



INDIVIDUALITY

What does being an individual mean in one's own life? How does one express individuality and also participate in groups and activities?

How much does one have the right to be an individual and express one's individuality? How much does one have the responsibility to accept societal rules and norms?

How have past cultures valued the individual? How do we value the individual in our multicultural society today?



POSITIVE ATTITUDE

- Perseverance
- Cooperation
- Patience
- Courage



RESPECT/KINDNESS

- Courtesy
- Forgiveness
- Tolerance



HONESTY/INTEGRITY

- Sincerity
- Fairness
- Reliability



RESPONSIBILITY/ACCOUNTABILITY

- Citizenship
- Judgment
- Punctuality
- Service

Summer Packet Contents

Essential Questions

Introduction/Directions

I. Community Service

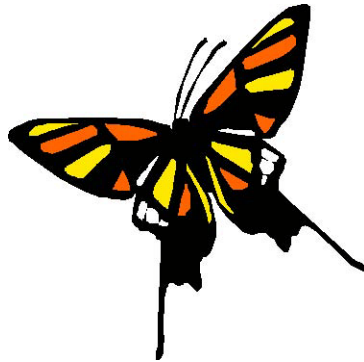
II. Setting Your Goals

III. Biographies

IV. 8th Grade Career Experience

7/8 School Supply List

7/8 Resources



Individuality

7/8 Essential Questions

What does being an individual mean in one's own life?

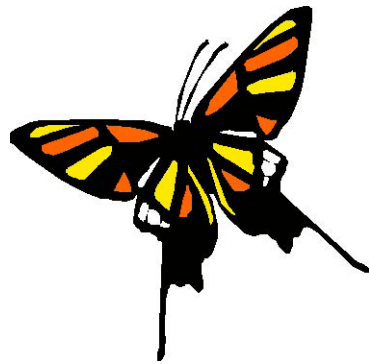
How does one express individuality and also participate in groups and activities?

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7/8 Summer Packet

Introduction

Aah...it's summertime! Time to relax and enjoy the days that lie ahead - summer vacation and next fall.

The 7/8 theme for 2011-2012 is Individuality...

Please follow the directions below and use your essential questions to guide you through your very own individual "quest" to share your perspectives and diverse experiences...

Directions:

1. Read through all of the following activities.
2. Everyone must complete Parts I, II, and III.
3. Section IV, A Career Experience, is an 8th Grade requirement only.
4. Please keep your projects at home until you receive due dates from your teachers. Thanks😊



Community Service Project

Part I

Giving back to our community through volunteer activities helps us to discover things about our character, and the diverse world in which we live. While completing your community service project, you will meet people who view the world very differently than you do. Their life experiences will probably be very different as well. We know that while you are doing your community service, you will gain a new understanding and appreciation of our very diverse community and the good fortune you have living in the Birmingham Schools' community. Please think about the following essential questions as you are completing your community service project:

- *How does the culture in which a person lives affect that person's understanding of the world?*
- *What obstacles (physical, social and mental) does an individual encounter and how does one resolve them?*

You will complete your community service by volunteering your time doing something that you find meaningful and fulfilling. You need to determine how many hours you will contribute to your community service effort. Some children do 5 hours of community service and some do over 50 hours of community service. This is an individual decision.

Assignment: After you complete your community service hours, you will put together a visual representation that documents your activities. Please include pictures of your community service project, if the organization will allow you do so. Share how this experience has strengthened your character (see list in Goal section) and explain how your community service project connected to something that you have learned in school in the past years. You may choose one of the following visual representations, or you may come up with something even more original! You will share your projects with the students in your homeroom. Your teachers will inform you of the dates for the presentations.

Examples of Visual Representations:

Scrapbook	Photo essay/journal	Video Infomercial	Webpage
Poster Journey	Journal	Video	Other

You may work with a partner or alone. If you choose to work with a partner, you should both have a visual representation. You may use the same visual, or have two copies of it. Examples of some types of community service activities are located on bcsonline.info. You might also ask a former BCS student or your friends and neighbors for suggestions. So many people need extra help during the summer and throughout the entire year.

Enjoy helping others!!!

"Let no one ever come to you without leaving happier and better." ---Mother Teresa

Community Service Resource Guide

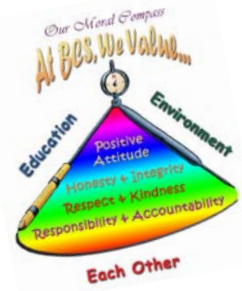
These are suggestions...feel free to find or create your own volunteer opportunity!

<p>Baldwin Church and Center 212 Baldwin Ave., Pontiac 48342 Contact Person: Jason Morgan 248-332-6101</p>	<p>Types of Jobs: On your own, collect food, back-to-school supplies or used clothing. At the center, fill backpacks with supplies or help out with summer camp for elementary students.</p>
<p>Baldwin Public Library 300 W. Merrill, Birmingham 48009 Contact Person: Baldwin Youth Room 247-647-1700, option 3</p>	<p>Types of Jobs: Become a Baldwin Booster (ages 11-14) to work with younger kids and each other, straighten room, shelve books, weed garden.</p>
<p>Birmingham Covington School Contact Person: Nancy Best 248-203-4426</p>	<p>Types of Jobs: Needs several student helpers for summertime projects and student helpers in August for back-to-school registration.</p>
<p>Forgotten Harvest 21800 Greenfield, Oak Park 48237 Contact Person: Dave Kramer 248-967-1500 ext.118, Mon. and Wed. dkramer@forgottenharvest.org</p>	<p>Types of Jobs: Help with mailings, repack donated items, grounds maintenance or collect/donate canned food on your own.</p>
<p>Georgian Bloomfield Nursing Care Center 2975 N. Adams, Bloomfield Hills 48304 Contact: Andrea Kunkel 248-645-2900 Note: This is a short stay rehab center.</p>	<p>Types of Jobs: Using your own talents and interests, visit with residents, play games or read to them. You can bring your pet. Requirement: Students under 16 years must be accompanied by a parent.</p>
<p>Gift of Life Contact Person: Kim Zasa 1-800-482-4881 ext. 1042</p>	<p>Types of Jobs: Help set up, clean up or raise money for LIFE WALK, a diversity Walk and Fun Run on Belle Isle on July, 25, 2009</p>
<p>Gleaners Community Food Bank 120 E. Columbia Ave., Pontiac 48340 Contact Person: Sarah Shannon 866-453-2637, Tu.-Sat. 6:30a-3:00p</p>	<p>Types of Jobs: Sort or pack up food which will be sent to their partners (shelters, soup kitchens, etc.) Requirement: Students under 18 must be accompanied by a parent.</p>

<p>Lighthouse Emergency Services 46156 Woodward Ave., Pontiac 48342 Contact: Charlotte Jones 248-920-6000 ext.2204 or Margo ext. 2121</p>	<p>Types of Jobs: Organize your own drive to collect peanut butter & jelly or spaghetti & spaghetti sauce, for example. Please call for details before planning your drive.</p>
<p>Michigan Humane Society 3600 W. Auburn Rd, Rochester Hills Contact Person: Kathie, 248-852- 7420. For tours, contact Ron Blauet 248- 283-1000</p>	<p>Types of Jobs: Go to www.michiganhumane.org, click on Volunteers, then on Ways Kids can Help. Requirements: Students must be 14 and accompanied by a parent at the shelter.</p>
<p>Orchards Children’s Services 30215 Southfield Rd., Southfield 48076 Contact: Erika Jefferson, 248- 593-1567</p>	<p>Types of Jobs: Baseball, organize clothing corner, summer carnival, collect gifts or school supplies. Requirement: Students must be accompanied by a parent.</p>
<p>Safety Town BPS Early Childhood Center 2121 Midvale St., Birmingham 48009 Safety Town Hotline: 248-203- 5803</p>	<p>Types of Jobs: Help teach safety skills to kindergarten students in a miniature town. Begins June 22. Orientation June 15 or June 19, 2009 Obtain Teen Volunteer Application online, www.birmingham.k12.mi.us. Due May 15.</p>



Setting your Goals Part II



Your Personal Quest...

For this section, you will need to identify two areas—one character and one academic/organizational goal—that YOU want to accomplish! Choose a goal that is meaningful to you!

Goal-Setting Table of Contents:

1. Sample goals and celebrations
2. Character Traits
3. Academic Goal Setting Worksheet
4. Character Goal Setting Worksheet
5. Goal-Setting Final Draft forms (separate documents on Summer Packet web page)

Please use these worksheets to help you discover, create, and finalize your goals for the 2011- 2012 school year. Please make sure you e-mail your Goal setting final drafts to your school file account so that you will be ready for your goal-setting conference.

"All successful people have a goal. No one can get anywhere unless he knows where he wants to go and what he wants to be or do."

Norman Vincent Peale

Samples:

Academic:

1. I will work to improve my spelling. I will do this by keeping a list of the words I often misspell, and I will check that list as I do my writing. When I think I know how to spell a word, I will circle it on my list.
 - Measurement of Goal: Parent/Teacher reviews child's list for accuracy. Student demonstrates consistency over time.
2. I will be an active listener in class. I will participate in class discussions and lessons. I will be able to tell my parents what happened in school and how I contributed to class.
 - Measurement of Goal: Parent/Student/Teacher discussion of how the student listens and is the information relevant. Student demonstrates consistency over time.

3. I will take the responsibility to turn in my homework on time. I will make sure I have my homework, before I leave for school, and I will be prepared to hand it in at school.
 - Measurement of Goal: Parent saw work ready to turn in to teacher and student demonstrates consistency over time.

Character:

1. I will show respect for other people when I work in groups. I will listen to others and not interrupt them. I will “build up” or encourage others, rather than putting them down.

2. I will cooperate with others on the playground. I will not expect to have my own way all the time, and I will be a team player.
 - Measurement of Goal: Parent/Teacher reflects with child and discusses the accomplishment of this goal. Student demonstrates consistency over time.

Celebrations:

1. Have friends over to your house.
2. Pick a restaurant for dinner.

*"Desire is the key to motivation, but it is determination and commitment to an unrelenting pursuit of your goal - a commitment to excellence – that will enable you to attain the success you seek."
Mario Andretti*



Character Education Traits

Positive Attitude:

Strive to be hopeful and confident in your thoughts and actions about yourself, others and the future.

Adaptability
Cheerfulness
Cooperation
Courage
Generosity
Gratitude
Humility
Optimism
Patience
Peacefulness
Perseverance
Sportsmanship

Respect and Kindness:

Show empathy and regard for yourself, others, the environment and the world around you.

Caring
Courtesy
Forgiveness
Loyalty
Tolerance

Honesty and Integrity:

Show others by your just and principled words and actions that you are deserving of their trust.

Fairness
Justice
Reliability
Sincerity
Trustworthiness
Truthfulness

Responsibility and Accountability:

Demonstrate that you follow through on your commitments and are answerable for your actions and decisions.

Citizenship
Initiative
Judgment
Leadership
Patriotism
Personal Best
Punctuality
Self-Control
Service

Academic Goal Setting Worksheet

Things I do well: 	Areas of Improvement:
--	--

Goal Statement: I will...

If I achieve this goal, how will my academic/organizational skills be strengthened?

Things that stop me from achieving this goal – (Obstacles):

What do I need to improve?

What is my plan of action? (*List at least 3 steps*)

How will I monitor my goal? (*planner, checklist, graph, signature, etc.,*)

How will I know when I achieve my goal?

How will I celebrate achieving my goal?

Character Goal Setting Worksheet

Things I do well: 	Areas of Improvement:
--	--

Goal Statement: I will...

If I achieve this goal, how will my character be strengthened?

Things that stop me from achieving this goal – (Obstacles):

What do I have to improve?

What is my plan of action? (*List at least 3 steps*)

How will I monitor my goal? (*planner, checklist, graph, signature, etc.,*)

How will I know when I achieve my goal?

How will I celebrate achieving my goal?

Language Arts and Science Connection

Biographies

Part III

What makes you buy Teen People? Sports Illustrated? It's because they are filled with "true" stories about people's lives, their challenges, their limitations, and their accomplishments. As a jump start to the 2011-2012 school year, your language arts and science teachers are asking that you choose and read a true story about the life of a scientist and/or inventor. **Choose from the list/link provided.** As you begin the school year, you will have the opportunity to discuss and engage in activities related to the person in this biography in both language arts and science. Your teachers will focus on the characteristics of these individuals – ones that are similar and ones that make the person unique. Remember, ***Individuality*** is our theme for this year.

This year in language arts, you will study multiple literary genres, including biographies. A biography is a "factual work that describes the life of a real person, the subject. Biographies are based on known facts about [. . . individuals] and the times in which [they] lived. The subject must have accomplished something of interest or be of interest in a way that makes a biography worthwhile" (Fountas and Pinnell).

Scientists and inventors are some of the most interesting individuals in the world. Their thirst for knowledge and exploration into the unknown makes them fascinating subjects about which to read. The problem solving process becomes an integral part of their lives as they search for answers. As you read your chosen biography, think about the fact that scientists and inventors have always had problems to solve. Think about those things that may have driven them to embark upon their individual quest to solve their "problems."

Your assignment is to read one of the recommended biographies of a scientist and/or inventor. Print a copy of the "Biography Note Organizer" and the "Character Trait Organizer." (You may use the Character Trait sample to guide you through this task). As you read, employ active reading strategies to complete these two handouts. Bring these handouts with you the first day of school to both your Language Arts and Science classes. Your language arts and science teachers will use these assignments as a "jump-start" into the new school year.

Things to think about for class discussion...you do not have to answer.

- Throughout the biography, what problems did the individual encounter? How did these affect the person's life accomplishments?
- Did the individual accept societal rules and norms of the time period? How did the actions of the scientist/inventor affect the individual and other people?
- How was the individual valued during his/her life? Would the person have been valued in our multicultural society today? If so, how and why would the individual be valued?

Fountas, Irene C. and Gay Su Pinnell. Guiding Readers and Writers: Grades 3 – 6. Heinemann. Portsmouth, NH 2001.

Science/Inventions Biography

Name	Science/Area	Century	M/F	Country
Albert Einstein	Physics	1900's	M	Germany/USA
Alexander Graham Bell	Inventor (Telephone, etc.)	18-1900's	M	Scotland/USA
Benjamin Franklin	Physics/Inventor	1700's	M	USA
Sally Ride	Astrophysics (Astronaut)	1900's	F	USA
Mac Jemison	NASA Scientist (Astronaut)	1900's	F	USA
Ru Chih (Theo) Huang	Cancer Researcher	1900's	F	China/USA
Steve Wozniak	Apple Computer Inventor	1900's	M	USA
Luis Alvarez	Physics/Inventor/Dinosaurs	1900's	M	USA
Susan Love	surgeon & breast cancer expert	1900's	F	USA
Dian Fossey	Gorillas	1900's	F	USA
Clara Barton	Rod Cross	1800's	F	USA
Thomas Edison	Inventor	18-1900's	M	USA
George Washington Carver	Chemistry/Botany/Inventor	18-1900's	M	USA
John Muir	Ecologist	18-1900's	M	Scotland/USA
Wright Brothers	Inventors (Airplane)	1900's	M	USA
Garrett Morgan	Inventor (Traffic Light, Gas mask, etc.)	1900's	M	USA
Jonas Salk	Microbiologist (Polio Vaccine)	1900's	M	USA
Carl Sagan	Astronomy	1900's	M	USA
Barbara McClintock	Geneticist	1900's	F	USA
Dr. Charles Drew	Medical Researcher	1900's	M	USA
Philo T. Farnsworth	Inventor (Television)	1900's	M	USA
Samuel Morse	Inventor (Telegraph)	1800's	M	USA
Rachel Carson	Ecologist	1900's	F	USA
Roy Chapman Andrews	Dinosaurs	1900's	M	USA
Les Paul	Inventor (Electric Guitars)	1900's	M	USA

Language Arts Biography Notes Organizer

Early Life:

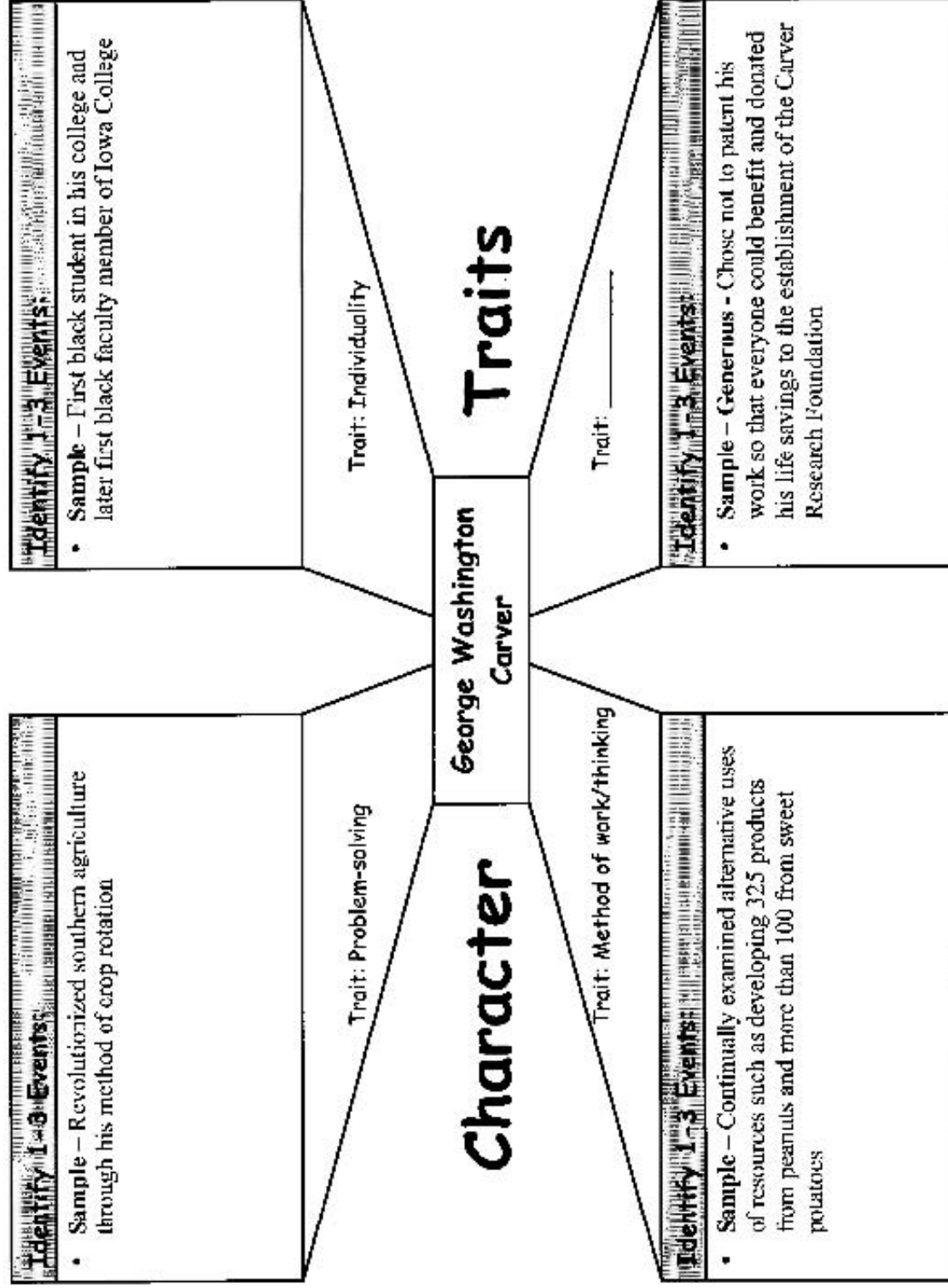
Training / Education:

Major Accomplishment(s):

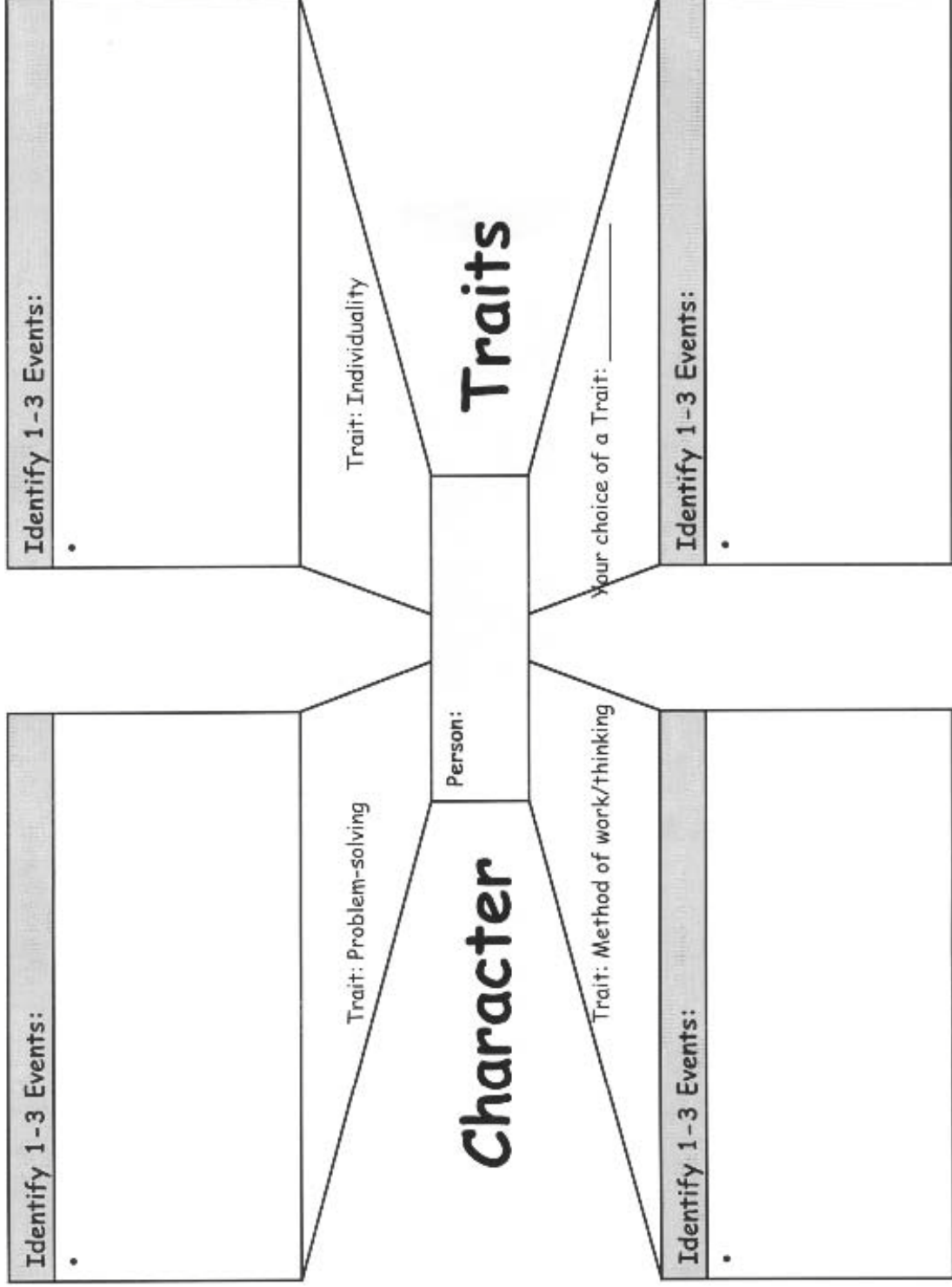
Impact of their Accomplishment(s):

(*This Biography Notes Organizer should be answered in complete sentences!)

Science Biography Notes Organizer



Science Biography Notes Organizer



8th Grade Career Experience

Part IV

Dear Eighth Graders,

This summer you will have the opportunity to learn more about a career in which you have a genuine interest. You will complete one of the following career experiences this summer:

- a full day job shadowing experience
- a half-day job shadowing
- a phone interview
- an in-person interview

Your responsibilities prior to completing the career experience are:

- To select a career of genuine interest to you.
- To locate a person involved in this career.
- To speak to the person and mutually decide upon the type of career experience you will complete.

Upon completion of your career experience you will:

- Type at least a one-page reflection on your career experience. The reflection paper should include a summary of the experience as well as your opinion about how this career matches your interests and abilities.
- On a separate piece of paper, list the questions you asked the person during your career experience.
- Prepare to present your experience to a class upon returning to school. (Date to be determined the first week of school.)

Please remember to write a thank you note to the person you either interviewed or shadowed.

Available References:

- Sample interview questions are included for those students choosing the interview option.

For students completing a job shadowing experience: There is a questionnaire included that you need to ask the person you job shadow to complete

**Birmingham Covington School
Eighth Grade Career
Career Shadow Experience**

Name of Student _____

Date of Career Experience _____

Type of Career Experience _____

If you completed a job shadow experience, where was it located?

Name of the person you shadowed or interviewed? _____

The job title of the person you shadowed or interviewed?

Sample questions for an interview:

Questions re: What Goes on at Work...

- What are your duties and responsibilities?
- Do your duties change from day to day?
- What do you like about your work?
- What do you dislike about your work?
- What are your regular hours?
- Have you learned to use any special equipment or tools on your job? If so, what are they?
- Do you have to work many extra hours?
- Do you ever have to work nights, weekends, or holidays?
- Describe your work environment?
- Are any parts of your job dangerous? If so, please describe them.
- Do you have a boss? If so, how much supervision does your boss give you?

Questions re: Decision Making...

- Why did you choose this occupation?
- Did you ever have any hobbies related to the kind of work you do?
- How long have you worked at the job you have now?
- If you could change one thing about your job, what would it be?

Questions re: Education and Training...

- What did you learn in junior high and high school that helped you in your work?
- Are there any subjects that you wish you had studied *more* when you were in school?
- What special training and education, if any, is necessary to enter this careers area?

Questions re: People on the Job...

- How much of your job involves working with other people?
- Describe the people you work with on a day-to-day basis. What are they like?
- Do you have much contact with people outside your company?

Questions re: Earnings, Advancement, and Outlook...

- What is a salary range for a person in this career field?
- Do most employers in this field provide fringe benefits (health insurance, sick pay, etc.)? If so, which benefits?
- Are there many opportunities for advancement in your career?
- What personal qualities and skills do you think are the most important for success in your career area?
- What other types of work could a person do with these same qualities and skills?
- What changes, if any, do you see coming in the years ahead for this occupation?

Questions re: Finding a Job...

- What does a company like yours look for in a new employee?
- What advice would you give someone like me, who is thinking of pursuing a career in this field?

Adapted from Miller, Roger LeRoy. Your Career Adventure

Student Name: _____
Date of Job Shadow: _____

Birmingham Covington School
Job Shadowing Experience Questionnaire

Name and position of person being shadowed (a business card may be attached)

Thank you for completing the following questions concerning the career shadowing experience.

Did the student shadowing you:

Set up the career shadowing experience in a timely manner? Yes No
Comments:

Arrive on time? Yes No
Comments:

Dress appropriately? Yes No
Comments:

Exhibit appropriate behavior? Yes No
Comments:

Reflect interest and respond to situations encountered during the day? Yes No
Comments:

Come prepared for the day? Yes No
Comments:

Please add any other comments you wish to share.

7/8 School Supply List 2011-2012

Dear Families,

We cannot require you to purchase any of the supplies listed below; however, we know that children in our community often like to purchase their own supplies. If you need financial assistance for any of the items listed below, please contact Mr. Adam Hartley at 248-203-4444. Your call will be kept confidential. Nan's Kids will provide the funding for these supplies if needed.

<p><u>Language Arts:</u> 3 ring binder 2"-3" Composition Notebook – Share Spiral Notebook - Cruz 1 set of divider tabs</p>	<p><u>Social Studies:</u> Spiral notebook</p>
<p><u>Science:</u> <u>Emmi:</u> Spiral notebook Scientific Calculator 12 inch ruler with metric scale Graph Paper</p> <p><u>Mixon:</u> 3 ring binder 2" 1 set of divider tabs Spiral notebook Scientific Calculator (unless you have another source) 12 inch ruler with metric scale Pencils/colored pencils Graph Paper</p>	<p><u>Math:</u> <i>Scientific Calculator (TI 34 Explorer Plus or Graphing Calculator) You may purchase in the beginning of the year with Ms. Huff.</i></p> <p><u>Huff & Muhummad:</u> Expando folder file or Binder (student choice) Spiral notebook journal = graph paper journal is best choice... <i>(please keep in mind that we would like your homework and notes to be in a spiral notebook in order to help you go back and review for your district mid-term & final)</i> Graph paper notebook (or graph paper)</p>
<p><u>Spanish 1:</u> 1 thin notebook Binder with tabs or Expando folder file At least 2 different color writing utensils</p>	<p><u>Spanish 2:</u> 3 ring binder (about 1.5" or 2") 1 set of divider tabs</p>
<p><u>Engage:</u> Supplies will be addressed during each unit.</p>	<p><u>CoCurricular:</u> Please wait for 1st week of school...</p>

General Items Needed for ALL classes:

<p>Pens, Pencils Supply holder White, lined paper-loose leaf Colored Pencils, Markers</p>	<p>***Please note: If you have your own laptop, iPad, tablet, etc., and you can be responsible using it, we encourage you to bring it to school.</p>
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7/8 Resources

Please visit

<http://www.birmingham.k12.mi.us/Schools/Districtwide/BCS/Media+Center/>

or

<http://www.birmingham.k12.mi.us/Schools/Districtwide/BCS/Media+Center/7-8+Resources.htm>

***We look forward working with each of YOU.
Have a safe and fun summer:)***



7/8 Team