

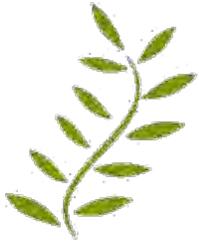
Willows Academy
Incoming 12th Grade

Summer Enrichment Requirements

Summer 2019



WILLOWS ACADEMY



Willows Academy

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.

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, 2020, 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 21!

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 publisher's and seller's 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:

Grade	Lexile Range
1	Up to 300L
2	140L to 500L
3	330L to 700L
4	445L to 810L
5	565L to 910L
6	665L to 1000L
7	735L to 1065L
8	805L to 1100L
9	855L to 1165L
10	905L to 1195L
11 and 12	940L to 1210L

Incoming 12th Grade:

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 10-12 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 “gameified”, 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.

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

AP French has additional (mandatory) summer requirements:

Students will receive a list of listening sources and a template that will require them to listen to 30 minutes/week for 9 weeks. They will write a summary in French (at least 4-5 sentences) of what they learned and note vocabulary words in French and English. Students will use the Internet as a source for listening, and should choose sources based on the AP curriculum’s six main themes, which will be provided in the packet. Each listening exercise will be worth up to 5 points (based on the AP grading scale), for a total of 45 points, and will be **due on the first day of class**.

AP Spanish has additional (mandatory) summer requirements:

Students will do three written reports (250 words minimum each) utilizing two sources. It is required that projects and sources be exclusively in the Spanish language. The first source will be a written source from a scholarly journal, newspaper or magazine. The second source will be an audio source from news video clip or a documentary. Students will find their sources on Internet websites provided.

Students will use the Internet as a source of current topics, listening skills, and research, choosing three different topics of their choice based on the AP curriculum’s six main themes. Projects are **due the first day of class** and they are worth a total of 45 points (15 pts. each)

Summer Reading

Assignment: Read the text 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, create four diary entries (250-300 words each) of one of the characters as he/she reflects on what is happening. Each entry should incorporate a quote and cite the page number in parentheses. Do not use the name of the character writing the entries, but on a separate piece of paper, put your name and underneath put the character’s name. One entry should take place close to the novel’s beginning and another toward the end; the other two may take place in the novel at any other points you choose. 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: Gerard Manley Hopkins: The Major Works edited by Catherine Phillips

Gerard Manley Hopkins (1844-89) was one of the most innovative of nineteenth-century poets. During his tragically short life he strove to reconcile his religious and artistic vocations, and this edition demonstrates the range of his interests. It includes all his poetry, from best-known works such as "The Wreck of the Deutschland" and "The Windhover" to plays, journals, letters, and spiritual writings. The poems are printed in chronological order to show Hopkins's changing preoccupations. Read the introductory pages on this poet's life and then choose at least twenty poems to read with reference to the notes in the back. These notes indicate the pages in the book on which you can find Hopkins' prose pieces that illuminate the poems. *Read those corresponding prose pieces and be ready to talk about five of the poems you find most meaningful.* This book might be hard to find at libraries. You can find new and used copies (for under \$4) [online at Amazon.com](https://www.amazon.com).

Suggested Books for Additional Summer Enrichment:

Brave New World by Aldous Huxley (L870)

Brideshead Revisited by Evelyn Waugh

David Copperfield by Charles Dickens (L1180).

Emma by Jane Austen (L990)

God's Secret Agents by Alice Hogge

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

AP Chemistry

Required: Complete a review packet created by the 2018-2019 instructor (answers provided).

Assessment: To be determined by the new instructor.

Advanced Art

Students must meet with Mrs. Morris to discuss summer requirements (college level summer class + packet).