



WASHINGTON LATIN
PUBLIC CHARTER SCHOOL
A Classical Education for the Modern World

2018 SUMMER SCHOOL INFORMATION

It's hard to believe, but the end of the school year is rapidly approaching. Below you will find dates and registration details for summer school, which is open to all current 8th-11th graders. If you would like to register for summer school, please complete the [Summer School Course Request Form \(Rising 9-12 Only\)](#) as indicated below. Registration is based on seniority (rising 12th graders have first priority) and time of submission. Note that final registration confirmations will be provided in early May. Please direct any questions to Jimmy Kelly (jkelly@latinpcs.org) or by phone at [202-223-1111](tel:202-223-1111).

Families with students in grades 5 through 7: registration for middle school courses will begin in April.

Important Dates

- Six-week classes: June 25 - August 3
- Session 1 (3-week classes): June 25 - July 13
Electives include: Health, DC History, Underwater Robotics
- Session 2 (3-week classes): July 16 - August 3
- Electives include: Health, DC History, Music, Art, Government

We will not have school on July 4th.

Important Times

- Summer School begins at 8:30 am and ends at 12:30 pm.
- There is a 15-minute break halfway through the day.
Lunch is available at 12:30 pm, free of charge.

Registration Form

[Summer School Course Request Form \(Rising 9-12 Only\) - Summer 2018](#)

Attendance Policy for Upper School

For a three-week course (Government, Health, Art, Music, DC History), two or more **unexcused** absences will mean that the student may no longer be eligible for credit. For a six-week course (all others), three or more **unexcused** absences will mean that the student may no longer be eligible for credit. For middle school courses, the student may no longer be allowed to attend. We reserve the right to label an absence excused or unexcused according to the OSSE Truancy Guide. *Similar to our policy during the year, if a student arrives after 8:45 am without an approved excuse, he or she will not be allowed to attend class for the day, and an unexcused absence will be recorded.*

2018 SUMMER SCHOOL COURSE DESCRIPTIONS WASHINGTON LATIN UPPER SCHOOL

Please note that these are tentative course descriptions. It is possible that a course may be canceled due to low enrollment or other considerations.

UPPER SCHOOL OFFERINGS

ALGEBRA I (Students who have not passed Algebra I) -- 6 weeks

This course focuses on the study of the real number system, symbolic manipulation, and functions. Students in Algebra I begin the year with reinforcement of the use of operations with rational numbers. Once these concepts are solidified, students begin their study of algebra, starting with solving simple equations and moving to more difficult equations and inequalities. They study graphing in great detail, graph linear equations in multiple forms, and investigate the effect of the change in the slope and x- and y-intercepts on the graph. They also study systems of equations and inequalities, which will frame the remainder of their study of Algebra I. They explore multiplying and factoring polynomials, and solving and graphing various functions and equations including exponential functions, quadratic functions, radical equations, and rational equations. Great emphasis is placed on using multiple pathways for problem solving and on solving real-world problems using algebraic methods. Students are challenged to solve problems logically and to represent problems in various ways.

ART I (3 weeks; Session 2 only)

As a foundational course, the assignments in Drawing and Design will first focus on realism with an emphasis on learning to see with a more critical eye and on discovering individual interests. In the second half of the course, students will turn their attention to color and painting. The focus will be on color theory, color mixing, value in color, painting skills, and how materials affect the image. As we move from skill building to painting and pastel drawing as a creative process, students will begin to explore their ideas as they make increasingly more of the decisions regarding the size, materials, techniques and styles of their work. Students will also make introductory explorations into abstraction. Curiosity and willingness to take risks will be encouraged as students build their skills with both wet and dry media and as they learn to navigate the creative process.

DC HISTORY (3 weeks; Session 1 or Session 2)

In this course, we will explore the magnificent city of Washington, DC. Our journey begins with the land, its people and the creation of the nation's Capital. We will discuss provocative issues affecting all citizens who live, work and play in DC. Topics such as class, race, geography, politics, education, sports, voting, gentrification, and community will be discussed. In addition, students will be expected to speak and write about their family history, neighborhoods, and their favorite part of the city. Students will also be asked to speak and write about things they want to change in DC. Most importantly, we will travel and explore the city, host guest speakers, and debate issues that are important to us.

ENGLISH 9 *for students who have not passed English 9* (6 weeks)

This course is tailored to reading and writing as the students are below grade level in comprehension, grammar, syntax, and vocabulary. The main text read is *The Absolutely True Diary of a Part Time Indian* by Sherman Alexie. Other short pieces may accompany this text. Writing assignments follow the reading and discussion of the language and meaning of the text. The students go through a writing process: gathering ideas, writing a rough draft, revising their draft, writing a final copy. As they work through the writing process, they also work on advancing their grammar skills, syntax, and vocabulary.

ENGLISH 10 *for students who have not passed English 10 (6 weeks)*

This course stresses the basics of English: reading, writing, vocabulary, and grammar. Students read in all genres, using the tools and nomenclature of literary analysis. Regular quizzes, reading aloud, instruction and practice with annotation, and close attention to the ways literature works instruct the student in how to read a text carefully and with feeling. The course also emphasizes class discussion and the importance of reader response, especially around the theme of the ways that race, culture, friends, and family shape personal identity. Formal writing assignments receive written comments and suggestions from the teacher, who frequently gives students the option to revise. In-class writing exercises reinforce those skills taught by longer assignments. Student writing instruction and feedback focuses on sentence-level clarity and paragraph structure -- a strong and insightful main idea sentence, supported by body sentences that provide evidence and explanation. Students work to master the use and MLA-style formatting of citations, quotations, and Works Cited pages to support their arguments and insights. Grammar instruction includes diagramming sentences with the following concepts: subject, predicate, direct object, predicate nominative, predicate adjective, indirect object, prepositional phrase. Students develop a working knowledge of the following parts of speech: noun, verb (action and linking), adjective, adverb, article, preposition. Texts: *The Catcher in the Rye*, selected poems from the Poetry Out Loud website, selected short fiction; additional longer texts may be added at the instructor's discretion.

GOVERNMENT (3 weeks; Session 2 only)

An informed citizen is an educated citizen. In the United States, over half of the population does not know its own history or how its government works. They do not know their rights as Americans. They do not know how their country operates, nor do they understand the legacy and history of their country. This course will give you the knowledge and skills to not only understand government, but to think about and to analyze government with a critical eye. The skills we practice and learn in this class will serve you well in your thinking about current events and your world today. You will become citizens who know their rights, responsibilities, and privileges as Americans and more importantly, the legacy that you have inherited from the entire western world. You will join the ranks of the most informed people in America. By the end of this course, all scholars will be able to *identify, analyze, explain, summarize and categorize their rights and responsibilities as citizens of the United States, understand the role of government in their lives, how American government came to be and interpret key concepts of political science.* Texts: *Magruder's American Government, We the People: The Citizen and the Constitution, Democracy in America, The Declaration of Independence, The United States Constitution, The Federalist Papers*, and excerpts from various Supreme Court decisions.

HEALTH (3 weeks; Session 1 or Session 2)

This course is designed to promote the physical, mental, and social well being of the individual. Areas of study include structure and function of body systems, physical fitness, communicable and noncommunicable diseases, nutrition, environmental health, mental health, stress, first aid, sexual education, alcohol and tobacco, and other drugs. Students are also given opportunities to explore their own feelings and values with an emphasis on making responsible, healthy choices now and in the future.

MUSIC (3 weeks; Session 2 only)

In order to get a more comprehensive understanding of music on the whole, the class of General Music takes two different approaches: theoretical and historical. The theory portion of the class is designed to give the student a foundation in how to read, write and perform music. Students are given the opportunity to perform rhythm compositions from pop culture and their own original rhythm compositions. Students are also given a better understanding on how music is melodically structured, learning specifically about major and minor scales in addition to interval qualities and quantities. Students are also required to do listening

exercises in order to become more familiarized with music terminology and in order to better appreciate live music. Upon completion of the first quarter, we shift gears and students are introduced to medieval music and the invention of written music. Students learn a general overview of the musical periods in which they are most interested. In efforts to show understanding of the time periods, students compose their own pieces of music using music software on the computer. General Music is taught using a collection of readings from an assortment of books and articles.

UNDERWATER ROBOTICS - (3 weeks; Session 1 only)

seaMATE is a student robotics program using ROV's (Underwater Robotics) to teach electronics, programming and engineering skills to students in middle school through college. The program focuses on real world problems and applications and asks students to take an entrepreneurial approach in their work. This summer we will have a MATE 'boot camp' an opportunity to take advantage of the warm weather to construct and test an ROV. We will focus on becoming familiar with the equipment and best practices of MATE with the hopes of being able to field a competition team next spring. Outside of the requirements of the MATE program we will focus on the techniques and skills associated with most engineering design challenges including design thinking, 3D printing, electronics and mechanical design.

STATISTICS *Prerequisite: Algebra II* (6 weeks)

This course is designed for students to analyze and glean information from data. Students taking Statistics will have the opportunity to work with real-world data and create and conduct surveys using random samples to provide data with which to work. Students will investigate conditional probability and binomial distribution of solutions, measures of central tendency, and linear regression analysis. Students will pay close attention to the presentation of data and determine the optimal visual display for given situations.