



Dear Rising 8's,

As has been the case throughout your Arbor career, you have a set of assignments to do over the summer. Our purposes in assigning you this work are to keep fresh the many skills you have acquired, to prepare you for the studies you'll be engaged in this fall, and to give you the opportunity to make work that can be used to enrich the classrooms and inform your peers. This summer, in particular, we have tried to be mindful of the fact that you were working from home for the past few months and have pared down the work and made more of it optional than in the past. We have emphasized work that involves rehearsal of skills, as those skills do decay if left unpracticed.

All of the summer homework assignments (Senior Project, Humanities, Math, and Spanish) are contained in this document.

Thank you in advance for your hard work, and see you in the fall.

- The Senior Team

Senior Project

In the fall, you will be embarking on your Senior Project -- a great undertaking! This summer, as we discussed in the final weeks of school, you have four simple jobs related to your Senior Project.

Your first job, as you know, is to try three new things. Anything! Really! Not only might you discover something that could be the basis of your Senior Project, but it's just always good, for your whole life, to try new things. Take a one day cooking class and try cooking a meal for your family. Attend a writing workshop or a beekeeping workshop or a glassblowing workshop. Visit a knitting store and try knitting a scarf. Watch videos on kite-making and try your hand at it.

Your second job is to read a nonfiction book. AS long as it's an appropriate challenge level, this can be any nonfiction book. Read about astronomy or engineering or Medieval Europe or samurai or whatever else interests you. A biography or a memoir is totally fair game. The idea is that this reading, like the new activities you sample, might inspire thoughts about your Senior Project. Be sure to write down the author and title of the book you read. You might consider writing it down in the back of ...

Your Senior Project Journal, because your third job is to acquire one. Pick a nice one that you like and will enjoy writing in -- not just an ordinary notebook or composition book. If you're feeling really ambitious (or think you might like to try bookmaking as a new activity), make it by hand. Other than the title and author of the book that you read, you are not required to have written anything in the journal when you return in the fall, but you can write about your Senior Project thoughts if you want to. (It's a good place, for example, for pros and cons lists!)

Job number four is to communicate with me (Linus) about the things you've been trying and the things that you've been reading about. You'll receive two emails from me, one in mid-to-late July and one in late August, a couple of weeks before we head back to school. Your job will be to respond to the writing prompts and questions in those emails within a week of the dates that they're sent on. (I'll send them to your Arbor email addresses and also to your parents.)

More than anything, what you should do is explore, consider, and imagine. The Senior Project will be something that you'll have to work hard at, but it should be something that brings you joy as well, so try out some new things this summer.

HUMANITIES

8th Grade

1 Reading Log:

Your most important job is simply to spend time reading over the summer. Feed yourself with good books. Nothing is more important for your growth as a learner than reading. Read, read read! As Britta told you before the end of the school year, three of the books that you read should be from the [Senior Summer Reading List](#) on the Arbor website, each one from a different category. For example, you might choose one “realistic fiction” book, one “science fiction” book and one “nonfiction” book (As we discussed at school, if your Senior Project book is off of this nonfiction list, it can “double-count”) **Please keep track of all the books you read this summer and turn in a neatly written list of their titles and authors.**

#2 Written Piece

Choose one of the books that you read. It doesn't have to be one of the three that you read from the Summer Reading List. Any book will do!

Think about the book. If you were to describe it to someone, what would you say was one of the big ideas that it was about. We don't mean what is the plot of the book, but rather what is one of its themes.

Here are examples of some big ideas (themes) that many books center around. Feel free to use one of these or another theme you think fits:

Hope	Struggle	Courage
Friendship	Growing up	Loss
Love	Change	Conflict
Rebellion	Justice	Identity

After you have chosen your theme, plan to spend 1-2 hours on the following four steps. **Please turn in your work for all four steps** (your brainstorm list, your outline, and a draft that shows clear evidence of revision/editing):

Prewriting: On a separate piece of paper, brainstorm as many examples as you can of how the theme you chose shows up in your book. For example, if you choose the theme of “bravery,” think of moments when the characters are brave, or *fail* to be brave, and what sorts of responses or consequences happen as a result of those choices.

Outlining: Based on your brainstorm list, make a plan for your essay, using at least three of the examples you came up with. You can use whatever form of outlining you would like. Your essay should be at least five paragraphs long — an intro, three body paragraphs, and a conclusion, as you so often practiced in Writing class last year.

Drafting: Feel free to type or handwrite your essay. If you write it by hand, remember to skip lines!

Revising: After you have finished your rough draft, read it aloud to yourself and then *revise and edit in another color*. There is no need to do a final draft.

3 Map Your Neighborhood

This coming year we will be thinking and talking a lot about human communities: religious communities, countries, whole civilizations, and cities. To get you in the spirit of this, your job is to make a map of your neighborhood. We are intentionally leaving what we mean, exactly, by neighborhood vague rather than specifying a certain area that you need to cover, because we all live in different kinds of areas.

Your map 100% does NOT need to be accurate and to scale. The purpose of this map is not for someone to use it to navigate around your neighborhood.

In fact, this map has two purposes: 1. To get you exploring and noticing things about the place that you live. 2. To decorate the classroom when you arrive in the fall.

So, in terms of purpose number one, really do spend some time checking your neighborhood out. Walk or bike or drive around. What do you notice? What makes the area unique or interesting? Make sure to include those things on your map! As an eighth-grader, you have the job of adding another layer of information to your map beyond just the layout of your neighborhood. Try counting and observing something specific and including that information on your map. How many people bike past a specific intersection during an hour and how many of them are wearing helmets? Where are all of the fire hydrants or sewer manhole covers located? How many trees are there in the parking strips? How many spots where the sidewalk needs repair? You can also do research to add that layer of additional information. If you live in Portland, the City of Portland provides an online mapping service called [Portlandmaps](#) that has a wealth of information, especially about individual houses and businesses. If you live in a neighboring city, there might be an equivalent map site (your parents might be able to help you find it), and the real estate site [zillow](#) has information about homes that are for sale, which can be interesting.

As far as the second purpose – decorating the classroom for the beginning of the year – here is what you need to do. First, please use a nice quality piece of paper (something nicer than printer paper) that is at least 11 inches by 17 inches. Second, it needs to hang on the wall; it can have 3d elements if you want, but it does need to hang on the wall. More than anything else, please put time into making this something that you will be proud to have hung up and seen by your fellow Seniors, parents, visiting tours, and so on. That means spending at least an hour making it, please; feel free to spend more time if you are really enjoying it! (The world is full of amazing maps if you want some inspiration; if you just do an internet image search for “cool maps” or “cool maps of cities,” you’ll find tons.)

#4 Poetry Reading

Your final job is to spend an hour or so reading some poems from *The Space Between Our Footsteps*, an anthology of poems and paintings from the Middle East put together by Naomi Shihab Nye. You can follow the link below for a scanned version of it.

[The Space Between Our Footsteps](#)

But here’s the thing: **reading poetry from a screen is oogy. Don’t do it. For real. Take the time to either print out the poems you want to read or – even better – visit your local library and check out the book.** In fact, not only should you not read from a screen, we recommend reading outside. It’s summertime. It’s beautiful out. Okay. So, once you’ve spent an hour reading poetry (more if you’re enjoying it!), just **pick one poem that you like and get familiar with it**. Read it several times. Practice reading it aloud. You don’t have to memorize it. Just be familiar with it (okay, you do need to memorize the author’s name and the poem’s name – but that’s it!). **We’ll be asking you to read the poem aloud** when you return to school. (If it’s a super long poem, you can read part of it.)

MATH

For your Eighth-Grade Summer Math Homework, you need to complete the “Test Yourself” sections of the math packet (there are 17 of them). Please complete this work on graph paper--label the sections and catalog your work neatly.

There is also an answer key at the end of this packet for you to check your answers when you are done. If you score less than 80% on a “Test Yourself”, please read through the notes/explanations that are part of the assignment and make the necessary corrections. If you are unable to complete a section and/or are confused about the processes to employ in its completion, please consult any of the following resources: your textbook, your

Note-to-Self book, the digital Classroom video resources, online resources like Khan Academy, friends/family/teachers.

These are not only good practice for you as you begin 8th grade (think about admissions and placement exams, and begin to prepare to enter a world of test taking and letter grades), they are also very informative for us as we determine what skills we do need to review before you leave Arbor. Please do not save this work until the last moment and please bring this with you to the first day of school.

SPANISH FOR RISING EIGHTHS (Vocabulary study, Writing, Revising)

On the first day of school in September, bring with you:

- _____ your Spanish notebook and storage binder, unless you are sure you left them at school
- _____ your initial and polished drafts, with your name on both

Having completed an extended investigation of a Spanish-speaking country, rising Eights are ready to build and practice their trip and travel vocabulary.

Part 1: Learn (or refresh) all of the travel vocab on the following pages. As you will see, about half of the words are review. Use the study methods that work best for you. Make flashcards, accordions, verb boxes, word triangles, etc. Have someone else quiz you. Break up the list of words into shorter sections and focus on a small set of words before moving on. Mastering the vocabulary is definitely *not* something to be crammed into the last week of summer. Start now!

Part 2: Tell the story of a trip, domestic or abroad, your own or someone else's, real or imagined, from this summer or another time. Use as much of the travel vocabulary as you can. Say what you know how to say, not what other people or Google knows how to say. This should represent your ability to communicate after two years of Spanish studies. Yes, you are limited to the present tense for now. That's okay. We will learn the past tense in the fall! **Turn in an initial draft and a separate, edited draft that will be read by your classmates. Length: how much can you say? I bet you can fill a page and a half to two pages, or even more. Double space.**

Questions to get you going: ¿A dónde vas? ¿Con quién vas? ¿Dónde está? ¿Está muy lejos? ¿Por qué vas? ¿Cuándo vas? ¿Viajas en avión? ¿Qué tiempo hace? ¿Cómo es la geografía? ¿Cómo es el viaje? ¿Qué haces? ¿Qué ves? ¿Qué aprendes? ¿Qué piensas de tu viaje? ¿Cuál es tu parte favorita del viaje? ¿Qué compras en el viaje? ¿A quién visitas?

Optional: you may present your story as a book, with photos or illustrations. Or you might think about making your story look attractive with a thoughtful layout on the page, or an image or two.

VOCABULARIO: De viaje

el tren	the train
el taxi	the taxi
el autobús, el bus, [el camión--Mex.]	the bus
el camión	the truck
el avión	the airplane
la bicicleta, la bici	the bicycle
la motocicleta, la moto	the motorcycle
el caballo	the horse
el barco, la lancha, el navío	the boat

el coche, el carro, el auto, el automóvil	the car
el aeropuerto	the airport
el aerolínea	the airline
el boleto, el billete	the ticket
la aduana	customs
el pasaporte	the passport
salidas	departures
llegadas	arrivals
el equipaje, las maletas	the bags, baggage, luggage
el pasajero / la pasajera	the passenger
el hotel	the hotel
los huéspedes	the guests
la llave	the key
la habitación	the hotel room
perder el vuelo (e-->ie stem changer: yo pierdo...)	to miss the flight
estar de vacaciones	to be on vacation
ir de viaje	to go on a trip
viajar por (el país / México / ...)	to travel through (...)
tomar un taxi	to take a taxi
pagar la cuenta	to pay the bill
hacer reservaciones	to make reservations
abordar el avión	to board the plane
pasar por la aduana	to pass through customs
mostrar el pasaporte (o-->ue stem changer: yo muestro...)	to show the passport
andar en bicicleta / bici	to ride a bike
montar a caballo	to ride a horse
estar perdido / -a	to be lost
(con) permiso	excuse me (to get around someone in your way)
¡Ay, perdón!	excuse me / whoops, sorry (after bumping into someone)
¡Discúlpeme!	excuse me / whoops, sorry
¡Perdóneme!	excuse me (to get someone's attention)
¿Cuánto cuesta...?	How much does it cost?
¿Dónde está...?	Where is it?

la geografía

el mundo	the world
el país	the country
la ciudad	the city
el pueblo	the town, citizenry
el ciudadano / la ciudadana	the citizen
el presidente / la presidenta	the president

el desierto	the desert
la montaña	the mountain
el lago	the lake
el mar	the sea
la isla	the island
la frontera	the border
el volcán	the volcano
la cordillera / la sierra	the mountain range
la selva	the jungle
la tierra	the earth
la capital	the capital
el centro	the downtown, city center
el campo	the countryside, field
la gente	the people (group)
el dinero	the money
el valle	the valley
el bosque	the forest
el río	the river
el océano	the ocean
la costa	the coast
el turismo	the tourism
el parque nacional	the national park
la colina	the hill
la pradera	the prairie

unos verbos útiles

volar (o-->ue stem changer: yo vuelo...)	to fly
llegar	to arrive
visitar	to visit
nadar	to swim
viajar	to travel
caminar	to walk
conducir (irregular yo: yo conduzco, tú conduces...)	to drive
manejar	to drive
cruzar	to cross

¿Cómo es el clima (en general)? ¿Qué tiempo hace (hoy)?

el clima	the climate	el tiempo	the weather
la nieve	the snow	la lluvia	the rain
el otoño	the autumn	el invierno	the winter
la primavera	the spring	el verano	the summer

llover (o-->ue: llueve)

nevar (e-->ie: nieva)

Hace fresco.

Hace (muy) buen / mal tiempo.
Hace (mucho) calor.

Hace (mucho) viento.
Hace (mucho) frío.

Hace (mucho) sol.
Está muy nublado.

To gain access to additional resources, please join:

- 1) my **Quizlet** classroom: My username is **caroline_arbor** and the class is called 8s Spanish. The invite link is <https://quizlet.com/join/dXtpyW9h3>. Give yourself a name that allows me to easily tell who you are, but do not use your last name. Examples: CarolineMidas, caroline1981.
- 2) my **Google Classroom**: The classroom is called **8s Spanish 23-24**. The invite code is 3kecrfu.

Optional activities to support your Spanish learning:

- Check out the *Fiesta Mexicana* in early August in Woodburn. For details regarding this festival of families and culture, see woodburnfiestamexicana.com.
- The Milagro Theater in Southeast Portland, where Eights attend the annual Day of the Dead play and other shows, hosts summer classes and events. For details, see www.milagro.org.
- Spanish in books: Check out picture books from your library; there should be a Spanish-language area in the kids' section. Look for books with lots of pictures or translations of familiar books to aid understanding. While you are at the library, look for books on CD or DVDs with a Spanish language track and/or subtitles, or look at their digital offerings for the same.
- Spanish on television: Watch soccer or the news in Spanish. Try out other shows. Look for *Telemundo*, *Estrella*, and other channels, depending on your TV service. Watch your favorite movies and TV shows with the Spanish-language track and/or subtitles. Search Netflix, etc. under "Spanish language."
- Spanish in the news: BBC Mundo is an excellent news source, even just to get an idea of photos and headlines: <http://www.bbc.co.uk/mundo/>.
- Spanish on your gizmos: Try using the automatic check-out machines at the grocery store or an ATM in Spanish. Try setting your cell phone's language to Spanish.
- Spanish on the radio: Try an all-Spanish FM station, or an online radio station.
- Spanish in podcasts: I recommend Duolingo, and there are several others for language learners.
- Spanish on your labels: We often ignore the fact that much of what we buy is printed in both English and Spanish, from instructional manuals to food packaging to clothing tags. Having both side-by-side makes the Spanish easier to figure out. Also look for signs, pamphlets, and flyers.
- Spanish out and about: If you hear Spanish spoken, near or far from home, have a listen. Eat at a restaurant or shop at a store where Spanish is spoken.

