

Summer Homework Letter for Rising 7th Graders

Dear Parents and Guardians,

As your child prepares to enter 7th grade, we want to ensure they continue to build upon their knowledge and skills over the summer. To support their academic growth, we have assigned mandatory summer homework in the following subjects: Math, Science, History, ELA, and Spanish. These assignments will help reinforce key concepts and prepare students for a successful transition into the next academic year.

We encourage students to complete their assignments steadily throughout the summer rather than waiting until the last minute. These assignments will be reviewed and discussed in the first weeks of school.

Thank you for your support in ensuring a smooth and productive transition into 7th grade. If you have any questions, please feel free to reach out at asidani@aosj.us

For subject-specific questions, feel free to contact:

- Mr. Chris Krow: ckrow@aosj.us
- Mrs. Amanda Watermeyer - awatermeyer@aosj.us
- Mr. Christopher St-Cyr - cstcyr@aosj.us
- Ms. Martin - cmartin@aosj.us
- Ms. Patricia Millones - pmillones@aosj.us

Enjoy your summer, and we look forward to seeing you in the fall!

Best regards,

Amal Sidani

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MATHEMATICS

This summer, you'll use **Khan Academy** to sharpen your math skills and get ready for 5th grade!

How to Get Started

1. **Go to:** [Khan Academy](#)
2. **Create an account** using your AoSJ school email.
New students will receive their school email: **first initial & last name @ [aosj.us](#)**
3. Make sure you are signed into your AoSJ account.
4. Join the class on this link: [Get Ready for 7th grade \(Pre-Algebra\) \(for rising 7th grade\)](#)
or [Get Ready for Algebra 1 course link](#) – Class code **V5JA89AN**

What You Need to Do

Goal: Complete at least **11 hours (or 660 minutes)** of learning over the summer.

Work at least **1 hour per week** to stay on track.

Reach at least **70% Mastery Progress Level** to show understanding.

Important!

- You **must** be signed into your **AoSJ account** while working, or your progress won't count!
- If you need help, ask a parent or teacher (Mr. Krow, ckrow@aosj.us) for support before school starts.
- Some current students may be asked to complete more than the minimum number of hours, depending on their progress at the end of this year.
- New students may be asked to complete more than the minimum number of hours, depending on an assessment of their placement test results as well as a review of their prior institution's mathematics curriculum.
- **Student completion of their required module will be their first grade of Semester 1.**

SCIENCE

Summer is a great time to explore new ideas and learn about the world around us! This summer, you'll read an exciting book about two twelve-year-olds who learn about the Great Pacific Garbage Patch whilst spending a summer on a scientific research ship.

What to Read

Book: "Consider the Octopus" by Nora Raleigh Baskin

This book follows the journey of two middle school students on a scientific research ship studying the Great Pacific Garbage Patch. Their shared secret and the unexpected friendship they forge highlight the importance of environmental protection and the power of young people to make a difference.

Choose One Activity to Complete:

After reading "Consider the Octopus," pick **ONE** of the following activities to complete:

Option 1: Personal Reflection

Create a **3-page personal reflection** that connects your own experiences with themes from "Consider the Octopus." In your journal response, include entries on how environmental issues have impacted your local community and describe any personal actions you or your peers have taken or could take to address these issues.

Option 2: Interview

Conduct an interview with a local environmental expert or activist and **write a 3-page report** linking their insights to the themes (friendship, environmental conservation, taking action, and synchronicity) presented in "Consider the Octopus." Include your analysis of how their work contributes to solving environmental problems similar to those described in the book.

Option 3: Research

Read more about the Great Pacific Garbage Patch and research some of the methods scientists are currently having success with, to start cleaning up the unfathomable amount of plastic pollution in our oceans. Write / Type a **3-page report** describing your findings. Include at least 2 methods with their pros and cons.

Option 4: Biographical Profiles

Identify 10 'real' climate scientists you would invite to an Emergency Climate Summit. Write up short bios (5 -10 lines) for each scientist and motivate why you think they would be important contributors to the meeting discussions on the Great Pacific Garbage Patch.

Option 5: Bobbleheads

Identify 5 'real' climate scientists you would invite to the Emergency Climate Summit. Design and draw bobbleheads for each scientist. Your bobblehead should be recognizable (facial

features, symbols, or objects) and have their name printed beneath each picture, together with their specialization/contribution, e.g., Dr. Sherri Mason - Chemist - microplastics.

Final Steps- Bring your completed work to school in the fall! **Due on the first day of school.**

HISTORY

Our 7th Grade History students are expected to complete summer reading and video assignments before our first class. These assignments will focus on the course content preceding the American Revolution. Students are expected to turn in their assignments on the first day of class.

Part 1: Native American Cultures

Our focus is on the period from 1491 (a generic designation for the Americas pre-contact) to 1607 (the establishment of the Jamestown Colony). In this video lecture for History students, Tom Richey, a high school teacher, describes and contrasts different Native American cultures over geographical regions of North America. After watching the lecture, students should label the map of pre-contact North America and should be able to identify key tribal groups and describe the way of life in each region of North America.

Video Lecture by Tom Richey: https://youtu.be/zG_Q50JDeLo

Lecture Notes: <https://www.tomrichey.net/blog/native-american-cultures-apush-notes>

Students will be expected to turn in the following items completed by hand (NOT TYPED) on the first day of class.

Graphic Organizer:

https://www.tomrichey.net/uploads/3/2/1/0/32100773/apush_graphic_organizer_native_american_cultures.pdf

Native American Tribes Map:

https://www.tomrichey.net/uploads/3/2/1/0/32100773/apush_map_-_native_american_tribes.pdf

Part 2: Columbian Exchange & Atlantic Trade

Before learning about the European colonies, it's necessary to place them within the system of Atlantic trade. The permanent system of contact and trade between the Old and New Worlds that was established by Columbus' voyages is known as the [Columbian Exchange](#). The Columbian Exchange is referred to as "the widespread transfer of animals, plants, culture, human populations, technology, and ideas between the American and Afro-Eurasian hemispheres in the 15th and 16th centuries." Using this framework put forward by [Britannica](#) and [Britannica Kids](#), complete the graphic organizer to help you organize the specifics of the Columbian Exchange in each of these areas. You may use [Britannica](#) and any other online resources that you find helpful - just be sure to note any other sources.

A complex system of Atlantic trade developed over the course of the sixteenth and seventeenth centuries, becoming the basis for establishing permanent colonies that would produce raw materials for export while importing manufactured goods from their respective mother countries.

The Atlantic slave trade was the most infamous part of the "triangular trade" that developed between Europe, Africa, and the Americas. This [video from Ted-Ed](#) is helpful for understanding the impact that the African slave trade had on Europe, the Americas, and especially on African society in the short and long term.

[The Atlantic slave trade TedEx: https://youtu.be/3NXC4Q_4JVg](https://youtu.be/3NXC4Q_4JVg)

[HipHughes History Video Overview: https://www.youtube.com/watch?v=nO2vAY0NYpk](https://www.youtube.com/watch?v=nO2vAY0NYpk)

Please have [this graphic organizer](#) ready to turn in on the first day of class, completed by hand (NOT TYPED).

[Graphic Organizer:](#)

https://www.tomrichey.net/uploads/3/2/1/0/32100773/apush_graphic_organizer_columbian_exchange.pdf

Part 3: Essential Question - *How did Indigenous groups adapt to their environment?*

Mound Builders and Pueblos

The first Native-American group to build mounds in what is now the United States often are called the Adenans. They began constructing earthen burial sites and fortifications around 600 B.C. Some mounds from that era are in the shape of birds or serpents; they probably served religious purposes not yet fully understood.

The Adenans appear to have been absorbed or displaced by various groups collectively known as Hopewellians. One of the most important centers of their culture was found in southern Ohio, where the remains of several thousand of these mounds still can be seen. Believed to be great traders, the Hopewellians used and exchanged tools and materials across a wide region of hundreds of kilometers.

By around 500 A.D., the Hopewellians disappeared, too, gradually giving way to a broad group of tribes generally known as the Mississippians or Temple Mound culture. One city, Cahokia, near Collinsville, Illinois, is thought to have had a population of about 20,000 at its peak in the early 12th century. At the center of the city stood a huge earthen mound, flattened at the top, that was 30 meters high and 37

hectares at the base. Eighty other mounds have been found nearby.

Cities such as Cahokia depended on a combination of hunting, foraging, trading, and agriculture for their food and supplies. Influenced by the thriving societies to the south, they evolved into complex hierarchical societies that took slaves and practiced human sacrifice.

In what is now the southwest United States, the Anasazi, ancestors of the modern Hopi Indians, began building stone and adobe pueblos around the year 900. These unique and amazing apartment-like structures were often built along cliff faces; the most famous, the "cliff palace" of Mesa Verde, Colorado, had more than 200 rooms. Another site, the Pueblo Bonito ruins along New Mexico's Chaco River, once contained more than 800 rooms.

Perhaps the most affluent of the pre-Columbian Native Americans lived in the Pacific Northwest, where the natural abundance of fish and raw materials made food supplies plentiful and permanent villages possible as early as 1,000 B.C. The opulence of their "potlatch" gatherings remains a standard for extravagance and festivity probably unmatched in early American history.

Answer the questions below:

1. Who were the first mound builders?
2. Describe the Hopewellians.
3. What was life like in Cahokia?
4. Describe how and where the Anasazi lived.
5. How did Native Americans of the Pacific Northwest live?

Continue Learning: TCI Lesson 3, Explore - Mound Builders: Mississippian Societies

Objectives

- Trace the migration routes of the first groups to the Americas.
- Describe how Indigenous people viewed their environment.
- Connect artifacts to hypotheses about the origins of Indigenous artifacts.
- Analyze ways in which Indigenous people in different cultural regions adapted to their environments.

English Language Arts (ELA)

Welcome to 7th grade! This summer, you'll dive into some exciting books to get ready for the new school year. **The books you read over the summer will be the first two novels we study together in class.**

Novel 1: *Animal Farm* by George Orwell

- While you read *Animal Farm*, complete the graphic organizer [linked here](#). **Please print it out and write on the paper.** Thorough directions are included in the organizer. Be prepared to turn it in on the first day of school.

Novel 2: *The Giver* by Lois Lowry

- While you read *The Giver*, answer the guiding questions [linked here](#). **Please print it out and write on the paper.** Be prepared to turn them in on the first day of school.

Your Reading Log

Keep a simple list of the books you read this summer, including:

- **Title and Author** of your choice book.
- Any other books you read for fun!

Need Help Picking a Book?

Check out these websites for book recommendations:

- [Read Brightly – Summer Books for Tweens](#)
- [New York Public Library – Book Suggestions](#)

Enjoy your summer reading, and we can't wait to hear all about your books in the fall!

SPANISH

Vocabulary and Grammar Review & “Mi verano en imágenes” Project.

This summer, you will review the vocabulary lists and grammar concepts described in this document and use them to create a summer journal, “Mi verano en imágenes”. You will create a *Spanish picture journal* using photos from your vacation and the grammar and vocabulary we practiced this year. You will choose **five pictures** and write at least **five complete sentences in Spanish** for each picture. All descriptions must be written in the **present tense or present progressive tense**.

Your journal should include, at least, the following:

1. **A house you visited** – Describe the house using adjectives and vocabulary about rooms and objects. You could mention the size or colors of the house, the number of floors, the rooms it had, or anything special about it you want to mention.
2. **A group of people you spent time with** - Say their name, how old they are, what your relationship is, and what they are like (physical description and character)
3. **Your favorite summer activity** – Describe what you are doing in the photo, who you're with, and where you are.
4. **A person you spent the summer with** – Use physical description vocabulary (e.g., tall, short, hair/eye color) and include details about their personality.
5. **A place you went to** – Describe where you are, what the place is like, and one activity you did there.

[Here](#) you can find the vocabulary and grammar review. Use this and your notes to describe your pictures with correct grammar, vocabulary, and sentence structure.

Make a presentation (using Google Slides, Canva, or your tool of preference). Include the pictures and the sentences about them. Make it neat, colorful, and creative! This will count as your summer review and help you start the school year ready to go.

Final Notes:

- All written work must be submitted on the first day of school.
- Be thoughtful, creative, and neat.
- You may only use dictionaries for support. **Do not use Google Translate or AI tools**—they will complete the task faster, but you will learn much less.

**¡Feliz verano! Have fun reviewing Spanish!
Haz lo que puedas, no te preocupes por ser perfecto.**

Try your best and enjoy it!

Ms. Millones