



Grade 11 into Grade 12 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 depending on choice of class*)

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/>

AP English Literature & Composition students:

Read 'How to Read Literature Like a Professor AND one of the novels (*Frankenstein* by Mary Shelley OR *Lord of the Flies* by William Golding) 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 (*Frankenstein* by Mary Shelley OR *Lord of the Flies* by William Golding) 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 1 - KK7, KK8, KK9, KK10, KK11, KK12, KK13, KK14

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 Bivariate Data - Algebra 1 Common Core \(flippedmath.com\)](https://www.flippedmath.com/unit-5-bivariate-data-algebra-1-common-core)

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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 these topics:

[AP Environmental Science](#) or [AP Physics 2](#)

We have provided links to the AP College Board site 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

Grade 12 students will take either AP Human Geography or AP Comparative Government and Politics during the 2021-21 school year. *Please note, actual Social Studies course offerings in the fall will depend on interest and enrollment.* Please complete the pre-AP summer work for the ONE course below which is of greatest interest to you. This work is mandatory for all students.

AP Comparative Government and Politics

Any form of plagiarism on any part of this packet will result in an automatic zero.

Due the first day of class

Due the first DAY of Class

- Part One - Weekly Journal
- Part Two - Terms
- Part Three - Interesting Facts

Part One: Weekly Journal

Please keep a weekly journal of key current events occurring in the different countries we will be studying in the course: Great Britain, Iran, Mexico, Russia, China, and Nigeria. Once a week (or more if you want), spend some time browsing the news to see what is happening in these countries. We will be analyzing how different domestic and international issues affect the behavior of nations. In doing so, we will dive into a rich comparative study of how nations are influenced similarly and differently. This assignment will help give you some background on each of the countries. Be prepared to discuss some of your findings and turn in your journal at the beginning of the school year. **More clarification below:**

You don't have to find a news item about ALL countries each week. Look at what is going on in two or three of these nations. You can give a short summary of the event or news story, pose relevant questions you have, and/or reflect on why you think this issue is pertinent to our understanding of domestic or global politics. **Do what you think will be most helpful for you.** The purpose is to gain an initial understanding of the current issues facing the nations we will discuss in APCP. **Don't worry about a specific number of entries required,** but two or three per week during July and August is acceptable. I would guard against waiting and trying to go back and complete all your entries in late August.

In addition to a variety of American newspapers, many countries have English language, on-line sites. Check out some of these sites and see how particular issues

are covered in the news. For example, here is a link to on-line news from China, Nigeria, Russia, and Britain:

<http://www.chinadaily.com.cn/china/>

<https://guardian.ng/>

<https://themoscowtimes.com/> or <https://www.rt.com/>

www.bbc.com

Also, *The Economist* and *Foreign Affairs* magazines cover a lot of the important concepts you will be learning about in the course.

Please take a look at their website and some of the articles:

<http://www.economist.com/> and <http://www.foreignaffairs.com>

Part Two: Terms

Here are **some key concepts or terms** to familiarize yourself with over the summer (How would you articulate the meaning of these concepts in your own words? How do you think they apply to the different nations and issues we will be learning about?). Knowing the **vocabulary** is important in this course. Also, think about the kinds of questions a political scientist ask might ask. Please complete the following:

1. Define the significance of **10 to 12** of these terms and be prepared to discuss them when we return from summer break (**be sure to define in your own words rather than just copying a definition. Including examples in always helpful**).
2. Write down 5 questions you have about any of the concepts.

Here are some reliable online resources to complete this activity:

- <http://www.auburn.edu/~johnspm/gloss/>
- <http://www.socialsciencedictionary.com/>
- http://highered.mcgraw-hill.com/sites/007248179x/student_view0/glossary.html
- <https://quizlet.com/176207707/ap-comparative-government-ethel-wood-chapter-1-flash-cards/>

THE TERMS:

(Remember, you are picking only 10-12 of these. Do not define them all! ☺)

Democracy, authoritarianism, communism, capitalism, socialism, civil society, nationalism, political institutions, nations, states, rentier state, political socialization, globalization, political/ethnic/social cleavages, parliamentary systems, presidential systems, supranational organizations, political culture, head

of state, head of government, regime, GDP, purchasing power parity, *coup d'etat*, patron-client network, pluralism, legitimacy, rule of law, ideology, political socialization, reform, revolution, substantive (liberal) and procedural (illiberal) democracies, privatization, transparency, corruption, social movement, federalism, unicameral or bicameral (legislature) unitary system, NGO (non-governmental organization), ethno-nationalism, bureaucracy, technocrat, policy and policymaking, political party, linkage institution, media, constitutionalism, referendum, initiative, civil liberties, electoral system

Part Three: Interesting Facts

For the 6 countries we will study in this class (China, Nigeria, Russia, United Kingdom, Iran, and Mexico), research and come up with **3 to 5** interesting things that you learned about each country. Don't forget to cite your sources!

AP Human Geography

[Make sure to complete ALL of the Maps!](#) **Follow the link to the assignments.**

These Assignments are due on the first day of class!