

Highland School Summer Reading 2010 - 2011



Upper School Summer Reading, 2010

(Updated 04/05/10)

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 20th. (The schedule they receive in August will list their English teacher for 2010-11, 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 25th 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 (5) 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.

ENGLISH I

English I students read one (1) choice book.

English I Honors students read two (2) 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.

Mary Renault, *The King Must Die* ISBN- 10: 0394751043

A classic work of historical fiction recounting the adventures of Theseus, slayer of monsters.

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.

Doug Adams, *The Hitchhiker’s Guide to the Galaxy*. ISBN: 0345391802

Seconds before Earth is demolished to make room for a galactic freeway, an earthman is saved by his friend. Together they journey through the galaxy.

Assignment

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

ENGLISH II

English II students read one (1) choice book.

English II Honors students read two (2) choice books.

Choice Books

Vim 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

A compelling story of friendship set in 19th 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 (1) choice book.

English III Honors students read the required book plus one (1) choice book.

English III AP students read the required book plus two (2) choice books.

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. Pirzada Came to Dine”

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

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

Tobias Woolf, *This Boy’s Life* ISBN-10: 0802136680

A modern classic, this memoir traces the alternately hilarious and unsettling life of Toby Woolf as he attempts to navigate his journey to young adulthood.

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 (1) choice book.

English IV Honors students read the required book plus one (1) choice book.

English IVAP students read the required book plus two (2) choice books.

Required for AP (English IV and Honors IV students may choose this as their choice book)

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?

Required for Honors (English IV and AP IV students may choose this as their choice book.)

Mark Haddon, *The Curious Incident of the Dog in the Nighttime*. ISBN-10: 1400032717. Told from the viewpoint of an autistic teenager, this family drama is at once both funny and poignant.

Your response to the assignment below should be double-spaced, in MLA format, and 1-2 pages in length.

Background: A great work of literature teaches its readers to be more perceptive, to see the world more clearly. In Mark Haddon’s novel *The Curious Incident of the Dog in the Nighttime*, Christopher Boone’s first-person narration forces its audience to view the world through Christopher’s unique perspective, allowing its readers to see the world as unfamiliar, fresh, and strange. Without this first person narration, the novel would lose its ability to show the world through such an original lens.

Assignment: In a brief, well-written response, discuss two themes that Christopher’s first person narrative conveys powerfully. To illustrate each of your themes, use a direct quote from the novel and explain how Christopher’s unique perspective develops the theme. For example, you might be intrigued by Christopher’s attitude toward a metaphor: “I think it [a metaphor] should be called a lie because a pig is not like a day and people do not have skeletons in their cupboards” (15). In a paragraph, you would then explain how this develops a theme about language or communication in the novel.

Tips for writing a strong response:

- Read carefully and note places where Christopher’s perspective reveals something new or surprising.
- Brainstorm or free-write about the themes Christopher’s story develops.
- Use a direct quote in each of your body paragraphs.
- Include a brief introduction and conclusion to set the stage and provide closure for your points.

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 and love stories.

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). Please describe where and what the picture is.

The postcards and pictures will be used in international week in 2010.

All HISTORY CLASSES (GRADES 9-12)

Bryce Courtenay, *The Power of One* (Young Reader's Edition) (Hardcover)

ISBN-10: 0385732546

ISBN-13: 978-0385732543

Assignment will be posted soon.

CLASSICAL LANGUAGES

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. Lile 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. Lile 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: 987-0-7432-6610-9)

Latin V

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

FOREIGN 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

Books: Go for it in English or French!	ART and Experience :
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 th 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 Exupery, <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>	
Hemmingway, <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 II and II Honors

Text: “*¡Así leemos! A multilevel Spanish reader*” by William T. Tardy The McGraw–Hill Companies, 2003. ISBN 0-65-801740-3. Cost: \$22.64 at Amazon.com

Assignment: Read the *Primera Parte “Enrique y María”* story and complete the “*Después de leer*” exercises for each of the 30 chapters in the book. The six Repaso activities are optional. Please type or hand write neatly the answers on a separate sheet for each chapter and staple them together. It is due on the first day of school and it will be graded with a test grade.

Spanish III and III Honors

Gabriel García Márquez, *Crónica de una muerte anunciada*

ISBN-10: 1400034957

ISBN-13: 978-1400034956

Instructions for Spanish III, III Honors, and IV:

Please write a 250-word, typed, double-spaced essay in Spanish explaining the theme of the story, what you found most fascinating about the character and why, and your reaction to the way the story unfolds. Please avoid plot summary and use examples from the text to support your position.

Spanish IV

Coelo, Paulo, *El Alquimista*. (New York: Rayo, 2002). ISBN-10: 0062511408 ISBN-13: 978-0062511409 (assignment: read and write 300-word, typed, double-spaced reaction essay in Spanish. Support your argument with examples from the book, and avoid plot

AP Spanish Language

Reading in Spanish:

Text: *Leyendas latinoamericanas* G. Barlow, Glencoe, McGraw-Hill. Second Edition
ISBN: 0844272396 Cost: \$30.64 at Amazon.com

Assignment: Choose and read 6 legends out of the eighteen included in the book and complete the exercises corresponding to each one. Please type or write neatly the answers on a separate sheet for each legend and staple them together. This is due on the first day of school and it will be graded with a test grade.

Be prepared to discuss the legends in class.

Speaking in Spanish:

You will need to record yourself. Use a cassette or CD recorder. You can look for some web sites to find programs and readings dealing with the same topic or use one of the sites from the included list. *Include a general bibliography.*

1. *Watch* a broadcast or video en *español*. Taking notes is a good idea.
2. Research, en *español*, some information that corresponds to the topic. You may find an article on one of the internet sites listed under helpful websites or from a traditional printed source such as a newspaper or magazine.
3. Reflect and then compare the video source with your written source.
4. Make a 60-120 second recording in Spanish telling about what you saw and read. Integrate information from both sources in your recording
5. Prepare two recordings

Listening and writing in Spanish:

Watch or listen to a program in Spanish. Think about what you saw or heard, then write eight to ten sentences in Spanish telling what the broadcast was about. Include your opinion or compare it to one of your personal experiences. You can use the websites listed to find programs. Include the web address of the sites you choose. Prepare two short essays following these instructions.

Writing in Spanish:

Write a note to a friend telling him/her what you did last weekend. Pay attention to the use of the preterite and imperfect. Write eight to ten sentences. Be sure to use appropriate expressions, courtesy, and letter format. Include the appropriate greetings and farewells.

Helpful Websites

These first three sites are easily accessed from each other. They provide direct links to television, radio, and newspapers from many locations throughout the Spanish-speaking world.

<http://broadcast-live.com/television/spanish.html>
<http://newspaper-world.com/language/spanish.asp>
<http://broadcast-live.com/latinamerica.html>

These sites offer great support for writing in Spanish. Rules for punctuation, capitalization, etc. are included here along with helpful vocabulary lists.

http://spanish.about.com/od/writtenspanish/Write_in_Spanish.htm
http://www.spanish.sbc.edu/writing_guide.html

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

AP CALCULUS:

Kelley, W. Michael, (2006). The Complete Idiot's Guide to Calculus, 2nd Edition.

ISBN-10: 1592574718

ISBN-13: 978-1592574711

1. Read Chapters 1-8
2. Write a paper on how you encounter limits in your everyday life. Elucidate with several examples. Use the information in your reading to help you form appropriate examples. Use correct mathematical terminology. Be sure that you approach the topic of limits in the calculus sense of the word.
3. Paper requirements:
 - Paper must be between 400-500 words.
 - Paper format requirements are: double spaced, font size 12, font face "Times New Roman," font color black, white background, no decorations, no graphics. Place your name in a header so that it appears on every page. Only your name should appear in the header. There is no need for the class name, the school name or the date.
 - Send your paper to me electronically as an attachment to an email no later than the day before the first day of school.
 - Subject of the email should be: "AP CALCULUS SUMMER READING PAPER"
 - In the body of your email, identify yourself if your identity is not obvious from your email addree. That is, john.smith@yahoo.com is easy to identify as John Smith. But, I have no idea who smokin-dude@hotmail.com is.
 - Send to my email address: mcorcoran@highlandschool.org
 - Extensions are not possible.
 - All work is to be done on your own. No group efforts.
 - Admission to the course will not be granted to anyone who does not submit a satisfactorily completed summer reading paper on time. No exceptions.
 - 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 short paper.
 - This assignment does not require acute mental exhaustion. Be smart. Do not wait until the last week before school to get this accomplished.

AP STATISTICS

AP STATISTICS:

Jaisingh, Lloyd R., (2005). Statistics for the Utterly Confused, 2nd edition.

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. Paper requirements:
 - Paper must be between 400-500 words.
 - Paper format requirements are: double spaced, font size 12, font face "Times New Roman," font color black, white background, no decorations, no graphics. Place your name in a header so that it appears on every page. Only your name should appear in the header. There is no need for the class name, the school name or the date.
 - Send your paper to me electronically as an attachment to an email no later than the day before the first day of school.
 - Subject of the email should be: "AP STATISTICS SUMMER READING PAPER"
 - In the body of your email, identify yourself if your identity is not obvious from your email address. That is, john.smith@yahoo.com is easy to identify as John Smith. But, I have no idea who smokin-dude@hotmail.com is.
 - Send to my email address: mcorcoran@highlandschool.org
 - Extensions are not possible.
 - All work is to be done on your own. No group efforts.
 - Admission to the course will not be granted to anyone who does not submit a satisfactorily completed summer reading paper on time. No exceptions.
 - 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 short paper.
 - This assignment does not require acute mental exhaustion. Be smart. Do not wait until the last week before school to get this accomplished.

SCIENCE

AP PHYSICS

Peter Pesic, *Sky in a Bottle* ISBN: 978-0-262-16234-0

Assignment

- Students will summarize the key concepts in each chapter in paragraph form. The summaries should be coherent and cohesive, beginning with the essential question: *Why is the Sky Blue?* And concluding with the explanations as outlined in each chapter.

AP CHEMISTRY

Read "*The Cartoon Guide to Chemistry*" ISBN: 0-06-093677-0.

HONORS CHEMISTRY

Read chapters 1-4 of "*The Cartoon Guide to Chemistry*" ISBN: 0-06-093677-0.

Assignment

Assignment may be posted at a later date

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.

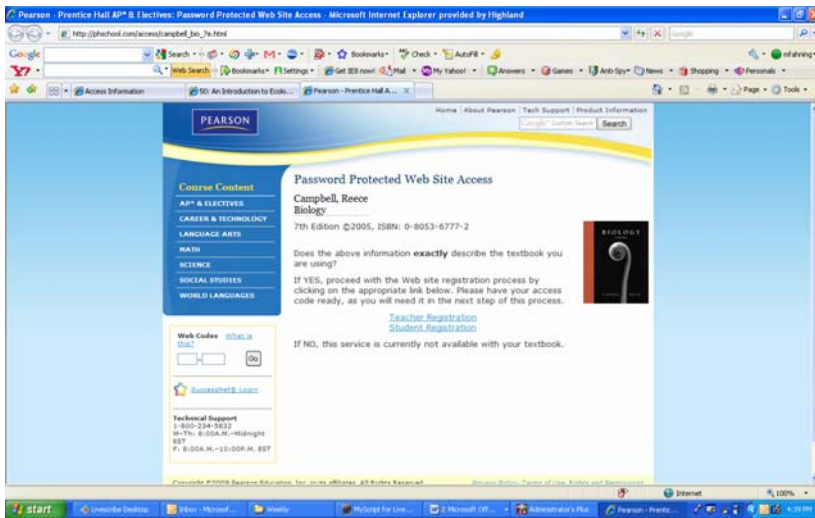
The Pre-Test is meant to be done before you begin studying the chapter; this will give you a measure of how much you have learned. You are encouraged to use your text and the activities on line as necessary to complete the activity quizzes and chapter quizzes. You may retake the quizzes as often as necessary 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 (lziegler@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



- 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

Confirm your 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.](#)

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

- 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

AP Biology Summer Assignments

Date submitted	Score	Date Due	Assignment
		July 13, 2009	Chapter 50– Introduction to Ecology and the Biosphere ○ Pre-Test
		July 13, 2009	Chapter 50 – Introduction to Ecology and the Biosphere ○ Self-Quiz
		July 13,	Chapter 50 – Introduction to Ecology and the Biosphere

		2009	○ Activities Quiz (repeat until you score 80% or higher)
		July 13, 2009	Chapter 50 – Introduction to Ecology and the Biosphere ○ Chapter Quiz (repeat until you score 80% or higher)
		July 20, 2009	Chapter 51 – Behavioral Ecology ○ Pre-Test
		July 20, 2009	Chapter 51 – Behavioral Ecology ○ Self-Quiz
		July 20, 2009	Chapter 51 – Behavioral Ecology ○ Activities Quiz (repeat until you score 80% or higher)
		July 20, 2009	Chapter 51 – Behavioral Ecology ○ Chapter Quiz (repeat until you score 80% or higher)
		July 27, 2009	Chapter 52 – Population Ecology ○ Pre-Test
		July 27, 2009	Chapter 52 – Population Ecology ○ Self-Quiz
		July 27, 2009	Chapter 52 – Population Ecology ○ Activities Quiz (repeat until you score 80% or higher)
		July 27, 2009	Chapter 52 – Population Ecology ○ Chapter Quiz (repeat until you score 80% or higher)
		August 3, 2009	Chapter 53 – Community Ecology ○ Pre-Test
		August 3, 2009	Chapter 53 – Community Ecology ○ Self-Quiz
		August 3, 2009	Chapter 53 – Community Ecology ○ Activities Quiz (repeat until you score 80% or higher)
		August 3, 2009	Chapter 53 – Community Ecology ○ Chapter Quiz (repeat until you score 80% or higher)
		August 10, 2009	Chapter 54 – Ecosystems ○ Pre-Test
		August 10, 2009	Chapter 54 – Ecosystems ○ Self-Quiz
		August 10, 2009	Chapter 54 – Ecosystems ○ Activities Quiz (repeat until you score 80% or higher)
		August 10, 2009	Chapter 54 – Ecosystems ○ Chapter Quiz (repeat until you score 80% or higher)
		August 17, 2009	Chapter 55 – Conservation Biology and Restoration Ecology ○ Pre-Test
		August 17, 2009	Chapter 55 – Conservation Biology and Restoration Ecology ○ Self-Quiz
		August 17, 2009	Chapter 55 – Conservation Biology and Restoration Ecology ○ Activities Quiz (repeat until you score 80% or higher)
		August 17, 2009	Chapter 55 – Conservation Biology and Restoration Ecology ○ Chapter Quiz (repeat until you score 80% or higher)
			TOTAL SCORE