



Grade 8 into Grade 9 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 - assignment according to class level*)

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

English Language Arts

MANDATORY Summer Reading Assignment:

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

Choose ONE book from the reading list for your Grade level 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.

Please choose a book you have **NOT** read before.

- The Hate U Give by Angie Thomas
- The Fellowship of the Ring by JRR Tolkien
- I am Malala by Malala Yousafzai
- Long Walk to Freedom by Nelson Mandela
- The Boy Who Harnessed the Wind by William Kamkwamba
- Schindler's List by Thomas Keneally

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.

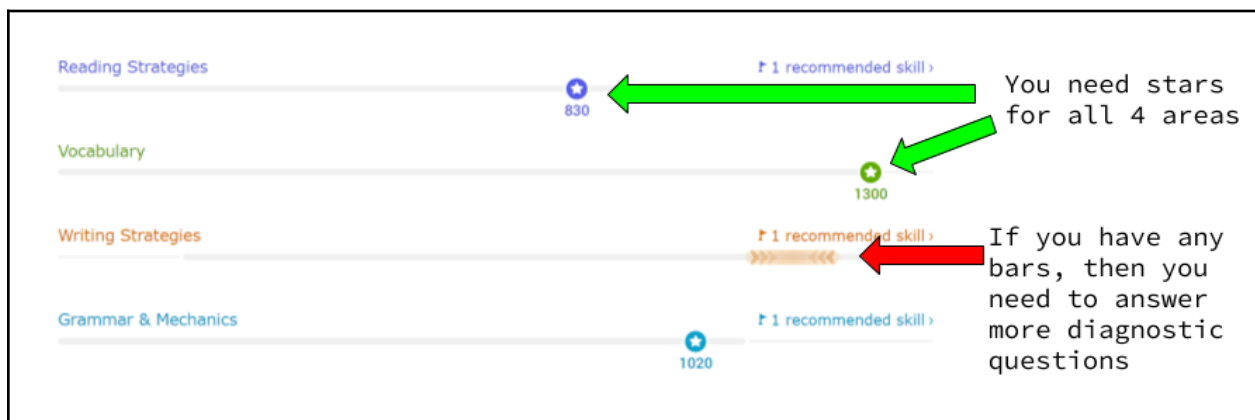
You need to complete **30 minutes of IXL per week for 8 weeks** of the summer break (**total 4 hours**). This is a graded task.

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.



Math

Due Date: Friday, September 10th.

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

IXL Algebra 1 - B1, B6, I8, J3, J4, J6, K1, K4, K5

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 0: Prior Algebra I - Algebra 1 Common Core \(flippedmath.com\)](https://www.flippedmath.com/unit-0-prior-algebra-i-algebra-1-common-core)

[Unit 2 Create/Solve Equ. and Ineq. - Algebra 1 Common Core \(flippedmath.com\)](https://www.flippedmath.com/unit-2-create-solve-equ-and-ineq-algebra-1-common-core)

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 fields:
([Biology](#) or [Chemistry](#))

We have provided links to the CK-12 Textbooks 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

Standard MENA: Middle Eastern North African Studies
Using your ENGLISH: Summer Reading Assignment

Due to your class teacher on the first day of school.

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

- The Hate U Give by Angie Thomas
- The Fellowship of the Ring by JRR Tolkien
- I am Malala by Malala Yousafzai
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Choose ONE book** from the reading list for your Grade level AND complete **ALL questions** and **prompts** in the historical thinking chart below. You need to answer in complete sentences!

****If the book you read is fiction then look at when the book was written and what major historical events were happening in the time when the book was written.**

HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	<ul style="list-style-type: none"> Who wrote this? What is the author's perspective? When was it written? Where was it written? Why was it written? Is it reliable? Why? Why not? 	<ul style="list-style-type: none"> Identify the author's position on the historical event Identify and evaluate the author's purpose in producing the document Hypothesize what the author will say before reading the document Evaluate the source's trustworthiness by considering genre, audience, and purpose 	<ul style="list-style-type: none"> The author probably believes . . . I think the audience is . . . Based on the source information, I think the author might . . . I do/don't trust this document because . . .
Contextualization	<ul style="list-style-type: none"> When and where was the document created? What was different then? What was the same? How might the circumstances in which the document was created affect its content? 	<ul style="list-style-type: none"> Understand how context/background information influences the content of the document Recognize that documents are products of particular points in time 	<ul style="list-style-type: none"> Based on the background information, I understand this document differently because . . . The author might have been influenced by _____ (historical context) . . . This document might not give me the whole picture because . . .
Corroboration	<ul style="list-style-type: none"> What do other documents say? Do the documents agree? If not, why? What are other possible documents? What documents are most reliable? 	<ul style="list-style-type: none"> Establish what is probable by comparing documents to each other Recognize disparities between accounts 	<ul style="list-style-type: none"> The author agrees/disagrees with . . . These documents all agree/disagree about . . . Another document to consider might be . . .
Close Reading	<ul style="list-style-type: none"> What claims does the author make? What evidence does the author use? What language (words, phrases, images, symbols) does the author use to persuade the document's audience? How does the document's language indicate the author's perspective? 	<ul style="list-style-type: none"> Identify the author's claims about an event Evaluate the evidence and reasoning the author uses to support claims Evaluate author's word choice; understand that language is used deliberately 	<ul style="list-style-type: none"> I think the author chose these words in order to . . . The author is trying to convince me . . . The author claims . . . The evidence used to support the author's claims is . . .

Advanced NAMES: North African Middle Eastern Studies

1. KNOW/STUDY Maps of the Middle East & North Africa. Be able to label a political map of the Middle East & North Africa (nations and capitals) Be able to locate and label physical features (islands, bodies of water, major mountain ranges, peninsulas) Your Knowledge will be assessed during the first week of school.
2. Please read the article: [Understanding Middle Eastern History: An Interview with William Cleveland](#) Write an essay agreeing or disagreeing with Cleveland's thesis.