikes: The Black Death, Smallpox, AIDS by James Giblin
- Write a sticky note summary for each chapter on the book and BE PREPARED to take a comprehension quiz during the first week of school.
- Read 125+ page autobiography/biography of a struggle. Anyone in history who overcame adversity or participated in a larger fight against injustice.
- BE PREPARED to write a 5 paragraph essay analyzing & synthesizing these two books

Math - graded for completion.
- COMPLETE assigned Khan Academy topics
- For 8th Grade Math: Sign in using school email address. Add a coach using class code 3R4Q52
- For Algebra 1: Sign in using school email address. Add a coach using class code MTWUUG
- For Algebra 1B: Sign in using school email address. Add a coach using class code XCFJQP

Science - graded on accuracy and completeness of responses.
- READ and COMPLETE attached pages

6th Grade English/Language Arts - Questions

Incoming 6th Grade Students - You may print these and submit them to your teacher on the first day of school.

Incoming 6th Grade - Required Summer Reading: Pompeii

Directions: Read Pompeii by Peter Connolly.

1. The former city of Pompeii is located in which country?
   a. Italy
   b. France
   c. Rome
   d. What is now New Zealand
   e. Option 5.

2. What destroyed the former city of Pompeii?
   a. An earthquake destroyed Pompeii.
   b. A fire destroyed Pompeii.
   c. A volcano destroyed Pompeii.
   d. A tidal wave destroyed Pompeii.

3. What was the name of the thing that destroyed Pompeii?
   a. The 1812 Earthquake
Saint Lawrence Middle School Summer Work 2017-2018

All work due during the first day of school (August 17, 2017)

b. The Tenement Fires
c. Mount Vesuvius
d. Sea of Calamity

4. How were the people who died in Pompeii preserved?
   a. They were preserved by ash and rubble.
   b. They were preserved by safe houses they built.
   c. They were preserved by an army that saved them.
   d. They were preserved by the cold.

Incoming 6th Grade - Choice # 1 - Summer Reading: Among the Hidden Reflection questions
(from https://multcolib.org/among-hidden)

Directions: Respond to the following questions in complete sentences.

1. The author doesn’t specify the setting for Among the Hidden. Where do you think it takes place? When do you think it takes place?

2. Luke’s family is terrified of the government. Why?

3. Explore Luke’s relationships with his brothers and his parents. How close are they? How trusting? Does Luke have more in common with Jen than with his own family? Why or why not?

4. Why did Jen organize a march on the President’s house? Was she being noble? Was she being foolish? Luke decides not to follow her. What would you have done?

5. Jen is a third child, but her stepfather is a member of the Population Police. Discuss his character. Is he a hero, villain, or both?

6. What do you think will happen to Luke after the novel ends?

Incoming 6th Grade - Choice #2 - Summer Reading: The Egypt Game Reflection questions

Directions: Respond to the following questions in complete sentences.
Saint Lawrence Middle School Summer Work 2017-2018

All work due during the first day of school (August 17, 2017)

1. What is it about Egypt that made it so appealing to April and Melanie as a game?
2. Why does Dorothea send April to live with her grandmother?
3. Why does April call her grandmother by her first name?
4. What does April do to fit in?
5. What is the “Hollywood Act” and why is it used?
6. Who is Security and why is he important?
7. How is Toby isolated?
8. What does Ken do to fit in the Egypt gang?
9. What do April and Elizabeth have in common?
10. What changes the Professor?
11. Will April stay with her grandmother? Why or why not?
12. Will the Egypt gang stay together? Why or why not?
13. Describe what imagination is and how it plays a part in each character’s life

Incoming 6th Grade - Choice #3 - Summer Reading: Wonder Reflection questions
(from http://rjpalacio.com/for-teachers.html)

Directions: Respond to the following questions in complete sentences if you chose to read Wonder by RJ Palacio.

1. How would you describe Auggie as a person in the first few chapters of the book? What about the final few chapters? Has he changed significantly? Are there any experiences or episodes during the story that you think had a particular effect on him? If so, how?

2. Star Wars is one of Auggie’s passions. Why do you think this is? Have you seen Star Wars? Do you see any reasons for Auggie to identify with these characters, or to aspire to be like them?
3. What did you think of Via as a character? Did you empathise with her?

4. Do you think Via’s attitude towards her brother changes throughout the story?

5. Look at the emails between Mr Tushman, Julian’s parents and Jack’s parents in the chapter ‘Letters, Emails, Facebook, Texts’. Up to this point in the story we have seen how the children at Auggie’s school have reacted to him. Is Mrs Albans’ attitude towards Auggie different?

6. Do you think she is correct in saying that asking ‘ordinary’ children, such as Julian, to befriend Auggie places a burden on them?

7. Choose two important themes we can learn by reading Wonder. Explain why you chose them.

8. Auggie’s face is not fully described until quite far on in the story, in Via’s chapter ‘August: Through the Peephole’. How close was this description to your own mental picture of Auggie? Did you have a picture of his face in your mind while reading the book? Did this description alter that picture?

7th Grade English/Language Arts - Questions

Incoming 7th Grade Students - You may print these and submit them to Mrs. Delumpa on the first day of school.

Incoming 7th Grade - Required Summer Reading: Anne Frank: Diary of a Young Girl Reflection Questions
(from http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/1462/7_AanneFrankTheDiaryofaYoungGirl.pdf)

Directions: Respond to the following questions in complete sentences after reading Anne Frank: Diary of a Young Girl by Anne Frank.

1. What is ironic about the following statement: “It’s an odd idea for someone like me to keep a diary... because it seems to me that neither I - nor for that matter anyone else - will be interested in the unbosomings of a thirteen-year-old schoolgirl”?

2. What is Anne’s reason for starting a diary?

3. Compare dating in Anne’s time to the present day.
Saint Lawrence Middle School Summer Work 2017-2018

All work due during the first day of school (August 17, 2017)

4. Anne mentions on p. 38-29 the treatment of Jews who did not go into hiding. What sorts of things are happening to them?

5. Explain how Dr. Dussel endangered the lives of the Secret Annex.

6. Analyze the importance of Mr. VanDaan selling his wife’s fur coat?

7. Why do you think it is important to Anne that she develops a friendship with Peter?

8. What event attributed to the change in Anne's personality of her carefree days to the Anne that lived in the annex?

9. Why do you think Anne wants to be Dutch after the war is over?

10. Summarize Anne’s philosophy of religion.

Incoming 7th Grade - Choice #1 - Summer Reading: Hoot Reflection Questions
(from http://www.scholastic.com/teachers/article/hoot-discussion-questions)

Directions: Respond to the following questions in complete sentences if you chose to read Hoot by Carl Hiassen.

1. Mrs. Eberhardt tells Roy, “Honey, sometimes you’re going to be faced with situations where the line isn’t clear between what’s right and what’s wrong. Your heart will tell you to do one thing, and your brain will tell you to do something different. In the end, all that’s left is to look at both sides and go with your best judgment.” Discuss incidents where Roy’s heart tells him one thing, his heart another.

2. Have you ever been in a situation like Roy’s mother describes? What did you do?

3. How is Roy’s family different from Beatrice/Mullet Fingers' family? What influence do you think the characters’ families had on their actions? Explain.

4. Through much of the book, Roy feels like an outsider. What finally makes him feel that he belongs in Florida?

5. Do you think other characters feel like outcasts? Which ones? Why would they feel like this?

6. Once Roy learned of Mullet Fingers' plan to save the burrowing owls, he wanted to help. Which boy's method do you think was more effective? Why?
7. Mullet Fingers vandalized the construction site and the patrol car. Was he justified in doing this? Why or why not?

8. If you could write yourself into this book, where/how would you fit in?

9. At the end of the novel, Roy begins to feel more at home in Florida. Why do you think this is? What makes you feel at home somewhere?

10. What is an important theme of Hoot? How do you know?

Incoming 7th Grade - Choice #2 - Summer Reading: Stargirl Reflection Questions

**Directions**: Respond to the following questions in complete sentences if you chose to read *Stargirl* by Jerry Spinelli.

1. Stargirl arrives at Mica High School, people notice her. Name three ways in which her appearance or behavior differs from that of other students.

2. By December first of the year, Stargirl has become the most popular person in school. Describe what other students do to show admirations for her.

3. Think about the setting of the story, which takes place in an Arizona desert community. Identify passages that help you “see” the plants, animals, terrain, and climate in Leo’s town.

4. Archie is a mentor and friend to Leo and other kids in the neighborhoods. Cite examples from the book that show how Archie helps one of the main characters.

5. Identify a character in the story who shows courage. Explain how the character is brave.

6. What does Archie mean when he says, “When Stargirl cries, she does not shed tears, but light”?

7. Over the course of the book, Leo changes. Compare and contrast Leo’s appreciation of “little things” in life at the beginning of the novel and at the end.
8. When Archie and Leo drive out to the desert, Archie write a single word on a scrap of paper and stuffs it in a hole. What do you think is written on the paper and why?

9. Toward the end of the book, Leo chooses membership in his peer group over his affection for Stargirl. What is your opinion of Leo’s choice? Why?

10. Do you think Leo’s life is improved for having been involved with Stargirl? What makes you say that?

Incoming 7th Grade - Choice # 3 - Summer Reading: The Hunger Games Reflection Questions
(from http://www.btol.com/pdfs/hg-TeachingDiscussionGuide.pdf)

Directions: Respond to the following questions in complete sentences if you chose to read The Hunger Games by Suzanne Collins. May the odds be ever in your favor this summer!

1. How does Katniss feel about the country of Panem? Why does she need to make her face “an indifferent mask” and be careful what she says in public?

2. Describe Katniss’s relationships with Gale, with Prim, and with her mother. How do those relationships define her personality? Why does she say about Peeta, “I feel like I owe him something, and I hate owing people”? How does her early encounter with Peeta affect their relationship after they are chosen as tributes?

3. How does the fact that the tributes are always on camera affect their behavior from the time they are chosen? Does it make it easier or harder for them to accept their fate? How are the “career tributes” different from the others?

4. Why are the “tributes” given stylists and dressed so elaborately for the opening ceremony? Does this ceremony remind you of events in our world, either past or present? Compare those ceremonies in real life to the one in the story.

5. When Peeta declares his love for Katniss in the interview, does he really mean it or did Haymitch create the “star-crossed lovers” story? What does Haymitch mean when he says, “It’s all a big show.”
It’s all how you’re perceived”? Why do they need to impress sponsors and what are those sponsors looking for when they are watching the Games?

6. Before the Games start, Peeta tells Katniss, “... I want to die as myself ... I don’t want them to change me in there. Turn me into some kind of monster that I’m not.” What does this tell you about Peeta? What does he fear more than death? Is he able to stay true to himself during the Games?

7. Why does Katniss ignore Haymitch’s advice to head directly away from the Cornucopia? Did she do the right thing to fight for equipment? What are the most important skills she has for staying alive? Her knowledge of nature? Her skill with a bow and arrow? Her trapping ability? What qualities of her personality keep her going? Her capacity for love? Her intelligence? Her self-control?

8. Why does Peeta join with the Career Tributes in the beginning of the Games? What does he hope to gain? Why do they accept him when they start hunting as a group? Why do groups form in the beginning when they know only one of them will be able to survive?

9. What makes Katniss and Rue trust each other to become partners? What does Katniss gain from this friendship besides companionship? Is Katniss and Rue’s partnership formed for different reasons than the other groups’?

7th Grade Science:
STUDENTS: Complete questions on a separate piece of paper. Answer all questions in complete sentences.

Part 1:
A. Observe the make, model, and color of cars in a (single) row of a parking lot. (For example a variable would be the make, color, 2 door or 4 door, type, SUV, compact, sedan, etc.)
B. Record the data in a table(s)
C. Construct an appropriate graph(s) to visually display your findings.
D. Be sure to include all labels for the data table(s) and graph(s).
You may use the graphing program found at http://bit.ly/SLEMScreateagraph or draw your own.

Part 2:
In the scenarios below, identify the following components of an experiment (review definitions at this link - http://bit.ly/experimentcomponents)
1. Independent variable
2. Dependent variable
3. Control (untreated objects)
4. Repeated trials
5. Constants (things do not change)
For Example, Scenario 1 would have these types of answers:
The Independent Variable (one changed by the experimenter) is the type of wax
The Dependent Variable (one that changes as a result of above) is the number of scratches.
The Control (untreated objects) is the sections of floor untreated by wax.
The Repeated experiments were the five sections covered by wax (it was done 5 times)
The Constants (things that do not change) are the floor, the amount of wax, the sizes, the shapes and types of tiles.

A Title could be: “The effect of the type of wax on school floor tiles”
A Hypothesis could be: “If the same type and size of floor is treated with different types of waxes, then it will be possible to find out which type of wax is better at protecting the floor.”

Part 3:
Write a title and a hypothesis for each scenario below using the following formats:
1. Title: The Effect of the (Changes in the independent variable) on the (dependent variable).
2. Hypothesis: If the (independent variable - describe how it will be changed), then the (dependent variable - describe the effect).

Scenario 1: Floor Wax
A shopping mall wanted to determine whether the more expensive “Tough Stuff” floor wax was better than the cheaper “Steel Seal” floor wax at protecting its floor tiles against scratches. One liter of each brand of floor wax was applied to each of five test sections of the main hall of the mall. The test sections were all the same size and were covered with the same kind of tiles. Five (5) other test sections received no wax. After 3 weeks, the number of scratches in each of the test sections was counted.

Scenario 2: Brands of Car Wax
Jack wanted to test which brand of car wax was most effective. He tested four brands of wax. He cleaned the hood of his car and removed the old wax. He measured four equal sections on the hood of the car. Each of the waxes was used to cover a section. Jacked used an equal amount of wax, the same type of rag, and equal buffing. Five drops of water were placed on each square, and the diameter of each drop was measured (cm) (quantitative). Jack could have used a qualitative dependent variable by developing a rating scale for amount of shine, from dull to very shiny.

Scenario 3: Compost and Bean Plants
After learning about recycling, members of John’s biology class investigated the effect of various recycled products on plant growth. John’s lab group compared the effect of different aged grass compost on bean plants. Because composition is necessary for release of nutrients, the grouped hypothesized that older grass compost would produce taller bean plants. Three flats of bean plants (25 plants/flat) were grown for 5 days. The plants were then fertilized as follows: (a) Flat A: 450 g of 3-month old compost, (b) Flat B: 450 g of six month-old compost, and (c) Flat C: 0 g compost. The plants received the same amount of sunlight and water each day. At the end of 30 days, the group recorded the height of the plants (cm).
8th Grade Science:

STUDENTS: Complete questions on a separate piece of paper. Answer all questions in complete sentences. The four sections are mandatory work due on the first day back in school.

Part 1: Science fair project

A science fair project allows you to pose your own question and answer it. Given enough time, science fair projects can be fun and filled with self-discovery. Please conduct a fair amount of back ground research regarding a few topics that interest you. Next, answer the following on a fresh sheet of paper, write your name and submit on the first day of school.

- In five sentences or more, write down two Science fair project ideas that appeal to you. Remember, the projects should be innovative and practical.
- Write down one hypothesis for each idea.
- Identify the Independent variable and dependent variable for each of the two projects.

Note: A sample Hypothesis could be: “If the same type and size of floor is treated with different types of waxes, then it will be possible to find out which type of wax is better at protecting the floor.” The Independent variable is the single factor that you change for your experiment. The Dependent variable or Responding variable is what you measure. In other words, it responds to the independent variable. Given below are a few online links to help jumpstart your quest.

https://www.massscifair.com/sites/default/files/student_guide_312_0.pdf
http://www.sciencebuddies.org/science-fair-projects/science_project_ideas.php
https://www.scholastic.com/teachers/articles/teaching-content/40-cool-science-experiments-web/

Part 2: Gravity

Gravity is a force that pulls things down. When you jump, gravity pulls you down. When you throw a ball, gravity eventually causes it to fall to the ground. Gravity is what keeps the moon in orbit around the Earth and the Earth in orbit around the sun. But does gravity pull on all things equally?

Activity: Gravity Drop

Materials:
- Objects of different sizes and masses such as a piece of paper, a book, a paper clip, a basketball, etc.
  **Please don’t use breakable objects!!!**
Saint Lawrence Middle School Summer Work 2017-2018

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- ______________________
- ______________________
- ______________________
- ______________________
- ______________________
- ______________________

Procedure:
1. Hold two different items at the same height above the ground (shoulder height works well).
2. Drop both items at the same time and observe which hits the ground first.
3. Experiment with dropping items of different sizes and masses at the same time and observe which objects hit the ground first.
4. Extension: Try dropping the items from different heights. How does the height affect which objects hit the ground first?

Analysis:
1. Did all of the objects fall at the same speed? Propose an idea to explain why or why not.

Part 3: Newton’s Laws/Inertia

Sir Isaac Newton’s 3 Laws of Motion apply to any object in motion, including you. They explain how and why things move (or don’t move). In this activity, you’ll be observing the motion of a ball as it rolls around on a moving object.

Activity: Inertia

Materials:
- 1 small ball (ex: tennis ball, golf ball, etc.)
- Car with an adult driver

Procedure:
***CAUTION!!! Only perform this experiment under adult supervision. Use common sense and good judgment when following these procedures.
1. Place the ball on the floor of the passenger side or back seat of a stopped car. The ball should be at rest when the car is at rest. DO NOT ALLOW THE BALL TO ROLL ONTO THE FLOOR OF THE DRIVER’S SIDE!

2. Observe the motion of the ball as the car moves. Complete the questions below:
   a. Which way does the ball roll when the car moves forward? __________________________
   b. Which way does the ball roll when the car moves backward? _______________________
   c. Which way does the ball roll when the car turns right? ____________________________
   d. Which way does the ball roll when the car turns left? _____________________________
   e. Which way does the ball roll when the car stops? ________________________________

Part 4: GATTACA - the movie REFLECTION

Essay: Choose one of the following (Essay should be approximately 4 paragraphs long, and use language specific to genetics and science when possible)

1. The caption of the movie reads: “There Is No Gene for The Human Spirit”. Describe what this means in the context of Vincent’s struggle to overcome his perceived genetic disadvantages. Is nature (DNA) more important than nurture (home environment) in determining whether a person will be successful or not. Defend you answer.

2. Genetic screening for some diseases already exists - children are tested for inherited genetic diseases at birth. It is conceivable that the number and scope of testing of newborns may broaden in the future. Do you think that newborns should be tested for other traits, such as alcoholism, heart problems, or even intelligence? If tests can be performed on a newborn or even an adult, who has the right to your genetic information - do employers, do spouses, and do insurance companies have the right to your profile. Defend your position.