



# 8TH GRADE SUMMER PROJECT





Student Name:

Project Due Date: September 4th ( 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.

## 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 know their multiplication facts (0-12)</li> <li>• Students should know how to do operations with integers, fractions, and decimals</li> <li>• Students should know how to correctly round decimals</li> <li>• Students should know how to plot ordered pairs on a coordinate plane</li> <li>• Students should know how to solve 2 step equations</li> <li>• Students should know how to solve and graph one step inequalities</li> <li>• Students should be able to find the mean, median, mode, and range of data</li> <li>• Students should know how to find the area of various shapes</li> </ul>
<p><b>Science</b> </p> <ul style="list-style-type: none"> <li>• Students should be able to identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.</li> <li>• Students should be able to identify the benefits and limitations of the use of scientific models.</li> <li>• Students should be able to compare and contrast structure and function of various types of microscopes.</li> <li>• Students should be able to describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.</li> <li>• Students should be able to identify sources of information and assess their reliability according to the strict standards of scientific investigation.</li> <li>• Students should be able to describe instances in which scientists' varied backgrounds, talents, interests, and goals influence the inferences and thus the explanations that they make about observations of natural phenomena and describe that competing interpretations (explanations) of scientists are a strength of science as they are a source of new, testable ideas that have the potential to add new evidence to support one or another of the explanations.</li> <li>• Students should be able to discuss distinguishing characteristics of the domains and kingdoms of living organisms.</li> </ul>	<p><b>Social Studies</b> </p> <ul style="list-style-type: none"> <li>• Construct maps to display geographic information</li> <li>• Use primary and secondary sources to understand history.</li> <li>• Understand how to utilize timelines to identify and discuss American History time periods.</li> </ul>

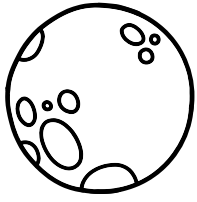
## Readiness Skills

- Time Management: Being able to organize and prioritize tasks efficiently.
- Note-Taking: Developing effective note-taking strategies during lectures and while reading.
- Active Reading: Engaging with texts critically by asking questions, making connections, and summarizing main ideas.
- Study Strategies: Learning various study techniques such as mnemonics, concept mapping, and self-quizzing.
- Test Preparation: Understanding how to review material effectively and manage test anxiety.
- Critical Thinking: Analyzing information, drawing conclusions, and evaluating sources.
- Problem-Solving: Developing strategies to solve complex problems across different subjects.
- Communication Skills: Expressing ideas clearly through writing and speaking, and actively participating in class discussions.

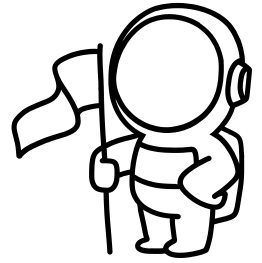
## Required Reading List

8th graders are asked to read “The Yellow Wallpaper” by Charlotte Perkins Gilman **and** “Anne Frank: Diary of a Young Girl” -specific entries: June 12, June 14, June 20, July 12. Commented added Jan. 22, 1044, Sept. 28 (all 1942), Jan. 2, Jan. 22, Feb. 12, March 7, and March 25 (all 1944)

# 8TH 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)

<b>ELA &amp; Writing</b> 	<b>Science</b> 	<b>History</b> 	<b>Math</b> <b>- +</b>
<p>Read the short story "The Yellow Wallpaper," and write 5 journal entries from the perspective of the narrator's husband. It must be legible and in black ink or pencil only. The assignment should address the following from the husband's perspective: - a first-person account of the couple's time in the home</p> <ul style="list-style-type: none"> <li>- the role the husband plays in the marriage</li> <li>- what is the husband's motive for moving the wife to the upstairs room</li> <li>- what is the husband's reason for keeping his wife away from other people</li> <li>- if and how the husband's perspective about his wife has changed while living in the house</li> <li>- the husband's observation of the wallpaper</li> </ul>	<p>Select a Scientist from the list:</p> <ul style="list-style-type: none"> <li>- Charles Darwin</li> <li>- Louis Pasteur</li> <li>- Carl Linnaeus</li> <li>- Jane Goodall</li> <li>- Rosalind Franklin</li> <li>- Gregor Mendel</li> <li>- Barbara McClintock</li> <li>- Theodor Schwann</li> </ul> <p><b>Complete a research infographic including:</b></p> <ol style="list-style-type: none"> <li>1. Early Life</li> <li>2. Nationality (includes picture, map, or flag)</li> <li>3. Education</li> <li>4. Family life</li> <li>5. Professional Career (include 3 pictures)</li> <li>6. Major contributions to Biology</li> <li>7. Awards/Recognition (include 1 picture).</li> </ol> <p><b>Infographic can be handmade or computer generated. Must be handed in, not submitted digitally. Must include color and be larger than 8.5"x11".</b></p>	<p>Write a multi-paragraph essay on which branch of government you think is most important and why.</p>	<p>Design your own game where you have to solve two step equations. Your game should include instructions on how to play and win.</p>
<p>Read the June 12, 1942 and June 20th, 1942 (1st entry) (INSERT 2 ENTRIES DETAILING ANNE'S JOURNEY) diary entries written in "Anne Frank: Diary of a Young Girl." Read the short story "The Yellow Wallpaper." Explain the symbolism the diary plays in both "Anne Frank: Diary of a Young Girl" and "The Yellow Wallpaper." Write a 250-300-word response addressing the following questions in your response: - what does the diary represent to Anne? - what does the diary represent to the narrator of "The Yellow Wallpaper?" - How do Anne and the narrator of "The Yellow Wallpaper's" self-expression in their diaries lead to their self-discovery?</p>	<p><b>Prefix / Suffix Glossary -</b> (Part 1) Print and complete the Biology Term Builders doodle notes diagram. Be sure to have the page completed to the fullest and colored neatly.</p> <p>(Part 2) Create a second page of Biology prefixes/suffixes with at least twenty additional prefixes/suffixes that are not listed on the doodle sheet. Add meanings and example words for each prefix/suffix.</p> <p><u><a href="#">Worksheet on website.</a></u></p>	<p><b>MAP IT!</b> Create a map of North America depicting the journey of Lewis and Clark, labeling their route, important discoveries, and the length of their journey.</p>	<p>Create a bookmark that helps students to remember the rules when it comes to adding &amp; subtracting with integers (negative/positive numbers).</p>
<p>After reading "The Yellow Wallpaper" by Charlotte, how do you think the narrator's life would be different in the year 2024, given the current state of medicine and social norms? Do you think the narrator would have more support? Why or why not? Cite text evidence from the story to support your claim.</p>	<p><b>The Microscope, a Timeline!</b> Create a timeline to show the discoveries, inventions and progression towards the modern day microscope. The timeline can either be hand drawn or computer generated. Either must be handed in, may not be turned in electronically. Timeline should have at least eight entries including: a minimum of four different scientists; a picture per entry; a caption with dates and significance of each entry; must mention modern day microscopes such as -- compound microscope; transmission electron microscope; &amp; scanning electron microscope.</p>	<p>Create a fake social media post from someone during the Industrial Revolution, discussing or commenting on an exciting discovery and how it has changed their life.</p>	<p>Create a brochure budgeting out your dream vacation with 7,000 dollars. Make sure to include plane tickets, hotel, activities, food/drink, and how much each part is going to cost you. You must budget for you and one friend or family member.</p>
<p>Read the short story "The Yellow Wallpaper." Using evidence from the text, who or what do you think the woman in the wallpaper represents? Write a 250-300-word response. It must be legible and written in black ink or pencil only.</p>	<p><b>WANTED!</b> Create a 'Wanted' poster for a specific bacterium. Poster needs to have a neatly written description for each section as well as color and images. Poster should be larger than 8.5"x11".</p> <p><u><a href="#">Template and list located on website.</a></u></p>	<p><b>Campaign poster:</b> Pick from the following presidential candidates: John Adams, Thomas Jefferson, Andrew Jackson, or George Washington. Create a campaign poster for them that has a catchy slogan, pictures and explains their beliefs and philosophies.</p>	<p>Create an anchor chart to help students be able to solve for area of certain shapes. Make sure to include examples(squares, rectangles, triangles, trapezoids, parallelograms, etc.).</p>