

# Highland School Summer Reading 2011 - 2012



## **Upper School Summer Reading, 2011**

(Updated 06/02/11)

Highland School's summer reading program serves a number of purposes. First, required reading during the summer reinforces the value of reading to obtain knowledge and expand one's horizons. Next, students are able to begin the new school year with meaningful lessons and dialogue related to the summer reading they have done. In addition, writing assignments serve to enhance students' understanding of the material, while providing teachers with an opportunity to evaluate each student's level of comprehension and written expression.

As a college preparatory institution, Highland School expects all of its students, and especially those planning to take Advanced Placement courses, to exhibit a willingness to stretch themselves mentally. While the summer break provides a much-needed hiatus from the intensity of the academic year, it is certainly not to be viewed as an opportunity to abandon all intellectual pursuit. That said, we encourage all of our students to take these next few weeks to embrace the gifts of summer—sleeping in, traveling, visiting with friends, and above all, having enough time to savor a good book.

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# ENGLISH

## ENGLISH – GENERAL INFORMATION

In assigning summer reading, the English Department seeks to foster a love of reading while maintaining and reinforcing critical reading and writing skills. The selections, reviewed annually by the department and approved by the Upper School Director and the Director of Studies, are usually tied to the curriculum/themes of the rising grade level, with the required AP/Honors book informing the basis of class discussion during the first week(s) of school in those classes. The choice list is intentionally short as the English teacher must have read each book closely to meaningfully assess summer reading assignments. We strive for contemporary classics that will appeal to a variety of interests and reading levels. Additionally, we shy away from books that require classroom support to be fully appreciated.

We encourage and expect students to read beyond the assigned summer reading books. In our view, summer is a time when students should read widely for pleasure, making their own choices and following their own interests. For this reason, we have endeavored to keep summer work reasonable. The ISBN numbers are for convenience only; students may buy or borrow any edition of the book. We do recommend that students in AP/Honors purchase the required reading book, as it will be used during the first weeks of class.

*Happy Reading!*

### ENGLISH DEPARTMENT GUIDELINES FOR SUBMITTING SUMMER WORK:

Juniors and seniors in AP or Honors must submit the required reading assignment electronically to their English teacher by Friday, August 19th. (The schedule they receive in August will list their English teacher for 2011-2012, but most students will know who their teacher is by the start of summer break.) Students are welcome to submit their work earlier in the summer if they'd like. They will receive a confirmation email from their teacher by August 25<sup>th</sup> acknowledging submission of work.

In all grades, choice reading assignments should be brought in hard copy form (MLA, 12 point font, double-spaced) to English class on the first day of class.

## **ENGLISH: All Students Choice Book Assignment, Grades 9-12**

**You are required to complete the following assignment for each choice book you read: Choose five significant lines or short passages from *throughout the text* (from 5 different chapters, for example). For each passage you choose:**

1. Quote the line or passage and provide a page number.
2. In a short paragraph, explain the line's significance in terms of *one* of the following (please note that *foreshadowing* is not on this list as a term):
  - Symbolism
  - Tone (the attitude of the author towards his/her subject, for example, *cynical, amused, nostalgic*, etc.)
  - Character development
  - Insights regarding a central conflict
3. As part of the paragraph, show how you think your passage might relate to a major theme (main idea/message) of the story.

*Please type your responses and edit carefully for content and clarity.*

*Under your name, indicate the title of the book you chose.*

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## ENGLISH I

**English I students read one choice book.**

**English I Honors students read two choice books.**

### Choice Books

Sue Monk Kidd, *The Secret Life of Bees* ISBN: 01420001740

Fourteen – year old Lily and her companion Rosaleen flee their home after an unsettling incident. They find safe haven in Tiburon, South Carolina, at the home of three beekeeping sisters and begin to reconstruct their lives.

Julia Alvarez, *In the Time of the Butterflies*. ISBN-10: 9781565129764

This story, set in the Dominican Republic in the 1960s, depicts four sisters’ struggle for freedom against “El Jefe,” one of the most brutal dictators in the history of the Western Hemisphere.

Yann Martel, *Life of Pi*. ISBN: 0156027321

Pi Patel, a zoo-keeper’s son, finds himself adrift on a raft with a Bengal tiger and begins a journey.

Robert Cormier, *After the First Death*. ISBN: 0440208351

A fast-paced psychological thriller, narrated from different points of view.

Olson Scott Card, *Ender’s Game* ISBN: 9780812550702

This award winning novel brings to life the story of child genius Ender Wiggins who must save the world from aliens.

### Assignment

*Refer to Choice Book Assignment, Grades 9 – 12, page 4*

## ENGLISH II

**English II students read one choice book.**

**English II Honors students read one required book (*Snowflower and the Secret Fan*) and one choice book.**

### Choice Books

Jim Crace, *The Gift of Stones* ISBN-10: 0880014504

Set in a stone-age village, this short yet profound story recounts the changes brought on by the advent of bronze.

Lisa See, *Snowflower and the Secret Fan*. ISBN 0812968069 **(required for Honors)**

A compelling story of friendship set in 19<sup>th</sup> century China.

Aldous Huxley, *Brave New World*. ISBN: 0060929871

A classic, satirical novel about a “utopian” future in which babies are decanted from bottles and the Great Ford is worshipped.

Slavomir Rawicz, *The Long Walk: The True Story of the Trek to Freedom*. ISBN: 1592289444  
Captured by the Red Army, Rawicz escapes from the Siberian Gulag and embarks on an incredible journey to freedom.

Hermann Hesse, *Siddhartha*. ISBN: 0553208845

A moral allegory, set in ancient India, about one soul's quest for the ultimate answer to the enigma of man's role in this world. The hero, Siddhartha, undergoes a series of experiences to emerge in a state of peace and wisdom.

### **Assignment**

Refer to Choice Book Assignment, Grades 9 – 12, page 4

## **ENGLISH III**

**English III students read one choice book.**

**English III Honors students read the required book plus one choice book.**

**English III AP students read the required book plus one choice book.**

**Required book (AP and Honors must read.** English III students may choose this as their choice book.)

Jhumpa Lahiri, *Interpreter of Maladies*. ISBN: 039592720X

Contains nine short stories that chart the emotional journeys of characters seeking love beyond the borders of nations and generations. Winner of the Pulitzer Prize.

### **Assignment**

Please answer each of the questions below in a minimum of several complete sentences.

All answers should be typed, double-spaced, in 12 point Times New Roman.

1. “A Temporary Matter”

Describe the characters of Shoba and Shukumar and compare their responses to the death of their child. How do you interpret the last line of the story: “They wept together, for the things they now knew”?

2. “When Mr. Pirzda Came to Dine”

What, in the largest sense of the word, does the narrator learn from Mr. Pirzda?

3. “Interpreter of Maladies”

What connection does Lahiri make between Mr. Kapasi’s job when the story opens and his job as an “interpreter of maladies”?

4. “A Real Durwan”

Briefly describe Boori Ma. Explain how and why the community comes to change its view of her. Where do your sympathies lie?

5. “Sexy”

Explain how Rohin functions as a catalyst in Miranda’s relationship with Dev.

6. “Mrs. Sen’s”

Identity and the struggle to make a place in a new world are major themes in this short story. How do we see these themes embodied in the person of Mrs. Sen? Be specific.

Describe her, her struggles, her life in America.

7. “This Blessed House”

Sanjeev and Twinkle are both Indian-American, but their approach to life differs. Explain the difference, providing specific examples.

8. “The Treatment of Bibi Haldar”

Contrast the treatment Bibi Haldar receives from the women of her community versus the men in her life. In your view, does the story have a happy ending?

9. “The Third and Final Continent”

Why do you think Lahiri chose this story as the last one in her collection?

### Choice Books

Kurt Vonnegut, *Slaughterhouse Five* ISBN: 0385333846

Vonnegut’s absurdist classic follows the experiences of Billy Pilgrim as he travels through time and space.

Sara Gruen, *Like Water for Elephants* ISBN – 10: 156525606

Set in post-Depression era America, this entertaining and informative novel chronicles Jacob’s life with the circus.

Earnest Gaines, *A Lesson Before Dying* ISBN: 0375702709

The story of a young African-American man sentenced to death for a murder he did not commit and a teacher who tries to make a difference before the execution.

Mark Twain, *Puddin’ Head Wilson*. ISBN-10: 1576462552

Twain tells a humorous tale of mistaken identities in this short novel.

Jeanette Walls, *The Glass Castle* ISBN-10: 074324754X

This compelling memoir, a best-seller, recounts a young girl’s childhood with her homeless family. The author now lives in Culpeper.

### Assignment

Refer to Choice Book Assignment, Grades 9 – 12, page 4

## ENGLISH IV

**English IV students read one choice book.**

**English IV Honors students read the required book plus one choice book.**

**English IVAP students read the required book plus one choice book.**

### Required for AP and Honors:

George Orwell, *1984* ISBN: 0452262933

Winston Smith, a worker at the Ministry of Truth in the future political entity of Oceania, puts his life on the line when he joins a covert brotherhood in rebelling against the Party that controls all human thought and action.

Your responses to the following two questions should be double-spaced, in MLA format, and one page in length. The first question will draw you away from the text, encouraging you to connect *1984* to contemporary issues. The second question will draw you into the text, asking you to analyze a specific passage from the novel.

1. **Background:** Although Orwell's bleak vision of the year 1984 (and the future in general) is not literally accurate, he was surprisingly prophetic about forecasting threats to individual liberty. In particular, Orwell warns that governments, media, technology, and even language may jeopardize personal freedoms.

**Writing Assignment:** As you read *1984*, choose one of Orwell's predictions (for example, "telescreens," "newspeak," the "Ministry of Love") that you believe has a contemporary parallel. Using specific details from *1984*, persuasively develop the parallel between Orwell's prediction and the modern issue you've selected. You should also include any significant differences that you observe between Orwell's prediction and modern reality. If you keep your eyes on the summer's headlines, you may be able to find a fresh Orwellian situation. If not, here are some recent examples.

- The Patriot Act
- Interrogation and torture at Guantanamo Bay or Abu Ghraib
- Warrantless wiretapping of American citizens
- Open-ended War on Terror
- Terror Alert system
- The controversial Chinese Google contract
- The rise of the Internet and the potential for internet surveillance

2. **Background:** In his life and his politics, George Orwell championed the courageous underdog. In his journals he wrote of the importance of fighting until the end, rather than submitting: "There is nothing for it but to die *fighting*" (*CEJL* 2:397).

**Writing Assignment:** Using direct quotes, analyze the ending of *1984*. How does the novel's ending affect your understanding and assessment of Winston Smith? What theme does the novel's distinctive ending convey?

### **Choice Books:**

Daphne Du Maurier. *Rebecca*. ISBN-10: 0380730405

Arguably the most famous gothic novel of the twentieth century, this story of love and murder on the great English estate of Manderly will keep you on the edge of your seat.

Ian McEwan, *Atonement*. ISBN -13: 978-0307388841

An event takes place at an English country estate in 1935 irrevocably alters the lives of several characters in the years to follow. Booker Prize finalist.

Alfred Lansing, *Endurance*. ISBN-10: 029782919X

This awe-inspiring story recounts the adventures of British explorer Ernest Shackleton as he attempts to reach the South Pole in 1914. White-knuckle non-fiction.

Jane Austen, *Pride and Prejudice*. ISBN-10: 0141439513

A sparkling comedy of manners featuring one of English literature's most famous heroines.

**Assignment**

*Refer to Choice Book Assignment, Grades 9 – 12*

# **HISTORY**

**In addition to the summer reading listed below the following must be completed:**

Summer Assignment Grades 9-12 (All Classes both Regular and AP students)

1) All upper school students need to send in a postcard to a place that they have traveled this summer. No matter what the location, **AT LEAST** 1 postcard from summer travels needs to be sent to the address below.

Beyond the Classroom  
Highland School  
597 Broadview Avenue  
Warrenton, VA 20186

2) All Upper School students need to bring in at least one picture of where they traveled this summer to their History class on the very first day of class. Pictures need to be of the location only. There should be no people in the image. The picture can be brought in as a hard copy or the image can be downloaded and sent through email to this address ([rfranz@highlandschool.org](mailto:rfranz@highlandschool.org)). Please describe where and what the picture is.

The postcards and pictures will be used during International Week.

## **WORLD HISTORY I, WORLD HISTORY II, AND US HISTORY**

**Jan Wong; A Comrade Lost and Found: A Beijing Story (note: this book is also listed on the textbook list)**

**ISBN-10:** 0151013425

**ISBN-13:** 978-0151013425

**Assignment:** Provide 8 examples of social justice in modern China and 8 examples of social justice in China's past based off of Jan-Wong's account in 'A Comrade Lost and Found'.

## **AP WORLD HISTORY**

Read Chapter 1 of the textbook and outline it.

## **AP US HISTORY**

Read the first two chapters (*The Collision of Cultures* and *Britain and Its Colonies*) of Tindall and Shi's America: A Narrative History (Volume One) and write a well-structured essay on the reaction of the Native Americans to European contact. The essay should be a minimum of two typed pages. It should be in MLA format and the thesis should be underlined. Please provide specific details and analysis of those details. The essay is due on the first day of class.

## **AP EUROPEAN HISTORY**

Read Chapter 9 of the textbook and outline it.

## **CLASSICAL LANGUAGE**

*There will be no written assignment. Books will be discussed and students will be quizzed upon their return to school.*

### **Latin I**

*Famous Men of Rome* by John Haaren and A.B. Poland (ISBN 1-59915-046-8)

### **Latin II**

Students who did not have Ms. Roach for Latin I should read: *Famous Men of Rome* by John Haaren and A.B. Poland (ISBN 1-59915-046-8)

Students who had Ms. Roach for Latin I should read: *Ye Gods* by Helen Britt (ISBN 0-88334-196-4)

### **Latin III**

*Ides of March* by Valerio Massimo Manfredi (ISBN: 978-1-933372-99-0)

### **Latin IV and Latin IV Honors**

*Conspirata* by Robert Harris (ISBN: 978-0-7432-6610-9)

### **Latin V**

*Virgil's Epic Retold for Young Readers* by Emily Frankel and Simon Weller (ISBN 0-86292-198-8)

# WORLD LANGUAGES

## FRENCH – All Levels

**MIX & MATCH** - In the next two pages you will find lists of movies, books and art/experiences. Experience 3 from any of the lists and write a one page summary of each one.

Films:*recommandé	
<u>Gazon Maudit</u>	<u>Swimming Pool</u>
<u>Le Retour de Martin Guerre*</u>	<u>Cyrano de Bergerac</u>
<u>La Cage Aux Folles**</u>	<u>Hiroshima, Mon Amour</u>
<u>Delicatessen</u>	<u>La double vie de Véronique</u>
<u>Belle de Jour</u>	La Femme Flic
<u>La Belle et la Bête***</u>	Coup de Tete
<u>Jules et Jim</u>	Babette's Feast
<u>Diva**</u>	Chocolat
<u>Un Coeur En Hiver</u>	45. Cousin, Cousine
<u>Monsieur Hire</u>	Frantic
<u>La Femme Nikita</u>	Casablanca
<u>Le Placard</u>	La Vie en Rose
<u>La Reine Margot*</u>	The Battle of Algiers
<u>Betty Blue</u>	La Grande Illusion
<u>Le Grand Bleu *</u>	Les Regles du Jeu
<u>La Controverse de Valladolid</u>	Abel Gance, Napoleon*
<u>Amelie</u>	Abel Gance, Beethoven*
<u>Les Visiteurs</u>	Je vous salut Marie
<u>Une Hirondelle a Fait Le Printemps</u>	Ne dis a personne
<u>Blue (Three Colors Trilogy)*</u>	Madame Rosa
<u>Red (Three Colors Trilogy)*</u>	Les Diaboliques
<u>White (Three Colors Trilogy)*</u>	Charlotte Gray
<u>Breathless</u>	Les Choristes
<u>Cache</u>	The Andalusian Dog
<u>La Cité des enfants perdus</u>	Leon (le Professionel)
<u>Ridicule</u>	Je vous ai tant aimé.
<u>The Last Metro</u>	Au revoir les enfants
<u>8 Femmes</u>	La Nuit de Varennes*
<u>Les Enfants du Paradis</u>	Before Sunrise
<u>La Discrète Charme de la bourgeoisie</u>	Before Sunset
<u>La Pianiste</u>	Sabrina (Hepburn)
<u>Les Quatre Cent Coups</u>	Don't Tempt Me
<u>La Haine</u>	A Little Night Music

<b>Books: Go for it in English or French!</b>	<b>ART and Experience :</b>
Voltaire, <i>Candide</i>	All these activities are in Washington unless otherwise noted
Camus, <i>The Stranger</i> **	
Dumas père, <i>The Count of MonteCristo</i>	Julia Child's kitchen @ Museum of American History, DC
Dumas père, <i>The 3 Musketeers</i> *	National Gallery: Renoir; French painting of the 19 <sup>th</sup> century
Dumas père, <i>20 Years After</i>	MOMA, NYC: Monet's Waterlilies
Dumas fils, <i>La Dame aux Camélias</i>	Georgetown: le Bistrot français
Hugo, <i>Les Miz</i> *	The DC Mall: Sculpture Garden
Hugo, <i>Hunchback</i>	French Embassy in DC (Maison Française)
Sartre, <i>Being and Nothingness</i>	Alliance Française
Zola, <i>Nana</i> *	Park Hyatt Hotel
Zola, <i>Germinal</i>	The Ellipse
Zola, <i>Therese Raquin</i>	DC: French Meetup groups
St Exupéry, <i>The Little Prince</i>	Maison du chocolat (NYC, Rockefeller Center)
De Beauvoir, <i>A Very Easy Death</i>	God of Carnage (B'way, NYC)
De Beauvoir, <i>The Mandarins I and II</i>	Create your own French experience: food, plays, books, art, and history!!
Flaubert, <i>Madame Bovary</i>	
Flaubert, <i>Sentimental Education</i>	
Prevost, <i>Manon Lescaut</i> **	
Sartre, <i>No Exit</i> *	
Beckett, <i>En Attendant Godot</i>	
Hemingway, <i>A Moveable Feast</i> *	
Child, <i>My Life in France</i>	
Lever, <i>Marie Antoinette: The Last Queen of France</i>	
Gull and, <i>The Many Lives and Secret Sorrows of Josephine B.</i>	
Balzac, <i>Cousin Bette</i>	
Balzac, <i>La Peau de Chagrin</i>	
Mayle, <i>A Year in Provence</i>	
Stendhal, <i>Le Rouge et le Noir</i>	
Anouilh, <i>Antigone</i> *	
Gide, <i>The Counterfeiters</i> *	
Proust, <i>Swan's Way</i> *	
Sand, <i>La Petite Fadette</i>	

# SPANISH

## Students going into Spanish 2

La Gran Aventura de Alejandro (Read & complete activities for chapters 1-6)

Product Details

- Reading level: Young Adult
- Paperback
- Publisher: Amsco School Pubns Inc (January 1994)
- Language: Spanish
- ISBN-10: 0877201358
- ISBN-13: 978-0877201359

## Students going into Spanish 2 Honors

La Gran Aventura de Alejandro (Read & complete activities for chapters 1-12)

Product Details

- Reading level: Young Adult
  - Paperback
  - Publisher: Amsco School Pubns Inc (January 1994)
  - Language: Spanish
  - ISBN-10: 0877201358
  - ISBN-13: 978-0877201359
2. Watch the movie: Donkey X in Spanish to discuss in class. Students will be assessed about the content of the film.
  3. Go to [lingtlanguage.com/sruckman](http://lingtlanguage.com/sruckman): under SP2 assignments listen to the questions and record your answers.

## Students going into Spanish 3

Dos Cuentos Biculturales: El Medallon De Plata Y Una Visita a Cuba (Spanish Edition) [Paperback]  
(Read El Medallon de Plata and complete activities)

Michael, Ph.D. Noricks (Author)

Product Details

- Paperback: 113 pages
- Publisher: Amsco School Pubns Inc (June 30, 2006)
- Language: Spanish
- ISBN-10: 1567658032
- ISBN-13: 978-1567658033

## Students going into Spanish 3 Honors

Dos Cuentos Biculturales: El Medallon De Plata Y Una Visita a Cuba (Spanish Edition) [Paperback]  
(Read & complete activities for both stories)

Michael, Ph.D. Noricks (Author)

Product Details

- Paperback: 113 pages

- Publisher: Amsco School Pubns Inc (June 30, 2006)
- Language: Spanish
- ISBN-10: 1567658032
- ISBN-13: 978-1567658033

2. Watch the movie: Evita to discuss in class. Students will be assessed about the content of the film.

3. Go to [lingtlanguage.com/sruckman](http://lingtlanguage.com/sruckman): under SP3 assignments listen to the questions and record your answers.

### **Students going into Spanish 4**

Momentos Hispanos (Spanish Edition) [Paperback] (Read & complete lessons 1 & 2, pages 1- 99)  
Louis Cabat (Author), Robert Cabat (Author)

Product Details

- Reading level: Young Adult
- Paperback
- Publisher: Amsco School Pubns Inc; 2 edition (April 2001)
- Language: Spanish
- ISBN-10: 1567654673
- ISBN-13: 978-1567654677

2. Watch the movie: Mar Adentro (The Sea Inside) to discuss in class. Students will be assessed about the content of the film.

3. Go to [lingtlanguage.com/sruckman](http://lingtlanguage.com/sruckman): under SP4 assignments listen to the questions and record your answers.

### **Students going into Spanish AP**

Lecturas Avanzadas (Spanish Edition) [Paperback] (Read and complete pages 1-74, capitulos 1-10)  
Giulianelli (Author)

Product Details

- Reading level: Young Adult
- Paperback
- Publisher: Amsco School Pubns Inc (April 2002)
- Language: Spanish
- ISBN-10: 1567654835
- ISBN-13: 978-1567654837

2. Watch the movie: Volver to discuss in class. Students will be assessed about the content of the film. \*\*This is rated R movie due to some violence, profanity, references and intense scenes.

3. Go to [lingtlanguage.com/sruckman](http://lingtlanguage.com/sruckman): under AP SP assignments listen to the questions and record your answers.

## **AP Spanish Literature**

*Abriendo puertas: antología de literatura en español.* (Boston: Houghton-Mifflin School. 2002)  
ISBN: 0-618-22206-5 ISBN: 0-618-22207-3 (assignment: read first five stories of Vol. I and  
respond to questions at the end of each story, typed and double-spaced in Spanish)

# MATH

## AP CALCULUS

*Calculus of a single variable, 8<sup>th</sup> ed.*

Larson, R., Hostetler, R., & Edwards, B. (2006).

ISBN-10: 0-618-50303-X

1. Read Chapter P, pp. 2-33
2. Complete all the even-numbered problems (2 through 48) on pp. 37-38
3. Complete all the even-numbered problems (2 through 14) on pp. 39-40
4. Write neatly. I cannot grade what I cannot read. Illegible work will earn zero points. Ensure that you include all necessary symbols and include any domain restrictions, if applicable.
5. Submit your work on lined paper. Use standard size paper, not legal size.
6. Use regular lead pencil or mechanical lead pencil, not colored pencil or pen or ink of any kind.
7. Complete the problems in numerical order; staple or clip the pages together. Write your initials at the bottom left of each page.
8. Work must be submitted no later than our first class in September. If you will not be in class on the first day, then drop off your work early with the receptionist or have it delivered to the receptionist no later than the morning of first day of class. Ensure that you have clearly marked your name and my name on your work so that it gets to me on time. You may drop off your completed work any time during the summer when the school is open.
9. All work is to be done **on your own**. No group efforts. No Internet help, no Facebook, no texting, etc.
10. Admission to the course is conditional on the timely and satisfactory completion of the summer reading work.
11. Last-minute, rushed work is easy to identify, believe me. And it is never impressive. If you are truly serious about entering a college level Calculus course, then I expect a college level effort on this assignment.
12. This assignment does not require acute mental exhaustion. Be smart. Do not wait until the last week before school to get this accomplished.
13. Write neatly. I cannot grade what I cannot read. Ensure that you include all necessary symbols
14. If you have questions, then send me an email at [mcorcoran@highlandschool.org](mailto:mcorcoran@highlandschool.org). In the body of your email, identify yourself if your identity is not obvious from your email addressee. That is, [john.smith@yahoo.com](mailto:john.smith@yahoo.com) is easy to identify as John Smith. But, I have no idea who [smokin-dude@hotmail.com](mailto:smokin-dude@hotmail.com) is. I check email about once a week during the summer.

## AP STATISTICS

Jaisingh, Lloyd R., (2005). *Statistics for the utterly confused, 2nd ed.* New York: McGraw-Hill  
ISBN-10: 0071461930  
ISBN-13: 978-0071461931

1. Read Chapters 1-7
2. Write a paper on how you use statistics and/or probability in your everyday life. Elucidate with several examples. Use the information in your reading to help you form appropriate examples. Use correct statistical terminology.
3. Ensure that you include all necessary statistical symbols and use statistical terminology correctly.
4. Paper requirements are:
  - Paper must be between 1200-1500 words (5-6 pages, including title page).
  - Title page should have the following information centered: title of your choosing (depending on what you write), your name, Highland School, AP Statistics, my name, and the date of submission. See example below.
  - Paper format requirements are: double spaced, font size 12, font face "Times New Roman" or "Times," font color black, white background, no decorations, no graphics.
  - All margins are one inch.
  - Paragraph indentations should be one-half inch.
  - Do not use a footer.
  - References are not required. However, if you use references, you must cite them.
  - Place your document title and the page number in the header so that they appear on every page. Your title page is numbered 1. The first page of your text is numbered 2. Only the document title and the page number should appear in the header. The title should be left-justified and the page number should be right-justified. See example below.
  - Spell check and grammar check your work.
5. Send your paper to me electronically as an attachment to an email no later than the day before the first day of school. Hard-copy papers are not acceptable.
6. The subject of the email should be: "AP STATISTICS SUMMER READING PAPER."
7. In the body of your email, identify yourself if your identity is not obvious from your email addree. That is, [john.smith@yahoo.com](mailto:john.smith@yahoo.com) is easy to identify as John Smith. But, I have no idea who [smokin-dude@hotmail.com](mailto:smokin-dude@hotmail.com) is.
8. Send to my email address: [mcorcoran@highlandschool.org](mailto:mcorcoran@highlandschool.org)
9. All work is to be done on your own. No group efforts. No Internet help, no Facebook, no texting, etc.
10. Admission to the course is conditional on the timely and satisfactory completion of the summer reading work.
11. Last-minute, rushed work is easy to identify, believe me. And it is never impressive. If you are truly serious about entering a college level Statistics course, then I expect a college level effort on this assignment.
12. This assignment does not require acute mental exhaustion. Be smart. Do not wait until the last week before school to get this accomplished.
13. If you have questions, then send me an email at [mcorcoran@highlandschool.org](mailto:mcorcoran@highlandschool.org). I check email about once a week during the summer.

## Example

### Statistics in Everyday Life

1

This information  
is centered, both  
vertically and  
horizontally, on  
the page.



### Statistics in Everyday life

Kyle Broflovski

Highland School

AP Statistics

Ms. Corcoran

27 July 2011

### Statistics in Everyday Life

2

The subject of statistics is absolutely fascinating. This revelation came as a pleasant surprise as I began to realize how much statistics are used in my everyday life. I have been using them without even knowing it. For example, ...

# SCIENCE

## HONORS CHEMISTRY

In preparation for your Honors Chemistry class, please read Chapters 1 – 3 in Chemistry. Also please complete the following problems at the end of each chapter to be turned in on the first day of class. There will be test covering this material on the second day of class.

Problem Sets: **(be sure to show ALL work for math-based problems, including units, formulas used, and variable lists)**

Chapter 1: p. 34 – 36; #34 – 38, 41 – 47, 49 – 54, 60 – 61, 70, 72

Chapter 2: p. 58 – 60; #35, 37, 39, 44 – 48, 52, 54, 56 – 57, 70, 77

Chapter 3: p. 96 – 98; #57 – 64, 67, 70, 74 – 76, 86, 92, 102

If you encounter any questions, or problems, over the summer, please feel free to email me at [elizabeth.lang25@gmail.com](mailto:elizabeth.lang25@gmail.com).

Thank you, enjoy your summer, and I look forward to teaching you in the fall!

## AP CHEMISTRY

In preparation for your AP Chemistry class, please read Chapters 1 – 3 in Chemistry The Central Science. Also please complete the following problem sets at the end of each chapter to be turned in on the first day of class. There will be a test covering this material on the second day of class.

Problem Sets: **(be sure to show ALL work for math-based problems, including units, formulas used, and variable lists)**

- Chapter 1: p. 30 – 35, #1.2, 1.4, 1.7, 1.10, 1.15, 1.20, 1.22, 1.23, 1.26, 1.27, 1.33, 1.36, 1.37, 1.42, 1.50, 1.59, 1.74, 1.80
- Chapter 2: p. 70 – 76, #2.1, 2.2, 2.4, 2.5, 2.8, 2.10, 2.12, 2.13, 2.17 - 2.20, 2.22, 2.24, 2.28, 2.30, 2.36, 2.39, 2.40, 2.42, 2.44, 2.46, 2.48, 2.50, 2.51, 2.54, 2.56, 2.60, 2.62, 2.63, 2.65, 2.67, 2.69, 2.71, 2.73, 2.89, 2.96
- Chapter 3: p.110 – 118, #3.1, 3.3, 3.7, 3.9, 3.12, 3.14, 3.15, 3.17, 3.20, 3.21, 3.23, 3.27, 3.29, 3.32, 3.34, 3.36, 3.37, 3.39, 3.41, 3.43, 3.46, 3.48, 3.49, 3.51, 3.53, 3.55, 3.57, 3.60, 3.62, 3.64, 3.67, 3.68, 3.69, 3.73, 3.77, 3.79, 3.101, 3.106

If you encounter any questions, or problems, over the summer, please feel free to email me at [elizabeth.lang25@gmail.com](mailto:elizabeth.lang25@gmail.com)

Thank you, enjoy your summer, and I look forward to teaching you in the fall!

## AP PHYSICS

Read Chapters 1 and 2 of the textbook. Answer the questions on the worksheet that may be obtained by stopping by the Upper School Office or by emailing [wsafren@highlandschool.org](mailto:wsafren@highlandschool.org) .

## AP BIOLOGY

In preparation for your AP Biology class you are required to complete the six chapters from unit eight “Ecology” in your textbook. Complete the work on line and submit your scores to me by the following dates.

The Pre-Test is meant to be done before you begin studying the chapter; this will give you a measure of how much you have learned. You are encouraged to use your text and the activities on line as necessary to complete the activity quizzes and chapter quizzes. You may retake the quizzes as often as necessary to achieve the required 80%; the pre-quiz has no minimum score requirement. Once you have done so use the submit button to send the completed quiz to my email address ([Ziegler@highlandschool.org](mailto:Ziegler@highlandschool.org)) by the designated due date.

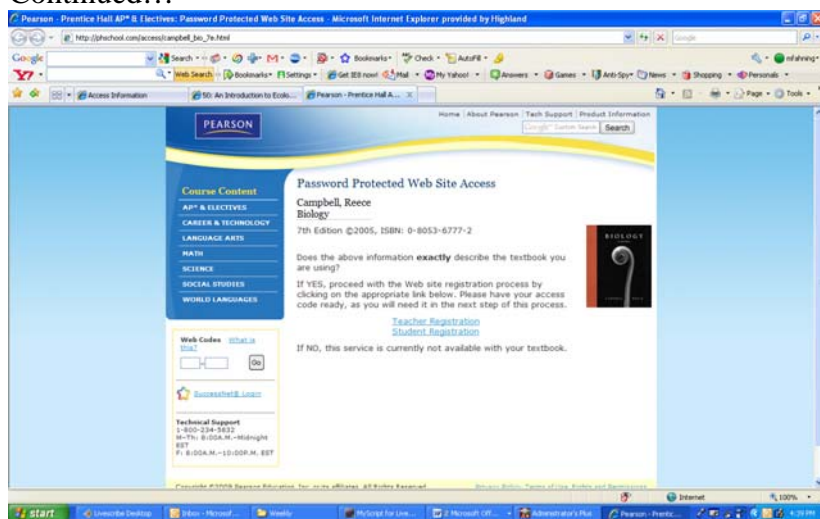
This will be useful as you plan your summer vacation, allowing you to work at your own speed and within your own time frame. The completion of this assignment is worth **100 points** toward your first semester grade. This is a significant portion of your semester grade.

If you have any difficulty with this process please call me at (540)219-6992.

### AP Biology Access Instructions

The web address for access to these assignments is  
[http://phschool.com/access/campbell\\_bio\\_7e.html](http://phschool.com/access/campbell_bio_7e.html)

Continued...



- Select Student Registration
- Accept the License Agreement
- When asked if you have a Pearson Education account, select No and create a login name and password.
- Access code: **SSNAST-QUAIL-HAVEL-MANNA-RUBBY-MOOSE**
- Fill in your Account Information (You will need to type in Highland School)
- When the next screen appears **select Join a Class**
- Class ID: **cm543772**
- Confirm the class



The Class ID you entered matched the following instructor and class.

**Instructor Name:** Leslie Ziegler  
**Instructor Email:** lziegler@highlandschool.org  
**Class Name:** cm543772 - AP BIOLOGY  
**End Date:** Jul 23, 2010

If the class name is incorrect, confirm the Class ID with your instructor and check that you entered it correctly. Click Back to change your Class ID, or click Cancel and join the class later from the educational website using the Join a Class option..

- Print your Class Confirmation Page
- Enter the class and select your first assigned - Chapter #50 Introduction to Ecology and the Biosphere

- Note that all of these online activities for each chapter will help you learn the material.
- Once you submit each Pre-Test, Self-Quiz for grading you will get your results immediately including explanations for your incorrect answers.
- In addition your attempts and grades will be recorded and automatically submitted

**Your Results for "Pre-Test"**

Student results on this activity were sent to the Results Reporter. Note that it may take a few moments for the score to appear. [Go to Results Reporter.](#)

<b>Summary of Results for</b>	
<b>Site Title:</b> Campbell, Biology 7e	
<b>Book Title:</b> Biology	
<b>Book Author:</b> Campbell	
<b>Location on</b> Home > 50: An Introduction to Ecology and the B > Pre-Test	
<b>Submitted:</b> April 23, 2009 at 5:10 PM (EDT)	
<b>100% Correct</b> of 10 questions	10 correct:  100% 0 incorrect: 0%
<a href="#">More information about scoring</a>	

- Select [Go to Results Reporter](#) to see a record of all of your submitted work.

The screenshot shows the AP Biology website interface. At the top, there is a navigation bar with links for Home, FAQs, Site Reqs, Tech Support, Feedback, Credits, and AW-BC.com. A user profile for Wendy Safren, an AP Biology instructor, is visible. Below the navigation bar, there is a section for 'Grades for' with a 'Summary...' link. A table displays the user's activities, showing one activity: '50: An Introduction to Ecology and the Biosphere : Pre-Test' with a score of 100% and a submission date of Apr 23, 2009 at 5:10 PM (EDT). The interface also includes a sidebar with various resources like 'Results Reporter', 'Join a Class', and 'Class Info'.

- Once you have created an account you can use the following link to access the website.  
[http://wps.aw.com/wps/media/access/Pearson\\_Default/1663/1703422/login.html](http://wps.aw.com/wps/media/access/Pearson_Default/1663/1703422/login.html)

## AP Biology Summer Assignments

Date submitted	Score	Date Due	Assignment
		July 12, 2010	Chapter 50– Introduction to Ecology and the Biosphere ○ Pre-Test
		July 12, 2010	Chapter 50 – Introduction to Ecology and the Biosphere ○ Self-Quiz
		July 12, 2010	Chapter 50 – Introduction to Ecology and the Biosphere ○ Activities Quiz (repeat until you score 80% or higher)
		July 12, 2010	Chapter 50 – Introduction to Ecology and the Biosphere ○ Chapter Quiz (repeat until you score 80% or higher)
		July 19, 2010	Chapter 51 – Behavioral Ecology ○ Pre-Test
		July 19, 2010	Chapter 51 – Behavioral Ecology ○ Self-Quiz
		July 19, 2010	Chapter 51 – Behavioral Ecology ○ Activities Quiz (repeat until you score 80% or higher)
		July 19, 2010	Chapter 51 – Behavioral Ecology ○ Chapter Quiz (repeat until you score 80% or higher)
		July 26, 2010	Chapter 52 – Population Ecology ○ Pre-Test
		July 26, 2010	Chapter 52 – Population Ecology ○ Self-Quiz
		July 26, 2010	Chapter 52 – Population Ecology ○ Activities Quiz (repeat until you score 80% or higher)
		July 26, 2010	Chapter 52 – Population Ecology ○ Chapter Quiz (repeat until you score 80% or higher)
		August 2, 2010	Chapter 53 – Community Ecology ○ Pre-Test
		August 2, 2010	Chapter 53 – Community Ecology ○ Self-Quiz
		August 2, 2010	Chapter 53 – Community Ecology ○ Activities Quiz (repeat until you score 80% or higher)
		August 2, 2010	Chapter 53 – Community Ecology ○ Chapter Quiz (repeat until you score 80% or higher)
		August 9, 2010	Chapter 54 – Ecosystems ○ Pre-Test

		August 9, 2010	Chapter 54 – Ecosystems ○ Self-Quiz
		August 9, 2010	Chapter 54 – Ecosystems ○ Activities Quiz (repeat until you score 80% or higher)
		August 9, 2010	Chapter 54 – Ecosystems ○ Chapter Quiz (repeat until you score 80% or higher)
		August 16, 2010	Chapter 55 – Conservation Biology and Restoration Ecology ○ Pre-Test
		August 16, 2010	Chapter 55 – Conservation Biology and Restoration Ecology ○ Self-Quiz
		August 16, 2010	Chapter 55 – Conservation Biology and Restoration Ecology ○ Activities Quiz (repeat until you score 80% or higher)
		August 16, 2010	Chapter 55 – Conservation Biology and Restoration Ecology ○ Chapter Quiz (repeat until you score 80% or higher)
			TOTAL SCORE