



Grade 10 into Grade 11 Summer Learning Packet 2021

At ASM, we believe that summer learning is very important to students' futures. It helps to keep their academic skills sharp over the summer and it sets them up on the path for success for the new academic school year.

Learning assignments are provided for the following core subject areas:

- English Language Arts (*1 task mandatory for all students & 1 task optional*)
- Math (*1 task mandatory for all students & 1 task optional*)
- Science (*mandatory for all students*)
- Social Studies (*mandatory for all students*)

Completed assignments should be submitted to your subject teachers at the beginning of the academic year.

English Language Arts

Summer Reading Assignment:

Click on the link: <https://asmsummerreading.weebly.com/>

IB English A Language & Literature students:

Read BOTH of the novels '1984' (by George Orwell) AND 'Beyond the Veil' (by Fatima Mernissi) AND be prepared to complete an in-class essay (open book) based on the books you have read within the first two weeks of school. This will also be your first MSA writing diagnostic to measure your level in writing. It will also be a graded assignment. You may use prepared notes, up to 1 page double-sided of bullet-point notes and quotes prepared for the essay. You should not write out passages of your essay or copy information from online sources.

College Prep students:

Read ONE of the novels - EITHER '1984' (by George Orwell) OR 'Beyond the Veil' (by Fatima Mernissi) AND be prepared to complete an in-class essay (open book) based on the book you have read within the first two weeks of school. This will also be your first MSA writing diagnostic to measure your level in writing. It will also be a graded assignment. You may use prepared notes, up to 1 page double-sided of bullet-point notes and quotes prepared for the essay. You should not write out passages of your essay or copy information from online sources.

OPTIONAL IXL Assignment:

English (ELA) IXL Summer Work

If you have already completed the IXL Diagnostic assessment as part of your classwork, you can go straight to working on your recommended skills.

You need to aim for at least proficiency (SmartScore of 80) or aim higher and reach for mastery (SmartScore of 100). Start by focusing on improving your weakest areas.

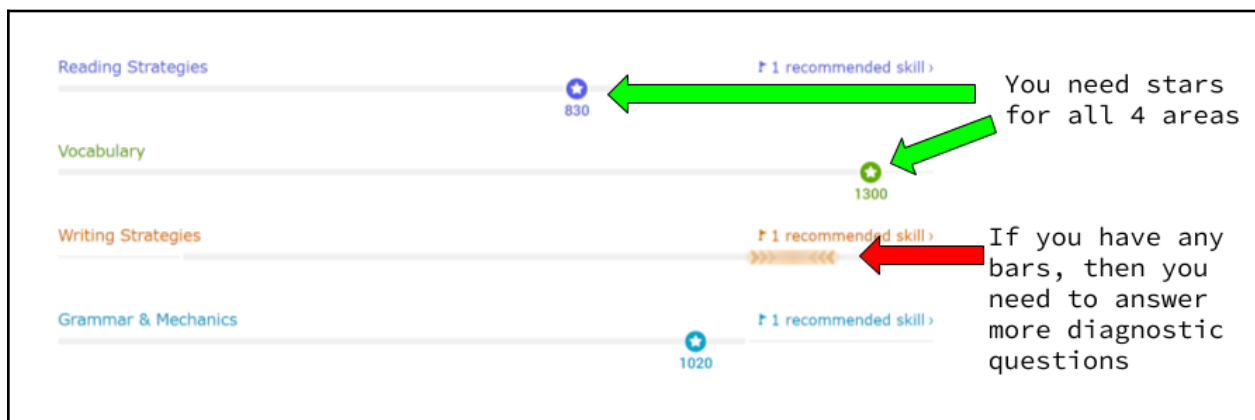
You need to complete **30 minutes of IXL per week for 8 weeks** of the summer break (**total 4 hours**). This is a graded task.

If you have not done the Diagnostic assessment in IXL, please do this first before beginning to work on any recommended skills.

How to complete the IXL Diagnostic:

Go to the Diagnostic tab, and enter the arena. When you are in the arena, click the arrow in the right corner of the teal colored bar. From the menu, select language arts so you only answer English questions in this session. Spend about 20 minutes answering diagnostic questions. You can check your progress by clicking on the left hand side of the teal bar. You need to have a star with a number for each strand (Reading Strategies, Vocabulary, Writing Strategies, Grammar & Mechanics).

If you do not have a star, but you have a coloured bar, you need to keep answering diagnostic questions. Once you have identified your levels, work on the recommended skills.



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Math

Due Date: Friday, September 10th.

The IXL lessons are **mandatory** for all students.

IXL Algebra 2 - K1, K2, K3, K4, K5, K7, K8, K11

You need to work to achieve a minimum score of proficiency (SmartScore of 80) for each topic.

The Flipped Math lessons are **optional**:

The FlippedMath links below take you to units that contain videos, practice worksheets, and solutions to help you prepare for your upcoming grade-level math.

[Unit 5 Quadratic Functions - Algebra 2 \(flippedmath.com\)](https://www.flippedmath.com/unit-5-quadratic-functions-algebra-2)

Science

Due Date: Friday, September 10, 2021

This assignment is mandatory for all students.

The **ASM Science Summer Learning Task** is designed to allow students to explore some of the topics they will be studying in the coming year so that you are better prepared for a successful year.

For the task, you are to create a short video (**3:00 minutes max**) to explain a big idea in one of the areas of IBDP Year 1:

[Biology](#), [Physics](#), or [Chemistry](#):

We have provided links to the course syllabi to help you get started with ideas.

Your film can take any form you like: animation, talking head, documentary, dramatic reconstruction, whatever. It's worth keeping in mind that video is a dynamic visual medium - using diagrams, simulations, physical demonstrations etc. is a lot more effective than standing in front of a blackboard talking.

The videos will be graded as a **FORMATIVE ASSESSMENT** according to the criteria on the following page...

0	1	2	3	4	5
Engagement					
Failed to establish engagement and did not hold viewer's attention.	Somewhat interesting but did not hold viewer's attention for the entire length of the video.	Mildly interesting and held viewer's attention for the entire length of the video.	Interesting and viewer felt engaged throughout the entire length of the video.	Very interesting and throughout the video, viewer was excited to see what would come next.	Captivating and made the viewer want to watch other videos made by the entrant.
Illumination					
Failed to explain the subject matter clearly; video did not help viewer understand subject matter.	Explanation was at times confusing and viewer was not able to understand much of the subject matter.	Explanation was fairly clear but covered only general concepts.stronger.	Explanation was clear and covered some topics beyond general concepts.	Explanation was very clear and covered many topics beyond general concepts.	Viewer was able to fully understand the explanation, and video provided a deep dive into the intricacies of the subject matter.
Creativity					
No elements of the video demonstrated a creative approach to explaining the subject matter.	The explanation was standard and contained one or two resourceful elements.	Parts of the video used creative approaches that made those parts of the explanation stronger.	Many parts of the video took an unorthodox approach to explaining the subject matter, which made the overall explanation stronger.	The student implemented a creative approach throughout the entire video that helped the viewer understand the subject matter.	Video provided an inventive approach that should be used to teach this subject matter.
Difficulty					
Subject matter is typically covered at the elementary school level.	Subject matter is typically covered at the middle school level.	Subject matter is typically covered at the middle school level, but the video expands upon more complex areas of the subject matter.	Subject matter is typically covered at the high school level.	Subject matter is typically covered at the advanced high school level or early college level.	Subject matter is typically covered at the advanced college level or higher.

Grading Scale

Letter Grade	Points
A	15-20
B	10-14
C	5-9
D	1-4
F	0/Not Completed

Works Cited:

You must cite a minimum of **5 credible references** at the end of your presentation.

- How do I know if a source is credible?
[Kent State: Identifying Credible Resources](#)
[UTEP: Good Source vs Bad Source](#)
- Can I use Wikipedia?
“Wikipedia should be used as a jumping-off point to spark more research, but not as a source on its own.” ([UTEP](#))
- How do I cite sources?
<https://www.citationmachine.net/mla/cite-a-website>
<https://www.easybib.com/>

This learning task was inspired by the *Breakthrough Junior Challenge*. If you're looking for guidance, you can see some examples [here](#). But remember, to show 'creativity' your film should be as **original** as possible.

Social Studies

IB Geography:

1. GO to Flipboard.com and search for "IB DP Geography" - sign up for this terrific free magazine and read some articles!
2. PLEASE READ THE FOLLOWING ARTICLE: "[Meet the Makers Combining Marrakech's Artisanal Past With Modern Design](#)". Have you gone to any of these local businesses? If not, try to go to one of these local businesses or a similar kind of business in your neighborhood.
3. NOW, create your own hand-made map of the city of Marrakech-it can be a simple sketch of the shape of the city with the borders of the old city and new city clearly shown on it and, if you want to, you can add the names of the neighborhoods. A list of the neighborhoods of Marrakech can be found by doing an internet search.
4. Fill out the [Maps of the World](#) and become familiar with them (not necessarily memorize, but familiarize yourself with them).

IB History:

IB History of the Americas Summer Assignment

Welcome to IB History of the Americas! Let's start our two years off together on a strong start! Please complete the following assignment over the summer in preparation for our course. This will allow me to figure out where you are strong and where you need help at the start of the school year. It will also open up more essay questions to you on the IB exam... double win!

1) Read and take notes on "[The Mexican Revolution.](#)"

- Your notes should be organized by the key question(s) per section.
- Headings and subheadings should be represented in your notes.
- Create a list of vocabulary for the chapter, with your own definitions.
- Answer the "Source skills" questions on page 77.
- Complete the chart on page 88.

Continued...

2) Write an essay on the following prompt:

“Discuss the aims and achievements of one of the following three leaders of the Mexican Revolution: Alvaro Obregon, Plutarco Calles, or Lazaro Cardenas.”

Please type your essay in Times New Roman, size 12 font, double spaced.

Your essay must include:

- Introduction
- Thesis statement (must be underlined or bolded)
- 3-4 body paragraphs
- Conclusion

You do not need to use any additional sources outside of the textbook.