



# **AcadeMir Charter Schools**

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**2024 SUMMER  
7<sup>th</sup> GRADE PACKET**

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## AcadeMir Charter School West 2024 Summer Learning Requirements

Dear Parent(s)/Guardian(s),

In preparation for the 2024 – 2025 school year and to ensure that our students maintain growth-oriented academia during the summer, the school curriculum team has created the following Summer Learning assignment for each student to complete by the first day of school. Each student must complete the Summer Learning Packet over the summer and turn it in to your classroom teacher by August 23, 2024.

### **Summer Reading**

ACSW students will be expected to read the novel from the reading list for their incoming grade level. For example, if your child is entering 1<sup>st</sup> grade in the fall, he/she would read the 1<sup>st</sup> grade novel and complete the activity. Please note that this assignment will be worth one grade for Reading and one grade for Language Arts.

### **Mathematics Activities**

ACSW students are required to complete the mathematics packet that pertains to their incoming grade level and/or assignment. For example, if your child is in the Accelerated Mathematics course in the elementary level, he/she needs to complete the Accelerated packet. For middle school, Algebra, Geometry, etc. is separated from the ELA, Science, and Social Studies packet. Please ensure that you do all the components.

Thank you for your partnership in ensuring your child continues to strive for excellence over the summer!  
We look forward to an outstanding 2024 – 2025 school year!

Sincerely,

Susie Bello, Principal  
AcadeMir Charter School West  
bello@academircharterschoolwest.com

# ACADEMIR CHARTER SCHOOLS



## ACADEMIR SUMMER READING 2023-2024

Summer provides a plethora of opportunities for students and their families to enjoy unforgettable books and create lifetime memories.

AcadeMir students entering K-8<sup>th</sup> grade are required to read from the summer reading lists developed by our Academic Team for the upcoming grade.

Creating lifelong readers is one of the greatest gifts that we can give our children. We want our students to have a fun summer break while also pursuing reading for enjoyment at the same time.

Research has shown that the single greatest factor in predicting reading success is whether a child is read to when they are young. All of our students are to read the selected book for their grade.

These assignments are for a grade and should be completed and turned in to your student's new ELA teacher by Friday, August 23<sup>rd</sup>.

Happy Reading and enjoy your summer break!!!

# ACADEMIR CHARTER SCHOOLS



## 2024 Summer Reading List

Grade	Summer Reading	Author	Book Synopsis	Front Cover
Kindergarten	Swimmy	Leo Lionni	Deep in the sea there lives a happy school of little fish. Their watery world is full of wonders, but there is also danger, and the little fish are afraid to come out of hiding . . . until Swimmy comes along. Swimmy shows his friends how—with ingenuity and teamwork—they can overcome any danger.	
First Grade	From Seed to Pumpkin	Wendy Pfeffer	Pumpkins can be baked in a pie, carved into jack-o'-lanterns, and roasted for a healthy snack. But how does a tiny seed turn into a big pumpkin? With clear text and detailed, colorful illustrations, this book explains what a pumpkin seed needs to help it grow!	
Second Grade	Mango, Abuela, and Me	Meg Medina	Mia's abuela has left her sunny house with parrots and palm trees to live with Mia and her parents in the city. The night she arrives, Mia tries to share her favorite book with Abuela before they go to sleep and discovers that Abuela can't read the words inside. Then Mia sees a parrot in the pet-shop window and has the perfect idea for how to help them all communicate a little better.	
Third Grade	The Boxcar Children	Gertrude Chandler Warner	The Aldens begin their adventure by making a home in a boxcar. Their goal is to stay together, and in the process, they find a grandfather.	
Fourth Grade	The Lion, the Witch and the Wardrobe	C.S. Lewis	Narnia... the land beyond the wardrobe door, a secret place frozen in eternal winter, a magical country waiting to be set free. Lucy is the first to find the secret of the wardrobe in the professor's mysterious old house. At first her brothers and sister don't believe her when she tells of her visit to the land of Narnia. wardrobe themselves.	

# ACADEMIR CHARTER SCHOOLS



## 2024 Summer Reading List

Grade	Summer Reading	Author	Book Synopsis	Front Cover
Fifth Grade	The City of Ember	Jeanne DuPrau	Many hundreds of years ago, the city of Ember was created by the Builders to contain everything needed for human survival. It worked...but now the storerooms are almost out of food, crops are blighted, corruption is spreading through the city and worst of all— the lights are failing. Soon Ember could be engulfed by darkness...	
Sixth Grade	Hatchet	Gary Paulsen	Brian is on his way to Canada to visit his estranged father when the pilot of his small prop plane suffers a heart attack. Brian is forced to crash-land the plane in a lake--and finds himself stranded in the remote Canadian wilderness with only his clothing and the hatchet his mother gave him as a present before his departure.	
Seventh Grade	Old Yeller	Fred Gipson	At first, Travis couldn't stand the sight of Old Yeller. The stray dog was ugly, and a thieving rascal, too. But he sure was clever, and a smart dog could be a big help on the wild Texas frontier, especially with Papa away on long cattle drive up to Abilene.	
Eighth Grade	The Swiss Family Robinson	John David Wyss	The Robinsons leave their home in Switzerland planning to settle half a world away. But things do not turn out as they had expected. The sole survivors of a terrible shipwreck, they wash ashore to learn that the danger has only begun. Their new world will test their courage, cleverness, endurance, and faith as they struggle to survive and create a civilization of their own in the wilderness.	
Ninth Grade	1984	George Orwell	The scene is London, where there has been no new housing since 1950 and where the city-wide slums are called Victory Mansions. Science has abandoned Man for the State. As every citizen knows only too well, war is peace. To Winston Smith, a young man who works in the Ministry of Truth (Minitru for short), come two people who transform this life completely.	



# AcadeMir Charter Schools

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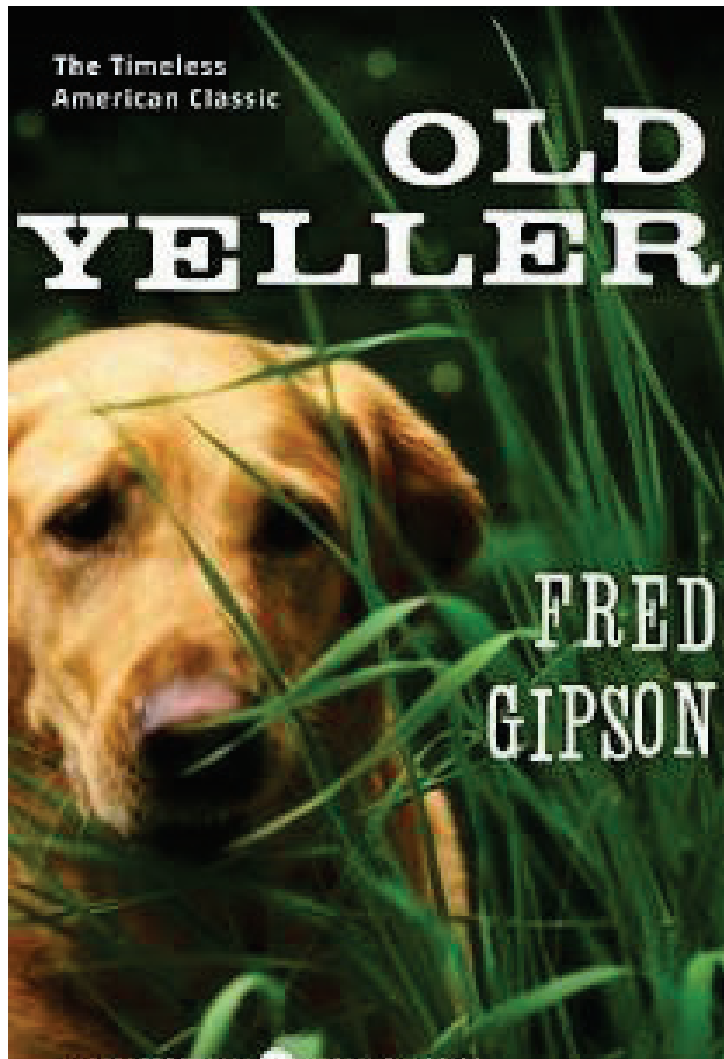
# ELA

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# ACADEMIR CHARTER SCHOOLS



## Seventh Grade



At first, Travis couldn't stand the sight of Old Yeller.

The stray dog was ugly, and a thieving rascal, too. But he sure was clever, and a smart dog could be a big help on the wild Texas frontier, especially with Papa away on long cattle drive up to Abilene.

# ACADEMIR CHARTER SCHOOLS



**WRITE A COMPLETE RESPONSE FOR THE FOLLOWING QUESTIONS**

**Students Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Title of book and authors name:**

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**Describe the setting of the book:**

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**One main character's name and description of the character:**

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**What does that character value?**

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**What is that character's personality like?**

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# ACADEMIR CHARTER SCHOOLS



**On a scale from 1-10 (10 being the best book you've ever read), how would you rate this book? Explain your reasoning.**

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**List the sequence of events in the story. Circle the conflict, highlight in yellow the main idea, underline the resolution, and highlight in orange the main characters.**

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**Summarize the story on a separate sheet of paper.**



# AcadeMir Charter Schools

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## CIVICS

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## A Dive Into Democracy

When the Founding Fathers sat down to create a government, they didn't just make it up off the top of their heads. They did a little comparing first. They studied different philosophies, the Native American and British governments, and they flipped through their history books to look at what had worked in the past. That brought them to ancient Athens.



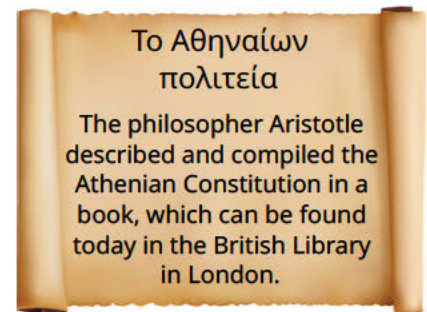
*The Parthenon was a temple built between 447 and 432 BCE and still stands in Athens.*

### Athens: Leader of the Pack

In about 507 B.C.E., after centuries of oppressive tyrants and rule by a select few, the people of Athens (a Greek city-state) decided to shake things up. They formed a **democracy**, a government that gets its power from the people, not kings or military dictators. To empower people even more, they practiced **direct democracy** where citizens create and vote on the laws themselves, not through elected representatives.

### Gotta Get this Down on Papyrus

Sounds simple, right? Not quite. Democracy didn't just happen. Like any government, it needed rules and structures to make it run smoothly. But people can't follow rules unless they know them. So the Athenians wrote several **constitutions**—documents that describe the laws and organization of a nation—and included their history and customs in them as well. By writing it down on paper...er, papyrus, the Athenians established a shared standard for how people should behave and guidelines for what to do if they didn't.



Not exactly a government of all the people: Athens's population was about 250,00–300,000 yet only 30,00–40,000 were citizens! And only about 5,000 of them regularly attended the Assembly.

### Who Runs this Place?

The people. Well... certain people. To function, democracy required **civic participation**, meaning citizens had to be active in their government. They had to serve in the military and hold public office. In return, the government gave them rights and promised protection.

So was everyone a citizen? Nope. Not even close. If you were a woman, a slave, a child, or a foreigner, you were not a citizen. You had no rights. But if you were a free male, 18 or older, and your parents were Athenians, you were a citizen. That meant you were treated equally under the law, had freedom of speech, and **voting rights**—the power to approve or disapprove Athens's laws.

### How to Make a Law, Part 1

Two or three times a month, the citizens of Athens gathered together to vote on laws. This gathering was called the **Assembly**. (You know, like a school assembly, but with a slightly different list of things to discuss.) The Assembly was a **legislative body**, or group of people who made laws. At their meetings any citizen could speak their mind and the group discussed everything from financial issues and war to trade, public festivals, and even how the ferry boats should run. To encourage citizen participation, they were paid to attend. Once a law was discussed, the citizens voted on it. How? By raising their hands, of course. Whichever side received the most votes, won. And that was it. The law passed or it didn't.



## A Dive Into Democracy



### How to Make a Law, Part 2

But meeting two or three times a month isn't very often. Athens needed a group that could meet frequently and handle the city's day-to-day affairs. So a "full time" government called the **Council of 500** also existed. The Council was another legislative body. They wrote authoritative orders called **decrees**, discussed proposed laws, and created the list of issues the Assembly voted on. The Assembly could not vote on a law unless the Council had debated it first. (So, really this was more like part one.) But, during a crisis or war, the Council could make laws without the Assembly.

### It's Not About Being Popular

So how did someone get on the Council? By chance, mostly. The Council of 500 wasn't elected, they were chosen by lottery—kind of like pulling a name out of a hat. And not just anybody could have the job. A Council member had to be a citizen, at least 30 years old, and could only serve for one year. (Though, he could serve two one-year terms.) Like the Assembly, the members got paid. To make sure all the regions in the city-state were represented, Council members were chosen from each of Athens's 139 territories. How many representatives did each territory get? That depended on the region's population. The larger the territory's population, the more representatives it had on the Council.



*The Council of 500 met at the Bouleuterion or council house. The structure had leveled seating so members could easily hear and see each other during political discussions.*

### That Law Doesn't Apply to Me, Does It?

If citizens made the laws, then who had to follow them? Everyone, actually. The Athenians believed in the **rule of law**. That meant everyone had to follow the law—citizens, non-citizens, rich, or poor. No matter how famous or powerful someone was, they still had to obey. And if they didn't, they were punished just like everyone else. Nobody was an exception.



*After a trial, jurors voted for the winner by placing a pebble into one of two urns.*

### A Jury of Their... Peers and Peers and Peers

To deal with those charged with a crime or if someone wanted to challenge a law they didn't like, the Athenians created the **People's Court**. But this court didn't have a courtroom, lawyers, or a judge. It was a **trial by jury** which means decisions about a case were made by the people... and a lot of them. The smallest jury size was 201. Sometimes there were 501 jurors and for really important trials, they had 1,001 or 1,501 jurors! But once again, only citizens could volunteer to be jurors and they had to be at least 30 years old. During a trial, a person from each side of the case gave a speech to the jury who then took a vote. Whoever got the most votes, won the case.

### Something to Think About

Athenian democracy lasted over 200 years and that impressed America's Founding Fathers. As they designed the United States government, they incorporated many ideas from the ancient Athenians. Most importantly, democracy—the idea that a government gets its power from the people.



*Even our buildings were modeled after the Greeks.*

Source: U.S. Supreme Court

# A Dive Into Democracy

**A. Match 'Em Up.** Connect the definition to the political term according to how it was understood in ancient Athens.

- |                            |   |
|----------------------------|---|
| ___ 1. Legislative body    | a. a government where citizens vote on laws themselves              |
| ___ 2. Voting rights       | b. the idea that no one is above or an exception to the law         |
| ___ 3. Civic participation | c. citizens take an active role in government                       |
| ___ 4. Constitution        | d. citizens decide the outcome of a legal case                      |
| ___ 5. Rule of law         | e. power to approve or disapprove laws                              |
| ___ 6. Trial by jury       | f. group of people who make laws                                    |
| ___ 7. Direct democracy    | g. document that outlines the organization and laws of a government |



**B. Fill in the Box.** There were three main political institutions in Athens. Write the name of each at the top of the box. Below the name, write what each group did. Then place a check mark in the box if citizenship was required to participate.

**C. Citizens Rule.** Citizens were the foundation of government. List the requirements for being a citizen in ancient Athens.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



**D. Math Moment!** Use the information from the reading to answer the questions.



1. What was the average population of ancient Athens?

2. What was the average number of citizens?

3. Using the numbers above, what percentage of Athens's total population were citizens?

4. What percentage of citizens actually attended the Assembly? (Use the reading to help you.)

**Hint:**  $Percentage = (Number\ of\ the\ part/whole) \times 100$

## A Dive Into Democracy

**E. Consider This.** Answer the questions on the left based on the reading. Then discuss the questions on the right with your group. Write your answers in the space provided.

### Comprehension

1. At what age could citizens:
  - a. Vote in the Assembly?
  - b. Serve on the Council?
  - c. Be a juror?

2. How long could someone serve on the Council of 500?

3. How was someone chosen to be on the Council?

4. What were the sizes of juries?

### Group Discussion

Why do you think there were different ages for these varying positions?

Why do you think Athenians made this rule? (Hint: think about their government experiences before democracy)

What is an advantage to limiting a member's service?

What is a disadvantage?

Why do you think Athenians chose to do it this way?

What is an advantage of this system?

What is a disadvantage?

Why do you think they made them an odd number?