

Rising MLVR 7th and 8th Graders

Science Summer Assignment Calendar

Due August 20, 2025



Any questions or concerns please feel free to email me at PFartura@mlvracs.org

Note to The Students and Parents/Guardians

This calendar consists of daily activities (15 days' worth of activities to complete by August 20th) to extend the learning beyond the school year.

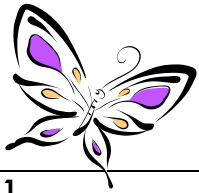
Some practices that Rising 7th and 8th Grade students should understand include:

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

This calendar will help you enhance your knowledge of these practices.

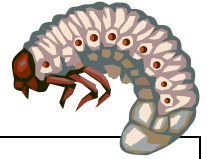
Be sure to keep track of your activities in this packet – Here you will be used to record exploration ideas, data, labeled graphs, newspaper clippings, and persuasive/writings and stories from the summer calendar activities.

THIS PACKET WILL COLLECT ON WEDNESDAY, AUGUST 20, 2025!!! You must have all 15 activities completed in this packet. You will be given a 3 overall grades (TEST, HOMEWORK and a PROJECT grade).

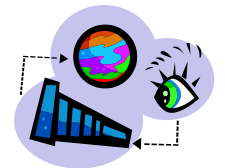
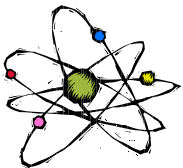


15 days' worth of Science-based Activities

All activities MUST be written in this packet



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| <p>Day 1 Write a scientific explanation describing why it is important for scientists to study our world.</p> | <p>Day 2 Journal Entry: How do scientists use mathematics to explain the world around them?</p> | <p>Day 3 In your journal, complete the Science word problems that will reinforce various Math skills</p> | <p>Day 4 In a class of 28 students, 12 students take the bus to school, 10 students walk, and 6 students ride their bicycles. Create a circle graph to display this data. Record your answer and circle graph in your journal.</p> |
| <p>Day 5 Take a walk outside. Observe the types of plants (flowers, trees, grass, etc.) and animals (any type) that you see.</p> <p>Journal Entry: How do the living things in this nature environment interact with each other?</p> | <p>Day 6 ~ Day 8 (3-day assignment) "Weigh the Impact" Identify the Need: Why do people use pesticides? Research: Using the Internet, research different insects affecting major crops in your state. Choose one pest insect. Find out the methods used in controlling it. Are there alternatives to pesticides? Write: A proposal to the governor of New Jersey, Phil Murphy, for insect control in our state. Use your research and notes to explain how your method works.</p> | | |
| <p>Day 9 <u>Work Like a Scientist</u> Observe two different areas outdoors. Make a list of animals that you see in each area. Compare the list and describe the things that might affect the type of animals that will live in a particular area.</p> | | <p>Day 10 ~ Write a scientific explanation to explain how and why bees are important to humans.</p> | |
| <p>Day 11 ~ Day 15 (5-day assignment) The data listed below represents the number of threatened animal species in 2016 according to the International Union for Conservation of Nature Red List: Amphibians- 2068, Arachnids- 166, Birds- 1460, Corals- 237, Crustaceans- 732, Fishes- 2359, Insects- 1268, Mammals- 1194, Mollusca- 1984, and Reptiles- 1079.</p> <p>Part 1: Create a data table to display this information in a different format. Insert the data in numerical order listing the species with the most threatened number of animals first.</p> <p>Part 2: Choose one group (of threatened animal species from above) and research at least three specific animals on this list. Record three facts for each in your journal along with the data chart.</p> | | | |



Day 1 - Write a scientific explanation describing why it is important for scientists to study our world. Include a type of science (ex: Botanist and what they study? How it affects the world? Etc.)

Day 2 - Journal Entry: How do scientists use mathematics to explain the world around them? Include examples within your answer.

Day 3 – Solve the following problems:

- Lili goes to Stew Leonard's grocery store and buys 3 squashes that each weigh 500 grams. How many kilograms of squash did Lili buy?
- Tyler is doing some gardening, so he bought 1 kilogram of soil. He wants to spread the soil evenly between his 2 plants. How much will each plant get?
- For 4 weeks, William volunteered as a helper for swimming classes. The first week, he volunteered for 8 hours. He volunteered for 12 hours in the second week, and another 12 hours in the third week. The fourth week, he volunteered for 9 hours. For how many hours did he volunteer per week, on average?
- Micha's dad wants to try to save money on gas, so he has been tracking how much he uses. Last year, Micha's dad used 100 litres of gas. This year, her dad used 90 litres of gas. How much gas did he use in total for the two years?

Day 4 - In a class of 28 students, 12 students take the bus to school, 10 students walk, and 6 students ride their bicycles.
Create a circle graph to display this data. Make sure to label your graph below.

Day 5 - Take a walk outside. Observe the types of plants (flowers, trees, grass, etc.) and animals (any type) that you see. Journal Entry: How do the living things in this nature environment interact with each other?

Day 6 ~ Day 8 (3-day assignment)

“Weigh the Impact”

Identify the Need: Why do people use pesticides?

Research: Using the Internet, research different insects affecting major crops in your state.

Choose one pest insect. Find out the methods used in controlling it. Are there alternatives to pesticides?

Write: A proposal to the governor of New Jersey, Phil Murphy, for insect control in our state. Use your research and notes to explain how your method works.

Day 9 - Work Like a Scientist

Observe two different areas outdoors. Make a list of animals that you see in each area. Compare the list and describe the things that might affect the type of animals that will live in a particular area.

Day 10 ~

Write a scientific explanation to explain how and why bees are important to humans. Include evidence and examples for argue your claim.

Day 11 ~ Day 15: 2-Part (5-day assignment)

The data listed below represents the number of threatened animal species in 2016 according to the International Union for Conservation of Nature Red List:

- Amphibians- 2068
- Arachnids- 166
- Birds- 1460
- Corals- 237
- Crustaceans- 732
- Fishes- 2359
- Insects- 1268
- Mammals- 1194
- Mollusca- 1984
- Reptiles- 1079

Part 1: Create a data table to display this information in a different format. Insert the data in numerical order listing the species with the most threatened number of animals first.

Part 2: Choose one group (of threatened animal species from above) and research at least three specific animals on this list. Record three facts for each in your journal along with the data chart.