Divine Mercy Catholic Academy Grade 7 & 8
Supply List 2023- 2024

Please purchase the following items for your child and have them bring them to school on their first day. A school planner and a communication folder will need to be purchased at school during the first week. **Students will NOT use a bin.**

- 7 marble notebooks with 100 sheets
- Pencil Case
- Pens (Black or Blue)
- Pencils
- Highlighters
- 1 sketchbook that is 8 ½ by 11
- 2 packages of loose leaf (one package for school, the other for home
- 2 packages of construction paper (one package for school, the other for home)
- 2 packages of graph paper (one package for school, the other for home)
- 2 100-pack index cards, 3x5
- Soft plastic index card holder (not hard plastic, please)
- 3 rolls of paper towels
- 4 boxes of tissues
- 3 packages of baby wipes
- Small hand sanitizer (for personal use)
- Earbuds in a zip lock bag or other holder labeled with your child's name (for school only)
- Book socs (to cover textbooks) and contact paper (to cover workbooks)

For Art and Other Activities:

- A small art box that is labeled with your student's name, approximately 5" X 8" X 2", containing the following items:
  - Scotch tape
  - Bottle of glue
  - Crayons
  - Scissors (7 inches or less)
  - Pencils/erasers
  - Pack of oil pastels
  - Small stapler
  - Colored pencils
  - Markers

Each day students need to be prepared with pens, pencils, erasers, and notebooks. All textbooks and workbooks need to be covered with a Book Sox or contact paper. At home, each student should have access to pens, pencils, loose-leaf, construction paper, markers, tape, scissors, and a stapler to complete all assignments.

Sincerely,
Ms. Gillespie & Mrs. Spies

Divine Mercy Catholic Academy
7th Grade Summer Assignments

Welcome to the wonderful world of 7th grade! Get ready for an exciting adventure through many genres of literature, starting with your summer reading. During this year, you will be preparing to apply to high schools by doing research to find the best fit for you. Your 7th-grade marks as well as your standardized test scores will be used to determine your high school acceptances. Get ready to work hard and do your best in 7th grade.

The following assignments are due on the first day of school. They will be graded upon review in class and used as the first grade of the trimester. No assignment or part of an assignment is optional and late assignments will be penalized.

Math

1. Complete the attached worksheets.
2. Show all work on loose leaf with a proper heading.
3. On loose leaf, explain how to add, subtract, multiply and divide fractions: be specific and give an example
4. On loose leaf, explain how to add, subtract, multiply, and divide integers be specific and give an example

ELA

1. Required Summer Reading - ***Holes* by Louis Sachar**: At the end of each chapter, write a summary of important events and details. A report will be written in class using these notes after a class discussion.
2. Complete the attached worksheets.

Even though one book is assigned it's expected that a 7th grader reads each day during summer vacation. You can read books, magazines, graphic novels, comic books, audiobooks, and more! There is more than one way to read and one type of book. Reading each day will help improve their reading skills for the year and the standardized tests. Prepare for the coming year, read, read, and read some more!

Enjoy your summer!!!!

Operations with Integers: Multiplication and Division*

Name _____

Date _____

Multiply.

1. $^{+}6 \times {}^{+}12$ _____
2. $^{-}3 \times {}^{+}13$ _____
3. $^{-}9 \times 0$ _____
4. $^{+}6 \times {}^{-}5$ _____
5. $^{-}2 \times {}^{-}2$ _____
6. $^{+}9 \times {}^{-}8$ _____
7. $^{-}4 \times {}^{-}7$ _____
8. $^{-}2 \times {}^{-}14$ _____
9. $^{-}18 \times {}^{-}5$ _____
10. $^{-}22 \times {}^{+}7$ _____
11. $^{+}31 \times {}^{-}3$ _____
12. $^{-}100 \times {}^{+}100$ _____

Divide.

13. $\frac{^{-}40}{^{-}4}$ _____
14. $\frac{^{-}144}{^{-}12}$ _____
15. $\frac{^{-}45}{^{+}15}$ _____
16. $\frac{^{+}54}{^{-}6}$ _____
17. $\frac{^{+}63}{^{-}7}$ _____
18. $\frac{^{-}300}{^{+}20}$ _____
19. $\frac{^{-}225}{^{-}25}$ _____
20. $\frac{^{-}72}{^{+}12}$ _____
21. $\frac{^{-}119}{^{+}7}$ _____
22. $\frac{^{+}315}{^{-}5}$ _____
23. $\frac{^{-}135}{^{-}9}$ _____
24. $\frac{^{-}168}{^{+}14}$ _____

Solve each multiplication or division equation.

25. $^{+}12t = {}^{-}144$ _____
26. $^{-}9d = {}^{+}63$ _____
27. $^{+}20s = 0$ _____
28. $\frac{c}{^{+}12} = 0$ _____
29. $\frac{s}{^{-}6} = {}^{-}6$ _____
30. $\frac{n}{^{+}9} = {}^{-}14$ _____

Solve.

31. A number is multiplied by $^{+}2$, then multiplied by $^{-}4$. The result is $^{+}48$. What is the number? _____

32. A number is divided by $^{-}9$, then by $^{+}3$. The result is $^{-}3$. What is the number? _____

33. A number is divided by $^{-}4$, then multiplied by $^{-}5$. The result is $^{+}40$. What is the number? _____

34. A number is multiplied by $^{-}6$, then divided by $^{-}4$. The result is $^{+}4$. What is the number? _____

Operations with Integers: Addition and Subtraction*

Name _____

Date _____

Add. $^{-}7 + {}^{+}10 = {}^{-}3$ $\quad$ $^{-}10 + {}^{-}7 = {}^{+}3$

1. $^{+}7 + {}^{+}2$ _____
2. $^{-}6 + {}^{+}2$ _____
3. $^{-}1 + {}^{+}8$ _____
4. $^{+}9 + {}^{+}8$ _____
5. $^{-}5 + 0$ _____
6. $^{+}3 + {}^{-}3$ _____
7. $0 + {}^{+}10$ _____
8. $^{-}8 + {}^{-}3$ _____
9. $^{-}6 + {}^{+}6$ _____
10. $^{-}13 + 0$ _____
11. $^{-}1 + {}^{-}1$ _____
12. $^{+}7 + {}^{-}6$ _____
13. $^{+}7 + 0$ _____
14. $^{-}1 + {}^{+}6$ _____
15. $0 + {}^{-}2$ _____
16. $^{+}3 + {}^{-}10$ _____

Subtract.

17. $^{+}3 - {}^{-}11$ _____
18. $^{+}12 - {}^{-}12$ _____
19. $^{-}8 - {}^{+}17$ _____
20. $^{-}14 - {}^{-}24$ _____
21. $^{+}30 - {}^{-}7$ _____
22. $^{+}6 - {}^{+}18$ _____
23. $0 - {}^{-}20$ _____
24. $0 - {}^{+}32$ _____
25. $^{-}13 - {}^{-}13$ _____
26. $0 - {}^{-}1$ _____
27. $^{-}28 - {}^{+}5$ _____
28. $^{+}8 - {}^{-}16$ _____
29. $0 - {}^{+}22$ _____
30. $^{+}15 - {}^{+}41$ _____
31. $^{-}9 - {}^{+}9$ _____
32. $^{+}2 - {}^{-}6$ _____

Solve each addition or subtraction equation.

33. $^{-}4 + b = {}^{-}6$ _____
34. $^{-}5 + d = {}^{+}4$ _____
35. $x - {}^{+}3 = {}^{+}8$ _____
36. $^{+}5 + c = {}^{+}13$ _____
37. $c - {}^{+}3 = {}^{+}12$ _____
38. $y - {}^{-}4 = {}^{-}7$ _____
39. $a - {}^{-}8 = {}^{+}7$ _____
40. $h - {}^{+}5 = {}^{+}9$ _____
41. $x - {}^{-}10 = {}^{+}7$ _____
42. $^{-}6 + x = {}^{-}8$ _____
43. $c - {}^{-}8 = {}^{+}5$ _____
44. $a + {}^{-}7 = {}^{-}3$ _____

Solve.

45. Mike's checking account has a balance of $^{-}\$44$. If he deposits $128, what will be the new balance? _____

46. The temperature this morning was 2°F. It rose to 21° and then dropped by 15°. What was the final temperature? _____

47. What number would you subtract from $^{-}31$ to give you a $^{+}19$? _____

Directions

Read this story. Then answer questions 15 through 21.

The narrator, Holling Hoodhood, has a crush on Meryl Lee Kowalski. Holling's father has been honored earlier in the story by a local business group as the best businessman of 1967.

Excerpt from *The Wednesday Wars*

by Gary D. Schmidt

1 The following week the school board met to decide on the model for the new junior high school—which was probably why Mr. Kowalski had been spending all his time muttering "classical, classical, classical." The meeting was to be at four o'clock in the high school administration building. Mr. Kowalski would present his plan and model, and then my father would present his plan and model, and then the school board would meet in private session to decide whether Kowalski and Associates or Hoodhood and Associates would be the architect for the new junior high school.

2 I know all of this because my father was making me come. It was time I started to learn the business, he said. I needed to see firsthand how competitive bidding worked. I needed to experience architectural presentations. I needed to see architecture as the blood sport that it truly was. . . .

3 The meeting was in the public conference room, and when I got there after school, the school board members were all sitting at the head table, studying the folders with architectural bids. Mr. Kowalski and my father were sitting at two of the high school desks—which made the whole thing seem a little weirder than it needed to be. In front of them was a long table with two models for the new junior high school, each one covered with a white sheet, like they were some sort of national secret. . . .

4 Mr. Kowalski picked up his presentation notes and angled out of his seat. He went up to the table with the models and stood there for a moment. Then he turned and looked at—no, not my father. At me! . . .

5 Mr. Kowalski cleared his throat. Twice. He looked at his design papers. He cleared his throat. Then he looked back at me once more, and began.

6 "Gentlemen," he said, "though this is irregular, I have made some significant changes for the interior of the new junior high since my original submission. In fact the entire concept has changed markedly. So the plans that you studied for this afternoon's presentation have also changed. I have copies of the new interior plan and ask the

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board's patience as I show you the concept. This may take slightly longer than the allotted time, but I'm sure that the Chamber of Commerce Businessman of 1967 won't begrudge Kowalski and Associates a few extra minutes in order to clarify the proposal, and to promote the general business atmosphere of the town." . . .

7 What could the Chamber of Commerce Businessman of 1967 do? He shrugged and nodded. But the back of his neck grew as red as boiling sin, and I knew he *did* begrudge the extra time. He begrudged it a whole lot.

8 Mr. Kowalski pulled the sheet off his model of the junior high school. He cleared his throat again. "As you can see, gentlemen," said Mr. Kowalski, "the design is quite classical, in the best traditions of our national architecture, for a time when our children desperately need to be reminded of our great American traditions."

9 And it was. It looked like the Capitol in Washington, D.C. Wide steps swooped up past a line of pillars and up to the central doors. Above that rose a steep dome, with thin windows cut all around it. On either side of the dome, the building spread graceful wings—all with thin windows again—and behind, the long gymnasium formed the tail, whose rows of bright windows faced south and north to let in as much light as any gymnasium could ever have.

10 "But we live in 1978, gentlemen," Mr. Kowalski said. "Just as our children need to be reminded of our great traditions, so, too, do they need to enjoy the advantages of contemporary technology. I think you'll find the new interior design both modern and innovative, a perfect blend of where we have been and where we are going as a nation." He handed out copies of the plans for the new design to all the school board members, keeping his back to my father and me the whole time. Then he took us through the new interior. Slowly.

11 No pillars, no straight walls. The roof a series of glass plates above the science and art room. The central dome three stories high over the main lobby and clusters of classrooms all looking out into the sunlit space. All as modern as could be. . . .

12 The school board was astounded. Three of them applauded—not Mr. Bradbrook, since God doesn't applaud.

13 My father turned and looked at me again. His face was very red, and I could tell he was fighting for some kind of control. "Holling, there's something you should have told me, isn't there?" he whispered slowly. . . .

14 He used the kind of voice that, in my family, means that a voice a whole lot louder is about to come along in a minute or two, so you'd better start preparing.

15 But let me tell you, I didn't really care all that much about what he would say or how loudly he would say it. I really didn't.

16 Because suddenly I knew something a whole lot worse.

17 Romeo was a genius compared to me.

18 I hadn't seen at all what Meryl Lee was doing on Valentine's Day, while we were sipping sodas at the lunch counter at Woolworth's. I hadn't realized how easily she had gotten what she wanted from me: my father's design for the new junior high.

15 What role do paragraphs 1 through 3 **mainly** play in the story?

A They clarify the emotions that the two architects are feeling.

B They foreshadow the surprise at the ending.

C They set the scene and explain the process for picking a new design.

D They set a humorous tone by describing the two architects sitting in school desks.

16 In paragraph 6, "markedly" means doing something in

A an obvious way

B a careful way

C a respectful way

D an enthusiastic way

17 How does the word choice in paragraphs 9 and 11 affect the story?

A It describes how similar the design is to the Capitol building.

B It shows why the design is practical for a school.

C It conveys how impressive Mr. Kowalski's design is.

D It explains what classical architecture looks like.

18 How do paragraphs 4 and 5 connect to what the reader learns in paragraph 18?

A They reveal that Mr. Kowalski thinks Holling's father is a better architect than he is.

B They support the idea that Mr. Kowalski is guilty of stealing Mr. Hoodhood's plans.

C They show that Mr. Kowalski hopes Holling likes his plan for the school.

D They provide information about how Mr. Kowalski's and Mr. Hoodhood's designs are different.

19 What do paragraphs 15 through 18 reveal about Holling?

A He disobeys his father easily.

B He did not know he was being deceived.

C He is unconcerned with the opinions of others.

D He is a dishonest person.

20 How does the author develop Holling's point of view in the story?

A by explaining how his father sees the competition

B by describing Mr. Kowalski's plans for the school building

C by describing his observations until he realizes what has happened

D by explaining the architectural review process

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21 Which detail about Mr. Kowalski and Mr. Hoodhood would be **most** important to include in a summary of the story?

A They have model buildings under sheets on the table.

B They are competing to design a new school.

C They must meet with the school board at a school.

D They have to wait to hear who has been chosen.

Directions
Read this article. Then answer questions 29 through 35.

Antarctica's Hidden Wetland: From Ice to E.T.

by Mary Reina

1 A huge lake hides miles below the ice sheet that covers most of Antarctica. That's big news for anyone interested in Earth. But scientists who look beyond our planet are excited too. Astronomers see signs of thick sheets of ice covering large bodies of liquid water in other places in our solar system.

2 This unseen world on our own planet could help scientists search for life beyond Earth. This possibility makes Antarctica one of the most valuable environments on Earth. At least, that's how scientists view it now.

Unlikely in the Extreme

3 For a long time, most scientists didn't think liquid water could exist under Antarctica's ice cover. Water freezes at 32°F/0°C. A research station called Vostok is located on top of a thick Antarctic ice sheet. Scientists there once recorded the surface temperature as –128.6°F/–89°C.

4 In the 1950s, Andrei Kapitsa, a Russian scientist working at Vostok, noticed something strange. A formation of very flat ice stretched over the research area. He believed it was a clue suggesting a body of liquid water existed below the ice.

5 Then, in the 1970s, planes equipped with more advanced equipment offered new information. As part of a mapping project, pilots used ground-penetrating radar over the Vostok station. The data suggested the planes were flying over water. Even then, scientists did not fully realize that an amazing liquid world was hidden beneath the ice. Finally, in 1996, satellite technology revealed the shape of a huge subglacial lake.

6 Lake Vostok is about 140 miles (225 kilometers) long. It is about 30 miles (50 kilometers) wide and the water in the lake reaches as much as 2,625 feet (800 meters) deep. Such an immense size makes this lake one of the largest in the world. What had seemed impossible turned out to be true.

Signs of Life?

7 In addition to Lake Vostok, scientists found a huge system of rivers and almost 400 lakes hidden below the Antarctic ice. This could be the largest wetland in the world, as much as one and a half times the size of the United States.

8 While some scientists mapped out these hidden lakes on Earth, others were discovering ice-covered environments elsewhere in the solar system. During the 1990s, the *Galileo* spacecraft flew by the planet Jupiter and its moons. It sent back photographs suggesting that an ocean exists below the surface of the ice-covered moon called Europa.

9 As time went on, more research provided new possibilities. Other moons of Jupiter and Saturn seemed to be worlds where thick, icy shells surround large bodies of liquid water.

10 Could life exist in such an extreme environment? It certainly seems unlikely. As with the discovery of Lake Vostok, the clues for scientists seeking life pointed in "unlikely" directions. Most life on Earth depends on sunlight. How could sunlight penetrate an ice cover thousands of feet deep? Living things also depend on nutrients to grow. Where would these come from? Scientists wondered how nutrients could enter a system that has been cut off from the world above for millions of years. What's more, they knew that any kind of life in this extreme environment would have to survive tons and tons of pressure from the ice above.

11 Yet, in the deep ocean, some life forms exist without sunlight. Their nutrients come from the chemicals that rise through the ocean floor from deep inside the Earth. These creatures have developed qualities that allow them to thrive under the weight of tons of water.

12 Could living things with similar abilities exist in Antarctica's subglacial wetland? If they do, life might also be possible in the icy moons of the outer solar system.

Looking for Proof

13 First, scientists needed to obtain and test water samples from Antarctica's hidden world. It was easier said than done. Antarctica's extreme cold and short summer season permits only a few months of research each year. Even then, drilling into the ice posed another big problem.

14 Drilling technology uses chemicals like kerosene and Freon to help melt the ice, make a borehole, and keep it open. If the drill penetrated the lake, the chemicals could contaminate the water. This process could also introduce microbes from the surface into water that had been isolated from the rest of the world for millions of years.

15 Scientists had been drilling into the ice above Lake Vostok long before its discovery. The ice cores they obtained helped them study a record of Antarctica's climate going back hundreds of thousands of years. Ice just above the lake showed signs of microscopic life. It was a clue but it was not proof.

16 A research team penetrated Lake Vostok in 2012. They used chemicals to melt the ice and to keep the borehole open. However, they believed they did not contaminate the lake because water rushed into the borehole and froze. The team removed the ice core to study it. However, many other scientists questioned this method.

17 In 2013, Lake Whillans, located in a different area of Antarctica, became the first subglacial lake where clean technology helped scientists obtain a water sample. Hot water and ultraviolet light helped sterilize the drills and equipment. Scientists wore sterile clothing so that they did not contaminate any water samples.

18 They found almost 4,000 types of microbes not only surviving but also thriving in Lake Whillans. Some seem to feed on the chemicals found in solid matter, called sediment, at the bottom of the lake. Others use the dead bodies of other microbes as food.

19 So far, scientists have found only single-celled microbes living in the few places where they have tested the subglacial water. More research and testing may help them discover if larger life forms survive in this extreme environment.

29 How does paragraph 3 relate to the other paragraphs in the section "Unlikely in the Extreme"?

A Paragraph 3 introduces a problem, and the other paragraphs explain the solution to the problem.

B Paragraph 3 explains an idea, and the other paragraphs describe how the idea was disproved.

C Paragraph 3 presents an argument, and the other paragraphs give evidence to support the argument.

D Paragraph 3 sets up a comparison, and the other paragraphs give details about the comparison.

30 What role does paragraph 8 play in the organization of the article?

A It shows techniques that scientists use to study remote regions.

B It explains how the environment on Jupiter might support life.

C It describes the activities of scientists interested in extreme environments.

D It introduces the connection between activities on Earth and research in outer space.

31 How does paragraph 10 develop a central idea in the article?

A It explains how life in an extreme environment could be possible.

B It describes scientific research on the possibility of life in an extreme environment.

C It provides clues to the possible existence of life in an extreme environment.

D It presents questions to be answered about the possibility of life in an extreme environment.

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32 How did scientists address the concern described in paragraph 14?

A They removed an ice core from the lake to study it.

B They applied chemicals to melt ice and keep the borehole open.

C They obtained a water sample with clean technology.

D They found sediment at the bottom of the lake.

33 What is the meaning of the word "contaminate" as used in paragraphs 14 and 16?

A color

B replace

C freeze

D pollute

34 According to the information in this article, which sentence describes how life was discovered beneath Antarctica?

A Scientists found proof of water beneath Antarctic ice, then they drilled to get samples of the water to look for life.

B Scientists saw signs of ice that may cover water on other planets, so they drilled for water beneath Antarctic ice.

C Scientists knew that there were life forms in the deep parts of the ocean, so they concluded that there was life in the water beneath Antarctic ice.

D Scientists found microbes on the surface of Antarctic ice, then they drilled into the ice to look for microbes beneath the surface.

Multiplying and Dividing Mixed Fractions (A)

Find the value of each expression in lowest terms.

1. $3\frac{2}{7} \div 1\frac{1}{4}$
2. $1\frac{2}{3} \div 3\frac{1}{3}$
3. $2\frac{1}{4} \div 1\frac{1}{2}$
4. $6\frac{1}{2} \div 2\frac{2}{3}$
5. $2\frac{1}{10} \div 2\frac{3}{5}$
6. $1\frac{1}{3} \times 1\frac{2}{3}$
7. $1\frac{1}{3} \times 2\frac{1}{5}$
8. $2\frac{1}{7} \div 2\frac{1}{2}$
9. $1\frac{3}{11} \div 2\frac{1}{3}$
10. $3\frac{1}{2} \div 2\frac{3}{4}$
11. $1\frac{3}{8} \div 1\frac{1}{12}$
12. $2\frac{7}{8} \div 5\frac{1}{2}$
13. $3\frac{2}{3} \div 1\frac{1}{6}$
14. $1\frac{3}{8} \times 3\frac{1}{3}$
15. $1\frac{4}{11} \div 1\frac{1}{4}$

Adding and Subtracting Mixed Fractions (A)

Find the value of each expression in lowest terms.

1. $2\frac{1}{5}+1\frac{3}{4}$

2. $3\frac{1}{2}-2\frac{2}{3}$

3. $3\frac{1}{2}-3\frac{1}{2}$

4. $5\frac{3}{4}-5\frac{1}{4}$

5. $1\frac{1}{2}+2\frac{3}{5}$

6. $3\frac{1}{2}-2\frac{5}{9}$

7. $2\frac{3}{4}+1\frac{1}{5}$

8. $3\frac{1}{4}-2\frac{3}{8}$

9. $3\frac{1}{2}-1\frac{1}{2}$

10. $5\frac{1}{2}+5\frac{1}{4}$

11. $1\frac{10}{11}-1\frac{1}{3}$

12. $1\frac{5}{12}+3\frac{1}{3}$