



8th Grade Class Fees and Supply List

The cost to all students to cover the field trips and activities planned for the 2020-2021 school year is itemized below. If your student participates in the Civil War Unit field trip, additional bus and ticket costs will be necessary.

All money is due to Mrs. Ashford by Friday, September 11, 2020 in a sealed envelope with student legal first and last name and block 3 teacher. The following estimate is only a guide. If any changes are made, it will be given to you at Back to School Night or CMS Facebook (*if there are any natural disasters, pandemics, etc- students will be refunded at the end of the school year*).

The breakdown of costs per student is as follows:

Class Fee Total \$70.00 (Break-Down is Below):

- Cardboard Sheets for Boat-Building unit \$ 10.00
- Buses to BTW for Boat Launching \$10.00
- Supplies for Civil War Unit – supplies, folder, 2 docents & needlework sampler \$ 20.00
- Cap, Gown, Tassel for Promotion \$30 (Older sibling's cap/gown may be used and a 2020 tassel may be purchased at estimated for \$13; cap & tassel costs \$15)

Class Trip to Six Flags is estimated at about \$120 per student and parent volunteer.

Due February 7th, 2020 to Mrs. Ashford in a sealed envelope with student legal first and last name and block 3 teacher on the front.

8th Grade Formal is sponsored by the 8th Grade PTSA Parent Committee. Cost for it will be given to parents next year. In the past costs have arranged from \$20-40 per student. More information will come from the PTSA. Please sign up!

*Remember to join the Google Classroom Class of 2021. The code is c764uwn. YOUR SUMMER HISTORY HOMEWORK WILL BE ASSIGNED IN THIS GOOGLE CLASSROOM PAGE BY MR. VENY. YOUR LANGUAGE ARTS AND SCIENCE ARE INCLUDED IN PACKET. MATH SUMMER HOMEWORK has been emailed by Mrs. Pam Ashford-Students should practice math 1-2 hours a week, Thank you-The 8th Grade Co-Team Lead(s)- Mrs. Aycock & Mrs. Manuel *Limited partial hardship scholarships \$35 are available for class fees upon a written request to Mrs. Manuel. Scholarship requests must be received by August 28, 2020.*

8th Grade Required School Supplies:

All Classes-

- ★ Small Pencil Bag
- ★ Lined Notebook Paper
- ★ Pencil Sharpener
- ★ Colored Pencils
- ★ Highlighters
- ★ Markers
- ★ Scissors
- ★ Glue Sticks
- ★ Kleenex (Girls only
take to block 3 class)
- ★ Clorox Wipes (Boys only
take to block 3 class)
- ★ Duct Tape (for October)

Social Studies

- 3-Ring Binder
- College ruled paper
- Two-pocket Folder

Science

- 100-page Spiral Notebook
- Colored Markers
- Two-pocket Folder

Math

- Two-pocket Folder
- Calculator – basic, scientific
- 12-inch Ruler
- Pencils, Regular & Mechanical
- Ink Pen
- Graph Paper
- Spiral Notebook (Ashford)
- Compass (Ashford – Geometry
classes)

Language Arts

- 3 subject spiral notebook
- Blue/Black Ink Pen
- Red Ink Pen
- 2 packs of Post-It notes
- Colored copy paper



8th MYP &

Advanced

Summer Reading
Assignments and Contract

The purpose of the Carver 8th Grade summer reading program is to provide a foundation of literary experience that will enable a student to be successful in MYP and AP classes at the high school level and beyond. All grades at Carver Middle School required summer reading.
SUMMER HOMEWORK IS WORTH 400 POINTS!

#1) For the first assignment, you will read a novel/book and complete an artistic project on one of the genres from your tic-tac-toe 3 in a row board. **TAKE PICTURES OF PROJECT & SUBMIT in GOOGLE Classroom 2021by 2ND DAY OF SCHOOL (OFFICIAL FIRST DATE HAS NOT BEEN GIVEN BY TPS).**

#2) For the second assignment, you will choose a novel and read it from the list provided and connect the genre to one of your tic-tac-toe 3 in a row- OR- you may choose a novel of your choice(NOT FROM THE SUGGESTED LIST) that matches the genre from your tic-tac-toe 3 in a row. You are to write 5 FULL dialectical journals. Follow the directions that explain the dialectical journals in this packet. **SUBMIT IN GOOGLE CLASSROOM 2021 by SECOND DAY OF SCHOOL.**

#3) For the third assignment, you are to complete a service learning project. The project needs to stem from one of themes in your novel. Also, remember that you must choose a novel based on one of the genres from your tic-tac-toe 3 in a row. **SUBMITTED IN GOOGLE CLASSROOM 2021by 2ND DAY OF SCHOOL. Must be ready to present on the 2nd Day of School for an additional 100 pts to give an Oral Presentation.**

Remember you may purchase your own copies or check out copies of the novel/book from a Tulsa City County Library e-books or use Amplify Library.

NO LATE ASSIGNMENTS WILL BE ACCEPTED! IF YOU DO NOT COMPLETE THESE ASSIGNMENTS, YOU WILL MOST LIKELY FAIL THE FIRST NINE WEEKS!

Don't be guilty of putting your reading off until it is time for school to start in August. You might not complete it.

Carver Middle School

8th Grade Summer Reading Student and Parent Contract

Mrs. Manuel,

I, _____ (print your name in the blank),
have read the summer reading assignment and I understand my responsibilities. I also
understand that failure to complete these assignments will probably cause me to fail the
first quarter of the 2020-2021 school year. I further understand that these assignments
are due on the second day of school, and no late assignments will be accepted.

Student Signature _____

Print Name (Student): _____

Parent Signature _____

Print Name (Parent): _____

7th Grade Teacher _____ Turned in on- _____

Email to Manuetr@tulsaschools.org

8th MYP & Advanced Summer **Reading Assignments**

The purpose of the Carver 8th Grade summer reading program is to provide a foundation of literary experience that will enable a student to be successful in MYP and AP classes at the high school level and beyond. All grades at Carver Middle School required summer reading. SUMMER HOMEWORK IS WORTH 400 POINTS!



***KEEP THIS PAPER AND
THE FOLLOWING FOR
YOUR RECORDS!***

#1) For the first assignment, you will read a novel/book and complete an artistic project on one of the genres from your tic-tac-toe 3 in a row board. **TAKE PICTURES OF PROJECT & SUBMITTED AS ARTISTIC PROJECT on Google Classroom by the 2nd day of school-Do Not throw projects away. Some will be displayed at the Winter Literacy Fair.**

#2) For the second assignment, you will choose a novel and read it from the list provided and connect the genre to one of your tic-tac-toe 3 in a row- OR- you may choose a novel of your choice(NOT FROM THE SUGGESTED LIST) that matches the genre from your tic-tac-toe 3 in a row. You are to write 5 FULL dialectical journals. Follow the directions that explain the dialectical journals in this packet. **SUBMITTED IN GOOGLE CLASSROOM by the 2nd day of school.**

#3) For the third assignment, you are to complete a service learning project. The project needs to stem from one of themes in your novel. Also, remember that you must choose a novel based on one of the genres from your tic-tac-toe 3 in a row. **SUBMITTED IN GOOGLE CLASSROOM by 2nd day of school. Must be present on the 2nd Day of School for an additional 100 pts to give an Oral Presentation.**

Remember you may purchase your own copies or check out copies of the novel/book from a Tulsa City County Library.

NO LATE ASSIGNMENTS WILL BE ACCEPTED! IF YOU DO NOT COMPLETE THESE ASSIGNMENTS, YOU WILL MOST LIKELY FAIL THE FIRST NINE WEEKS!

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8th Grade Summer Reading for ELA Classes

Tic-Tac-Toe Challenge

There are many studies highlighting the importance for summer reading. It's crucial for academic success. We also know students are more inclined to enjoy reading when it's self-selected vs. required titles. This summer we're going to try our annual reading challenge that not only allows students to pick their summer reading novels, but also gives them freedom in the types of projects they will need to do for each one.

Students will need to select 3 genres to complete a row on the Tic-Tac-Toe board. He/she will decide what books to read for each genre category in the row and be prepared to justify the selections. After reading each of the 3 different genre books, he/she will complete the below relating back to the theme. The quality of these 3 book assignments should demonstrate the student's comprehension for each book.

1. Complete **1 Project** on a Novel of your choice (*See attachment*)
2. Complete **1 Dialectical Journal Writing** (*refer to sheet at the end*)
3. Complete **1 Service Learning Project** with your novel-5 hours (volunteer work) and **Oral Presentation**

Students!

- *Pick books you want to read. Nothing's worse than reading a boring book!*
- *Don't be afraid to try a new/different genre.*
- *Have a game plan - maybe one book/one project for each month during summer break?*
- *Audio books are available through TPS online databases*
- *We also have ebooks you can check out on Destiny (Carver's online card catalog)*
- *Don't wait until the last minute. You'll be miserable.*
- *Have fun, but make sure you're proud of your projects.*
- *Choose books you have not read in class at Carver or from a previous school.*

Parents!

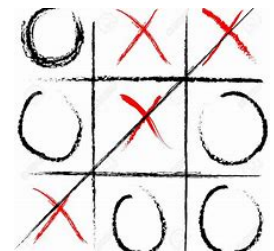
- You are encouraged to read the books with your son/daughter.
- Audio and ebooks are also available through Carver website links.
- Don't forget about Tulsa Library resources.
- Inspire creativity and challenge your student to "take it to the next level."
- Discourage waiting until the last minute.

Students will be sharing summer reading projects in the **first week of school**. There will be prizes for the most impressive book projects at this year's Winter Literacy Fair. We can't wait to see these book projects! SUMMER HOMEWORK IS WORTH 400 POINTS!

TIC-TAC-TOE Board

Realistic/ Contemporary Fiction	Fantasy	Historical Fiction
Non Fiction	FREE SPACE	Mystery
Dystopia	Historical Fiction	Science Fiction

Assignments #1, #2 and #3 are to be submitted to Google Classroom (the same page from the 7th Grade reading project; Code:C764uwn). ***THERE ARE SO MANY WAYS TO GET A TIC TAC TOE!***

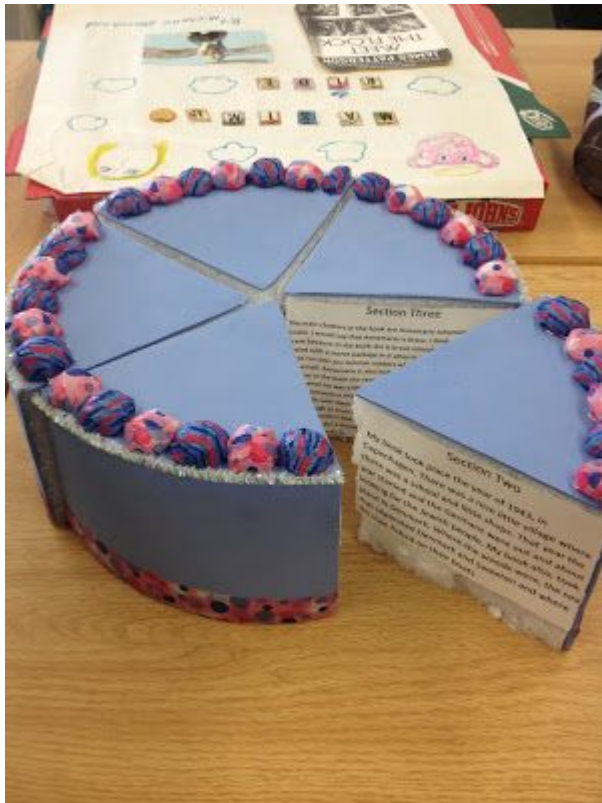


#1) ARTISTIC PROJECT (100pts)

For the first assignment, you will read a novel/book and complete an artistic project on one of the genres from your tic-tac-toe 3 in a row board. **SUBMITTED AS ARTISTIC PROJECT IN GOOGLE CLASSROOM on 2nd Day of School (TAKE PICTURES AND ATTACH to assignment when turning in-Do not bring in hand due to COVID-19).**

Suggestions on project ideas are listed below with each genre. Rubric for this is attached.





Highlights for Genres and Ideas

Choose books you have not read in class at Carver or from a previous school. Select books that are at higher lexile scores than you are accustomed too.

Realistic/Contemporary Fiction

These books are current and could really happen, but the characters don't really exist.

Bottom Line - the people could be your neighbors, but they're not real - it's fiction.

Example:

Secret Language of Sisters by Luanne Rice

Possible Projects

- Design an ad stressing the importance of not texting while driving
- Volunteer at a hospital
- Create a photography portfolio

Historical Fiction

These titles have fictional characters, but the events and/or setting is real.

The story will center around a real historical event.

Bottom Line - the story is the past, with a historical twist.

Example:

Chains by Laurie Halse Anderson

Possible Projects:

- Plot a timeline for the all the historical events
- Create a 3-4 min. monologue and dress-up for main character to present
- Perform an original song or rap (at least 3 verses and 2 choruses) that tells the story (plot) of the book. Turn in the lyrics.

Science Fiction

Like its counterpart Historical Fiction, these books have a science element.

These books rely on imagined futuristic science or technology ideas.

Setting is usually space or time travel, but doesn't have to be.

Environmental issues are now popular sci-fi titles.

Bottom Line - Sci-fi needs to have scientific factors anchoring it to the storyline.

Example:

Breathe by Sarah Crossan

Possible Projects:

- Write a screenplay
- Design a diorama for the futuristic world

Fantasy

Some or all of the characters possess magical powers.

The setting could also be in a magical land.

Bottom Line - something needs to happen that could definitely not happen in real life.

Example:

Dorothy Must Die by Danielle Paige

Possible Projects:

- Design a board game
- Create a travel brochure
- Catalog the magical artifacts

Dystopia

The name literally means "bad place."

A futuristic, imagined world with an oppressive societal control.

Society controlled by a specific group, usually the government, but could be others.

Problems have gotten out of control - poverty, war, etc.

Bottom line - These futuristic teens are rebels - fighting for a good cause.

Example:

Red Queen by Victoria Aveyard

Possible Projects:

- Design a 3D map of the futuristic world
- Create a graphic novel for a favorite part of the story
- Write poems or song lyrics based on the themes of the story

Mystery

The main character(s) try to figure out what happened.

Something is missing or there's been a murder.

There are a series of clues and crime is solved at the end.

Bottom Line - Sherlock Holmes fans - this is the genre for you.

Example:

All Fall Down by Ally Carter

Possible Projects:

- Timeline of events and/or list of clues
- Write a different ending and/or imagine what the next book will be
- Research requirements and job description for U.S. ambassadors

Non Fiction

The opposite spectrum to our fiction choices.

These books offer insights on just about anything.

Authors write this genre to persuade and/or inform.

Titles could also be a biography/autobiography.

Bottom Line - If you want to learn about something, then these are the books for you.

Example:

This Side of Wild by Gary Paulsen

Possible Projects:

- Create a comic strip for one of the animal stories
- Write a journal article for a magazine (1 Page-Single Spaced or Longer)
- Design a presentation highlighting how important animals are to us
- Volunteer at an animal shelter (5 hours)

#2) DIALECTICAL JOURNALS (100 points)

***** 5 DJ's= 20points each*****

What is a dialectical journal?

A dialectical journal is another name for a double-entry journal or a reader-response journal. It's a journal that records a dialogue, or conversation, between the ideas in the text (the words being read) and the ideas of the reader (the person who is doing the reading). This is what you must do in your journal: keep a dialogue with yourself. In your journal, have a conversation with the text and with yourself. Write down your thoughts, questions, insights, and ideas while you read. The important part is that you, the reader, are reading something and then responding to it with your feelings and ideas!

Why is a dialectical journal important?

This journal will help you, as a reader, think critically about the text you are reading. By keeping a dialectical journal, you will think for yourself about a text and offer your own interpretations.

Directions:

1. Use the Dialectical Journal template in Google Classroom to complete and submit. (12 point font in Times New Roman)
2. In the first column: Write down a direct quote from the text. Your quotes should not all be from the beginning, middle or end, but throughout the book.
 - As you read, use this column to write down parts of paragraphs from your books and articles that stand out to you.
 - Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:
 - Effective &/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
 - You learn something significant about a character
 - You recognize a pattern (overlapping images, repetitions of idea, details, etc.)
 - You agree or disagree with something a character says or does
 - You find an interesting or potentially significant quotation
 - You notice something important or relevant about the writer's style
 - You notice effective use of literary devices
3. In the second column: cite the page number
4. 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 must write at least 40-50 words. Your response can be in first person. As part of your response, you can analyze the style of the text—reflect on elements like symbols, imagery, metaphors, point of view. Some basic responses are to:
 - 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, or write about what it makes you think or feel
 - Agree or disagree with a character or the author
 - DO NOT MERELY SUMMARIZE THE PLOT!

To make higher-level responses try the following:

- 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

If you choose, you can 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

Note: If evidence of copying (or sharing your entries with a friend) is found, then each party involved will receive a 0 on the entire assignment.

Dialectical Journal Examples:

Quotation from the Text	Page Number	Response
From <u>The Outsiders</u> “I had a long walk home and no company, but I usually lone it anyway, for no reason except that I like to watch movies undisturbed so I can get into them and live with them the actors”	(pages 1-2)	(C): I know exactly how the narrator feels. I hate it when I can’t watch a movie undisturbed because I really get into movies when I watch them. It is easier to be and imagine yourself someone else when you are by yourself. Every time I watch a movie I am somehow inspired to be more than I am.
From <u>The Outsiders</u> “I’m not sure how you spell it, but it's an abbreviation for the Socials, the jet set, the Westside rich kids. It’s like the term “greaser,” which	(pages 2)	(R): It’s so hard to believe that people really do judge each other based on money and social status. Even though this book was set in the 1960’s, conflict like this still

is used to class all us boys on the East Side. We're poorer than the Socs and the middle class. I reckon we're wilder, too		goes on even today. (This could also include a personal connection.)
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Please note my responses are short due to space. You should plan to write more for each response.

Grading:

A= Meaningful and significant passages, plot, and quotation selections with insightful commentary

B= Less detailed, but good plot and quotation selections with some adequate commentary

C= Few details from the text with vague commentary, unsupported, or plot summary/paraphrase

D= Limited details from the text and notes are plot summary or paraphrase

F=Did not complete or plagiarized

#3) SERVICE PROJECT (100pts) and ORAL PRESENTATION (100pts)

**** COVID-19 CITY SAFETY GUIDELINES- CALL PLACES TO DO OnlineCommunity Service or GET CREATIVE STAY SAFE & DO NOT DO FACE TO FACE GROUP INTERACTION.****

First, students are to choose a novel/book using their tic-tac-toe 3 in a row genre.

Second, they will have to choose a theme (Definition of Theme: Underlying message, or 'big idea.' In other words, what critical belief about life is the author trying to convey in the writing of a novel) *presented in the novel and connect it to a 2-5 hour or more service learning (community service) project.*

Third, upon reading their book they will have to create an electronic brochure, google slideshow, pamphlet, flyer, newsletter, prez presentation or storyboard that allows them to answer ALL the questions on the DEAL model of critical reflection. PLUS, they must include a 1 paragraph (7-9 sentences each) summary of their novel and tell how it connects to their service project with 2 or more graphics/pictures of them demonstrating their service (Include title of novel, author and dates service was completed). These service hours will be accepted for 8th grade community service if they complete the form and have a supervisor sign it. Form is located in Google Classroom for you to print yourself

Lastly, you will give an oral presentation on the 2nd day of school on your project for 100 points. See Rubric for grading.

Examples of such projects might include a project listed below.

Helpful TIPS to DEAL Model:

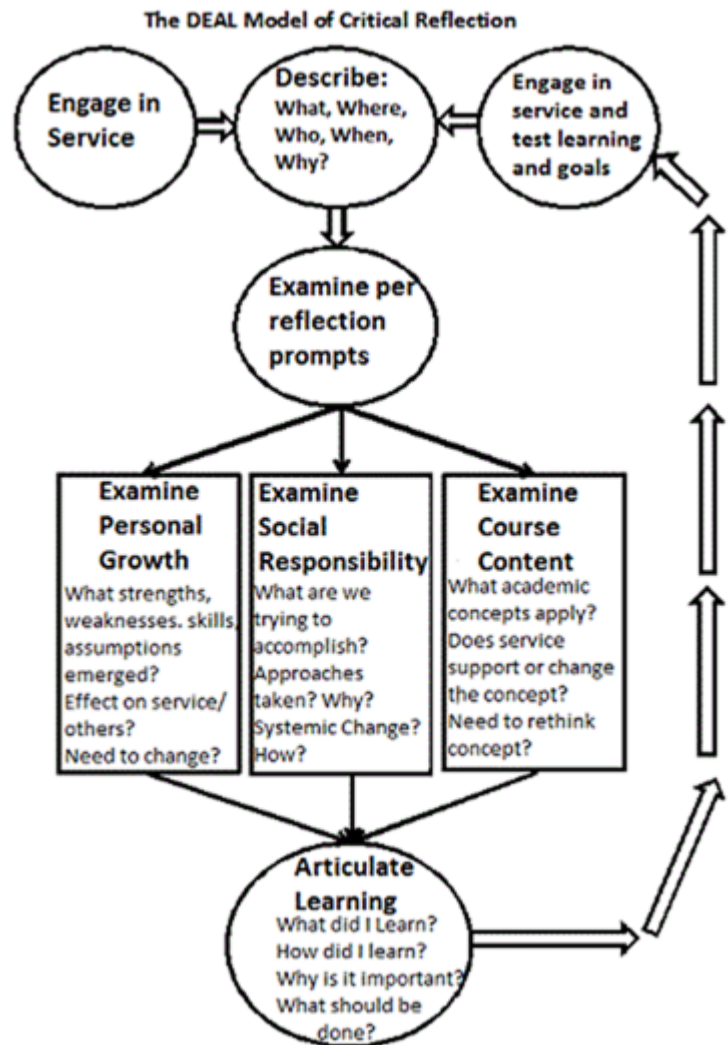
***Systemic change means-(does it have a lasting or short term effect? Is it ongoing or things have to continue being done after your community service) will this be a one-time/short-term effect on the community or will the service that you did during your project provide a long-term change for this problem.**

***Academic Concepts apply mean- what CORE school subjects did you have to use in your project (ie-Math because I had to read the data charts on brochure to figure out how people live in the community in order to put bags together to drop off to the front office of the apartment complex).**

***If you cannot answer all the questions in the DEAL model do not worry, it will not count against your grade. Answer as many as you can-this is just a sample of what your project should be about.**

SUGGESTED SERVICE PROJECTS

1. Theme of Book: Starvation OR Hunger = **Collect donations for your local food bank.** Summer is a time of greater need because families whose children are fed meals at school five days a week find themselves in even greater need. And food bank donations are notoriously low. Pick-up donations from people's porches to donate and schedule a time to give to the food bank. Call Food bank ahead of time
2. Theme of Book: Neglect OR Caring for the elderly = **Send several videos of yourself reading, talking, singing, or doing something creative to share with a nursing home to sing or read poetry-ask for website or email.** A service project where you can walk around and talk to the residents.
3. Theme of the Book: Poverty = **Make On-the-Go Sanitation or other Bags to keep in your car for the homeless/kids shelter and drop off at** like [Thriving Home](#). Summer items might include bottled water, insect repellent, deodorant, baby wipes, pop-top canned fruit, bags of nuts, single serving peanut butter, etc.
4. Theme of the Book: Hardworking or Dangerous OR Tough Labor = **Decorate a box & put cold bottled water to people working outside and write a note to tell them what you were doing** in the hot sun. Throw a cooler in your car and stop when you see landscapers, construction workers and others working out in the heat.
5. Theme of the Book: Giving Back and Trust = **Make Individual Lemonade cups and package them in a box and mail or take to an assisted living center.** Price of lemonade: one smile.



6. **Theme of the Book: Hurting People or Abandonment = Plant flowers, pull weeds and mow the lawn as a surprise for a family who is in crisis.** It can be a relief to find that the mowing chore has been done and the flowers may help them to smile.
7. **Theme of the Book: Animal Cruelty or Animal Rights = Help animals.** Collect donations of pet food and kitty litter and drop them off at the local animal shelter. Call the shelter and ask if there is anything else they need.
8. **Theme of the Book: Special Needs or Undernourished = Drop off a bag of healthy snacks at the ICU of your local hospital.** Families sitting with a critically ill loved one have likely been eating hospital cafeteria food for days or not eating very much. It isn't something they would not think of to ask for help with but are often grateful for any assistance.
9. **Theme of the Book: Hardships or Stock up on school supplies as they go on sale this summer.** You know, those 49 cent boxes of crayons and \$1 notebooks? Buy two bags worth and donate them to homeless shelters, foster care, or directly to schools with kids who may need them.

**** Community Service does not have to be face to face interaction- you can even set-up online donations -just ask from a little assistance from your parents or older siblings. Call the places in advance they may allow you to put it on their website, etc or have another idea for you to do it virtually since this is the new normal. ****

Student Choice Summer Reading Project Rubric for Assignments 1 & 3

Projects will be graded based on the following rubric.

CATEGORY	Exceptional 20	Admirable 15	Developing 10	Needs Improvement 5
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes some information about the topic but there are factual errors.	Content is weak with very few details OR there are several factual errors.

Knowledge of Book	Shows a deep understanding of the plot, characters, and/or themes and messages in the story.	Shows that the reader has a good understanding of the character and/or plot development in the book	The reader shows some understanding of the character and/or plot development of the story, but more work is needed.	The reader shows only minimal understanding of the character and/or plot development of the story.
Originality	Project shows considerable originality and inventiveness. The content and ideas presented are unique and interesting.	Project shows some originality and inventiveness. The content and ideas presented are interesting.	Project shows an attempt at originality and inventiveness in some areas.	Project is a paraphrase of other people's ideas and/or graphics and shows very little attempt at original thought.
Attractiveness	Excellent use of color, graphics, etc. to enhance the project <u>OR</u> work is presented neatly in handwriting, paper, and organization.	Good use of font, color, graphics, effects, etc. to enhance project <u>OR</u> is presented neatly in 2/3 prior categories.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the content <u>OR</u> is presented neatly in 1/3 categories.	Use of font, color, graphics, effects etc. but these often distract from the presentation content <u>OR</u> the document is completely messy.
Mechanics	0-1 misspellings or grammatical errors.	2-5 misspellings or mechanical errors.	6-9 grammatical or spelling errors which interfere with understanding.	10+ grammatical or spelling errors which greatly interfere with understanding.

Point Score: _____/100 points Percentage Score:

Student Name: _____ Period: _____

Teacher Comments:

ORAL PRESENTATION RUBRIC for #3 SUMMER READING PROJECT
(2nd Day of School) 100 points

Category	Above Standard 25	At Standard 20	Approaching Standard 15	Below Standard 10
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Eyes & Body	<ul style="list-style-type: none"> -keeps eye contact with audience entire time; rarely glances at notes or slides (CC 6-8.SL.4) - uses natural gestures and movements - poised and confident throughout -wears clothing exceptionally well for the occasion 	<ul style="list-style-type: none"> -keeps eye contact with audience most of the time; only glances at notes or slides (CC 6-8.SL.4) - uses natural gestures and movements -looks poised and confident -wears clothing appropriate for the occasion 	<ul style="list-style-type: none"> - makes infrequent eye contact; reads notes or slides most of the time -uses a few gestures or movements but they do not look natural -shows some poise and confidence (only a little fidgeting or nervous movement) -makes some attempt to wear clothing appropriate for the occasion 	<ul style="list-style-type: none"> -does not look at audience; reads notes or slides - does not use gestures or movements -lacks poise and confidence (fidgets, slouches, appears nervous) - wears clothing inappropriate for the occasion
Organization	<ul style="list-style-type: none"> -includes everything required in the presentation -states main idea and moves from one idea to the next in a logical order, emphasizing main points in a focused, coherent manner - has an extremely effective introduction and conclusion -organizes time well; no part of the presentation is rushed, too short or too long 	<ul style="list-style-type: none"> -includes almost everything required in the presentation -states main idea and moves from one idea to the next in a logical order, emphasizing main points in a focused, coherent manner - has an effective introduction and conclusion -organizes time good 	<ul style="list-style-type: none"> -includes close to everything required in the presentation moves from one idea to the next, but main idea may not be clear or some ideas may be in the wrong order -has an introduction and conclusion, but they are not effective -generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea 	<ul style="list-style-type: none"> -does not include important parts required in the presentation -does not have a main idea or presents ideas in an order that does not make sense -does not have an introduction and/or conclusion -uses time poorly; the whole presentation, or a part of it, is too short or too long
Explanation of Ideas & Information	<ul style="list-style-type: none"> -uses relevant, well-chosen descriptions, facts, details, and examples to support claims, findings, arguments, or an answer to a Driving Question 	<ul style="list-style-type: none"> Uses many facts, details, and examples that support ideas, but could have been more effective 	<ul style="list-style-type: none"> -uses some descriptions, facts, details, and examples that support ideas, but there may not be enough, or some are irrelevant 	<ul style="list-style-type: none"> -uses too few, inappropriate, or irrelevant descriptions, facts, details, or examples to support ideas
Presentation Aids	<ul style="list-style-type: none"> -uses highly effective audio/visual aids or media to clarify information, emphasize 	<ul style="list-style-type: none"> -uses well-produced audio/visual aids or media to clarify information, emphasize important points, 	<ul style="list-style-type: none"> -uses audio/visual aids or media, but they sometimes distract from or do not add to the presentation 	<ul style="list-style-type: none"> -does not use audio/visual aids or media -attempts to use one or a few audio/visual aids or media but they distract

	important points, strengthen arguments, and add interest	strengthen arguments, and add interest		from or do not add to the presentation
Voice	<ul style="list-style-type: none"> -speaks clearly; not too quickly or slowly -speaks loudly enough for everyone to hear; changes tone to maintain interest - rarely uses filler words - speaks appropriately for the context and task, demonstrating command of formal English when appropriate 	<ul style="list-style-type: none"> -speaks clearly most of the time; sometimes too quickly or slowly -speaks loudly enough for most of the audience to hear, but may speak in a monotone - occasionally uses filler words -tries to speak appropriately for the context and task 	<ul style="list-style-type: none"> -speaks clearly about half the time; sometimes too quickly or slowly -barely speaks loud enough for most of the audience to hear, but may speak in a monotone - uses many filler words -tries to speak appropriately for the context and task, but does not 	<ul style="list-style-type: none"> -mumbles or speaks too quickly or slowly -speaks too softly to be understood - frequently uses “filler” words (“uh, um, so, and, like, etc.”) - does not speak appropriately for the context and task (may be too informal, use slang)

Point Score: _____/100 points Percentage Score: _____

Student Name: _____ Period: _____

Teacher Comments:



Instructions:

1. Your article must be on a topic that is related to a theme or discipline of science.
2. The article may not be more than **one year old** and must be equivalent to at least an 8 ½ x 11 printed page.
3. **If there is no date, you can not use it!!**
4. The analysis must be yours. Cut and paste is not acceptable. This is your analysis, not an opinion from someone else even if you agree.
5. You must attach the original article or give me enough information that I can find it myself online.
6. If your analysis is handwritten you may use lined paper. If you type, **which is preferred**, use a 12 pt. font and black ink (Like these instructions).

Follow the format below! Pay particular attention to all bold words.

Title of Article: _____

Author (of the article): _____

Source (specific place you found the article): _____

Date of Article: _____

Body:

Answer these 4 questions separately giving as much detail as you can. Use as many complete sentences as you need to answer completely:

What is **claimed**?

What is the **evidence**?

What is the author's **reasoning**?

Do I agree? (This is your opinion/analysis.)

In your analysis:

Try to summarize your opinion of the article content in about four sentences. If it is a controversial topic, did you agree or disagree? Mention any information you found especially interesting and say why. Do you still have questions that you wish had been answered in the

article? Does the author show any bias (favoritism) in how the information is portrayed in the article? If you see bias, give an example of how the author is or is not fair to both sides of an issue.

A final step:

If you find words within the article that are new to you, at the end of your analysis, write the word, and then the definition of the word as it is used in the article. If there are no new words in the article, pick 2-3 words from what you have read that you see as significant scientifically and very important to understanding the article.

For example:

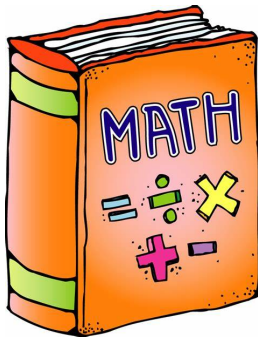
1. Hadean – The geological starting point for Earth, the period in which our solar system was forming, comes from Hades the Greek god of the underworld.

This analysis is worth *50 points* that may be applied to your first semester grade.

Due no later than the end of the 2nd week of school.



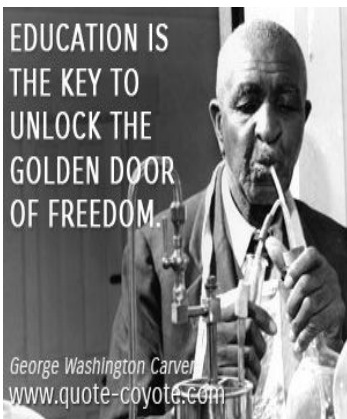
8th Grade History Summer Homework is located in Google Classroom Class of 2021. Make sure to read all instructions thoroughly.



There is 8th Grade Math Summer Homework-please check your email from Mrs. Ashford and/or your 7th grade Math Teacher to receive personal code to enter this website:

<https://student.freckle.com/#/login>. Students should be on site for 1-2 hours a week. The students' fall math teacher will grade the lessons and check time spent each week.

* Also, you can get more math lessons/practice by using Khan Academy. Go to <https://www.khanacademy.org/math> as well.



You can also use Khan Academy for Test Prep for the SATs. It is never too early to start. Go to <https://www.khanacademy.org/test-prep>

Name: _____
Date: _____
Score: _____

Summer 2020-2021 US History Summer Packet

In this summer packet for US History, we are going to dive into the first portion of the US Constitution known as the, “Bill of Rights.” Below you will find the important reasons as to why these important elements were added to the US Constitution; and as to why they are still truly relevant today. These “rights” were given in addition to the US Constitution, to add more precedent for the individual rights of each person residing within this country, that some of the Founding Fathers felt were not closely explained in the elongated document itself. James Madison, proposed the Bill of Rights in order to grant and guarantee “unalienable” rights to each and every man; and wanted to ensure that these “rights” would maintain the standard of living for the governing of the people across the land.

Below, you will find a short video in which describes the Bill of Rights in their entirety. It is less than 10 minutes, but it is placed more on the level as to which is easier to be understood by all. You will see the Bill of Rights in order with their definition and an easier explanation of each of these bills underneath them. There will also be a spot underneath each one in which if you feel something needed to be changed within those bills, you can rewrite them in the space provided for you (YOU HAVE TO AT LEAST REWRITE 5 OF THEM). At the very end of this packet, you will see an area in which you are write out your explanation of the changes made to the Bill of Rights (if any) as well as your complete understanding of these “unalienable” rights given to you by our Founding Fathers. Directions for this assignment are as follows:

1. Watch the attached video and get a better understanding of the Bill of Rights as a whole.

https://www.youtube.com/watch?v=QoeYhKcW_Q

2. Take a deeper look into the Bill of Rights as written from the original document as well as a short explanation given below them. You will also see a space below each of them in which you can edit the bills and recreate your own version of them.

1st Amendment: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

[Congress cannot make any law that favors one religion over another religion, or no religion at all, or opposes any religion; stops you from practicing your religion as you see fit; keeps you from saying whatever you want, even if you are criticizing the President of the United States; prevents newspapers, magazines, books, movies, radio, television or the internet from presenting any news, ideas, and opinions that they choose; or stops you from meeting peacefully for a demonstration or protest to ask the government to change something.]

2nd Amendment: A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

[Congress can't stop people from having and carrying weapons.]

3rd Amendment: No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

[You don't have to let soldiers live in your house, except if there is a war, and even then Congress needs to pass a law and set the rules.]

4th Amendment: The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

[Nobody can search your body, or your house, or your papers and things, unless they can prove to a judge that they have a good reason for the search.]

5th Amendment: No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a [Grand Jury](#), except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

[Except during times of war or if you are in the military: You can't be tried for any serious crime without a Grand Jury meeting first to decide whether there's enough evidence against you for a trial; If at the end of a trial, the jury

decides you are innocent, the government can't try you again for the same crime with another jury; You cannot be forced to admit you are guilty of a crime and if you choose not to, you don't have to say anything at your trial at all; You can't be killed, or put in jail, or fined, unless you were convicted of a crime by a jury and all of the proper legal steps during your arrest and trial were followed; and The government can't take your house or your farm or anything that is yours, unless the government pays for it at a fair price.]

6th Amendment: In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.

[If you are arrested and charged with a crime: You have a right to have your trial soon and in public, so everyone knows what is happening; The case has to be decided by a jury of ordinary people from where you are, if you wish; You have the right to know what you are accused of doing wrong and to see and hear and cross-examine the people who are witnesses against you; You have the right to a lawyer to help you. If you cannot afford to pay the lawyer, the government will.]

7th Amendment: In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any court of the United States, than according to the rules of the common law.

[You also have the right to a jury when it is a civil case (a law case between two people rather than between you and the government).]

8th Amendment: Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

[The government can't make you pay more than is reasonable in bail or in fines, and the government can't inflict cruel or unusual punishments (like torture) even if you are convicted of a crime.]

9th Amendment: The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

[Just because these rights are listed in the Constitution doesn't mean that you don't have other rights too.]

10th Amendment: The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

[Anything that the Constitution doesn't say that Congress can do, is left up to the states and to the people.]

4. In this space provided below, you will detail what the Bill of Rights means to you; as you have watched the video, read the bills and the easy description of each. You are to write a short essay, first describing as to what you know about the Bill of Rights after reading them, then to explain as to why these original rights are important. Next, you are to describe which amendments that you changed and why you did so. Finally, you will give an explanation on as to why the “New Bill of Rights” in which you created work better than the previous ones created by our Founding Fathers. (use the space provided below and back of page, if needed):
