



Willows Academy

Summer Enrichment Requirements

Summer 2021

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Summer Enrichment Guidelines

The goal of the summer break is to give our minds, bodies and spirits a time to rest, relax, grow, and prepare for what comes next in our lives. Summer is designed to be a break from the ordinary, to rest, and enjoy all that Chicago has to offer during the summer months. Willows believes that this rest is accomplished by a change of activity rather than an absence of activity.

In order to help the students use their time well and keep their minds sharp while they relax, Willows expects students to continue their studies over the summer by completing the summer enrichment expectations.

The **Summer Reading** is designed to be enjoyed throughout the summer months. Texts are chosen not just for their correlation to the curriculum, but also for their literary worth and enjoyment by the student. During the summer, students have the time to read slowly and to savor the texts they are reading, adding this literature to their intellectual fund of knowledge. Students are required to read the texts indicated, but very much encouraged to read from the recommended titles list. Students are also reminded that many libraries carry unabridged copies of these texts on audio books which, when read together with the text, can greatly enhance the reading experience.

Students are encouraged to continue to practice their math skills throughout the summer. The **Math Review for Grades 7 and 8** employs MathIXL software to help students sharpen skills, improve math fluency, and get a head start on the upcoming academic year. Details are included with your daughters' math placement letter.

The transition from middle-school math to Algebra I can be an overwhelming experience. The **Algebra I Readiness Packet for Grade 7, 8, and 9** reviews key mathematical skills, knowledge, and content mastered in middle school math courses. The completed packet is due on August 26, the first Thursday of the 2021-2022 school year. Further details are included with your daughters' math placement letter.

Learning through service to others is an integral component of a Willows education. We encourage our students to begin their **Service Hours** over the summer months. Students in grades 6-12 are required to serve five hours of service in each of the three following categories: care for the elderly, service to the community, and assistance to the impoverished, for a total of fifteen meaningful service hours each year. Service Hours are not due until May 1, 2022, but we advise to get a head start over the summer.

In addition to these required activities, we also encourage parents to closely monitor student use of technology and television during the summer months. One quick guide a parent can use is to balance reading and other wholesome activities with television/technology/cell phone time. For every hour your daughter spends on the computer, in front of the tv, or on her phone, has she spent an hour: reading, doing a craft, playing music, exercising, playing sports, engaged in a service activity, helping out at home? As you well know as parents, it's all about balance!

We hope you enjoy this summer enrichment program, and we look forward to seeing all our students taller, tanner, and intellectually sharp on August 24!

What is a Lexile?

Next to each text on the reading list we identify the Lexile® of each text. A Lexile® provides one piece of information about a student's reading ability or about the difficulty of a text. A Lexile® allows us to predict how well a student may be able to comprehend a text; by matching a student Lexile® with a text Lexile® we increase the chances of students having a successful reading experience.

A Lexile® is based on a different principle than a "grade level equivalency." In the same way that you don't buy a shoe based on your daughter's age, you buy it based on the size of her foot, you don't identify a student's reading level based on her age, but on her actual reading "size." This reading "size" is her Lexile®.

Unlike reading fluency, the Lexile® measure focused on **comprehension**. It indicates identifies your daughter's ability to decipher the words of the text (fluency) and her ability to understand what she just read.

A Lexile® is a flexible measure that acknowledges other factors that influence comprehension. For example, when interest is very high, a child a child may enjoy and comprehend texts at the high end or above her Lexile®. When the text is guided, for example the novels your child will read throughout the years, students can comprehend at much higher Lexile® because the text is read more slowly and its complexity is analyzed and guided in class by a teacher. When content is new or not interesting and unguided (as is summer reading), a student may need to read at a lower Lexile® to comprehend the text.

In addition to Lexile® however, we all know that reading is a skill: the more a child reads, the stronger her reading skills will become.

We also know that some texts are simple, but very deep due to their themes and, despite their Lexile®, should be read at an older age or several times. For example, The Lion, the Witch and the Wardrobe (L940) could easily be placed on the senior reading list because of its allegory.

When helping your daughter select a text to read, consider two factors: 1) her reading ability and 2) her interest in the topic. To help you do this, we have provided summaries of all the texts on the list. If your daughter is a lower reader, but very interested in the topic, she may be able to do well with a text with a higher Lexile®. If your daughter's interest in a text is very low, she may need a text with a lower Lexile® in order to get through it with comprehension.

From: www.Lexile.com

All book descriptions in the Summer Reading lists below are taken from publishers' and sellers' websites and book jackets.



Although each child is at her own place at her own time...like her shoe size...in general, a student tends to fall into the following Lexile® ranges:

Incoming 12th Grade:

Summer Reading

Assignment: Read the texts marked “REQUIRED.” The books listed under “suggested books” are not required, rather they are optional recommendations that students may choose from for additional summer enrichment.

Assessment: In-class discussion and essay. While reading the novel, you will need to create a journal-chart that tracks your thinking over the course of the work. You will complete 10 Craft-Based entries which should reflect on characterization, plot, language, setting and author’s purpose. You will also complete 10 Reader-Response entries which will include questions, predictions, text connections, and reader like/dislikes. This will be a total of 20 journal entries. [Click here to download the required template](#) (make a copy to edit) and [click here to view an example](#) modeling the process and expectations. Bring the entries to English class on the first day of school. Bring the entries to English class on the first day of school.

Required for both AP and Honors British Literature:

REQUIRED: Pride and Prejudice by Jane Austen (L1060)

One of the most universally loved and admired English novels, *Pride and Prejudice* was penned as a popular entertainment. But the consummate artistry of Jane Austen (1775–1817) transformed this effervescent tale of rural romance into a witty, shrewdly observed satire of English country life that is now regarded as one of the principal treasures of English language. In a remote Hertfordshire village, far off the good coach roads of George III's England, a country squire of no great means must marry off his five vivacious daughters. At the heart of this all-consuming enterprise are his headstrong second daughter Elizabeth Bennet and her aristocratic suitor Fitzwilliam Darcy — two lovers whose pride must be humbled and prejudices dissolved before the novel can come to its splendid conclusion.

REQUIRED: How to Read a Poem: Based on the Billy Collins Poem... by Tania Runyon

For the reader somewhat new to poetry, this guide will open your senses to their combined craft and magic. *How to Read a Poem* uses images like the mouse, the hive, the switch from the Billy Collins poem "Introduction to Poetry" to guide you into new ways of understanding poems. Read the text of each chapter and then **choose at least twenty poems in the book to read**. Be ready *to talk about one poem in each chapter that you find most meaningful*.

This book may be difficult to find at libraries. New and used copies (for under \$7) can be found at:

https://www.amazon.com/How-Read-Poem-Collins-Introduction/dp/0989854221/ref=sr_1_fkmmnull_1?keywords=tania+runyan+read+a+poem&qid=1558647453&s=gateway&sr=8-1-fkmmnull

Suggested Books for Additional Summer Enrichment:

Brave New World by Aldous Huxley (L870)

Brideshead Revisited by Evelyn Waugh

Little Dorrit by Charles Dickens (L1180)

Emma by Jane Austen (L990)

Gulliver's Travels by Jonathan Swift (L1330)

Heart of Darkness by Joseph Conrad

North and South by Elizabeth Gaskell (L860)

A Room with a View by E.M. Forster

A Winter's Tale by William Shakespeare

World Language Review

With the goal of letting the girls have a break from the rigors of school, the French and Spanish language teachers have decided to create an opportunity for grades **10, 11 and honors level 4** to maintain and ideally sharpen their skills through the use of the online program **Duolingo**. Participation will be voluntary but highly encouraged, and teachers have explained the benefits of maintaining all of the skills that the girls have worked so hard to acquire during the year.

The lessons are “gamified”, meaning they are entertaining, and competition with oneself is rewarded with “expert points” and gold circles. There is a placement test offered at sign-up so that girls can place out of the very elementary lessons and begin at a higher level if they choose to do so. A daily 15 to 20 minutes Duolingo work is recommended as well as practice listening skills with <https://podcast.duolingo.com/> (for Spanish and French), <https://www.notesinspanish.com/> for Spanish only and watching movies in the target language with subtitles in English or in the target language.

Again, participation is not mandatory but highly encouraged, and the benefits of using Duolingo, and the listening activities should be felt by the levels below AP. The programs in French and Spanish are available on both the computer and smartphone.

AP French has additional (mandatory) summer requirements:

Students should listen to *le journal en francais facile*

(<https://savoirs.rfi.fr/fr/apprendre-enseigner/langue-francaise/journal-en-francais-facile>) twice a week for 9 weeks.

Keep a log of the 18 chosen podcasts and write a summary in French (at least 4-5 sentences) of what they learned in each podcast and note vocabulary words in French and English. Each listening exercise will be worth up to 5 points, for a total of 45 points, and will be **due on the first day of class**.

AP Spanish has additional summer requirements:

Students must join the google classroom AP Spanish Class code: abvd5ef

To strengthen your Spanish reading comprehension and writing skills, you are to read 5 news articles in Spanish. One article each week, but you are encouraged to read more if you want. Then complete the assignments logs for reading and writing practice. You are also required to spend at least 2 hours listening to authentic Spanish this summer, in 30-minute increments (30 minutes would include listening to a 10-minute podcast 3 times). You may listen to the music, podcasts or view YouTube, TV/movies. Then complete the listening log. Work should be spread out throughout the summer rather than trying to cram everything into a few days. **CRAMMING** does not work with a language! Each assignment worth a total of 10 points.

AP Chemistry

Required: Welcome to Room 211 and to an exciting Senior Year of Advanced Placement Chemistry! I am so happy to have you in our class, and I cannot wait to get started in the Fall together. This summer packet is to help you review important concepts that will allow you to hit the ground running in the fall.

All the answers to the questions in this packet are in the accompanying answer packet. You should read the included summary information for the topics and work the problems as needed to master the skills. It is best to not look at the answers until after you work through a few problems of each type. You do not need to work every problem. You will be graded on completion only for the summer work. But we will have a quiz during the first week of class to check your mastery of these topics. It will be very helpful for you to also read through the first three chapters of our textbook (Brown and LeMay). You can find the text book online at the following site:

[https://chem.libretexts.org/Bookshelves/General_Chemistry/Map%3A_Chemistry_-_The_Central_Science_\(Brown_et_al.\)](https://chem.libretexts.org/Bookshelves/General_Chemistry/Map%3A_Chemistry_-_The_Central_Science_(Brown_et_al.))

Advanced Art

Students must email Mrs. Morris @ morris@willowsacademy.org to discuss summer requirements (college level summer class + packet).