

Skinner Middle School

Science Summer Homework Plan – For All 7th Grade Scholars



Directions:

STEP 1- READ

Each month (June, July and August) read a science related article from a newspaper, magazine or one of the following websites. This means you will need to read and complete the write up (explained below) three times for the entire summer.

Ideas for finding great science articles:

Popular Science, NOVA, New York Times, Time for Kids, National Geographic, Earth and Sky Kids or Earth and Sky, NPR, Nature, Sciencenews.org, Sciencedaily.com

STEP 2- WRITE 2-3 paragraphs answering the following

- Summarize the article making sure to include the main points and scientific vocabulary
- Personal Response to the following questions:
 - Can this apply to your daily life? Use Claim, Evidence and Reasoning/CER
 - Explain whether you agree or disagree with the scientists' claim.
 - What background knowledge did you use to help you understand and/or infer the meaning of the article?
 - Skinner Scholar work must be typed with the article attached
 - Due date- the last day of each month. Except August-it is due before the 1st day of school
 - June 30th
 - July 31st
 - August 19th
- In 7th grade I will:
 - participate daily in 7th grade Life Science activities.
 - follow all safety guidelines during laboratory work.
 - use academic science vocabulary when participating in scientific thinking, writing and speaking.
 - use critical thinking skills to plan, conduct and present an individual science fair project.

All work needs to be submitted through Google Classroom. All scholars who are returning 6th graders will understand our expectations. If you are a newly registered scholar and unsure of these expectations please contact Ms. Winter. You may also complete this work on paper and submit to your science teacher on the first day of school.

To access Google Classroom use this code: **pgc5672**

Contact Information: Amy_winter@dpsk12.org

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Science Summer Writing Rubric

	1	2	3	4
Claim	Students make an inaccurate claim or make a claim that does not address the text	Students create an accurate but incomplete claim that partially addresses the text.	Students create an accurate and complete claim based on the text.	Students create an accurate and complete claim that synthesizes multiple sources of information or cites outside sources.
Evidence	Students do not provide evidence to support claim.	Students do provide evidence, but it is lacking in its support of the claim. One or two pieces of evidence.	Students use multiple and appropriate sources of evidence to support their claim. Three or more.	Students demonstrate a strong command of use of evidence and are able to organize their evidence strategically, emphasizing the most impactful piece of evidence.
Reasoning	Students are not yet able to provide reasoning or provide reasoning that is not yet appropriate to the claim.	Student attempts to provide reasoning, but it does not connect the claim to the evidence included.	Students provide sufficient and appropriate reasoning that connects the evidence to the claim. Students explain why the evidence supports the claim.	Students demonstrate strong command and are able to critique the strength of their own reasoning or others' reasoning.
Counter-Claim	Students are not yet able to recognize that an alternative explanation.	Students recognize alternative evidence-based explanations.	Students recognize alternative evidence-based explanations and provide appropriate and sufficient counter evidence.	Students recognize and critique alternative evidence-based explanations, noticing and naming alternative explanations' strengths <u>and</u> provide appropriate and sufficient counter evidence.
Academic Language	Students writing piece is difficult to understand due to poor use of grammar. Student does not include scientific language from the text.	Students writing piece is generally easy to understand, but contains some errors. Student uses some scientific language from the text, but may not use it correctly.	Students writing piece is easy to understand, and contains few errors. Student uses scientific language from the text correctly.	Students writing piece is easy to understand, and contains few errors. Student uses scientific language from the text correctly with precision and nuance.

Please see general directions in Google Classroom and rubric for guidance in completing summer homework assignment #1 and add your response below.

Goats Branching Out?

The article “These Hungry Goats Learned to Branch Out” explains that in southwestern Morocco live domestic goats who can actually climb trees! They climb these argan trees to gain nutrients from the seeds of the tree. Many other animals that eat the large seeds usually defecate them in another location, but these goats can’t do that due to the size of the seed which they can not get through their system smoothly which the tree actually benefit from. This is because the goats spit it out, chew again, then swallow it again. Researchers suspect that they often spit out far away from the mother tree allowing the seed to have a higher chance of surviving to grow another tree.

This could impact our daily lives because it increases the amount of trees in Morocco and is very beneficial. The author states this in paragraph 4 that “Now researchers have found that the trees benefit, too.” which explains how this is good for Morocco and the trees. I agree with the author's statement about how the trees are beneficial because it provides more food for the goats and oxygen because it really is beneficial and if great for the goats and Morocco. Once I saw the pictures of the goats I inferred that it was more of just a strange happening but it was actually a purposeful thing. Overall, I learned a lot about these goats other than it is a crazy happening.

These Hungry Goats Learned to Branch Out :

<https://www.nytimes.com/2017/06/12/science/goats-trees-seeds-morocco.html>