

Highland School Summer Reading 2009-2010



Upper School Summer Reading, 2009

(Includes History II Revision 07/16/09)

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 21st. (The schedule they receive in August will list their English teacher for 2009-10, 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

Jeanette Walls, *The Glass Castle: A Memoir*. ISBN-074324754X

Alternately moving and hopeful, this true story chronicles the turbulent, nomadic childhood of a young girl and her family. The author now lives in Culpeper!

Jon Krakauer, *Into Thin Air*. ISBN: 0385494785

Author of *Into the Wild*, writer/mountaineer Krakauer recounts a harrowing ascent of Mount Everest. Non-fiction.

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

ENGLISH II

English II students read one (1) choice book.

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

Choice Books

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.

Ann Patchett, *Bel Canto*. ISBN: 0060838728

A group of international guests, taken hostage by terrorists while attending a birthday party at the home of

the vice president of a small South American country, form bonds with their captors and enter into an almost idyllic lifestyle, united by the music of Roxanne Cross, opera's most revered soprano.

Assignment

Refer to Choice Book Assignment, Grades 9 – 12

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. 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

Geraldine Brooks, *March*. ISBN-10: 0143036661

The imagined story of what happens to Bronson Alcott, father of the “little women,” when he joins the Union Army during the Civil War. A beautifully written narrative based on extensive historical research, this novel takes an unflinching view of the horrors of the war between the states. Winner of the Pulitzer Prize.

Mark Twain, *Puddin’Head Wilson*. ISBN: 0553211587

Two boys are born on the same day in 1830, one the son of a prosperous landowner, the other the son of his mulatto slave girl. To help advance her child, the slave girl arranges to substitute him for the other boy. Then the trouble starts.

Cormac McCarthy, *All the Pretty Horses*. ISBN – 13: 978-0679744399

Winner of the National Book Award, this compelling novel charts the adventures of two young horsemen as they head south from Texas into Mexico.

Sue Monk Kidd, *The Secret Life of Bees*. ISBN: 0142001740

Fourteen-year-old Lily and her companion, Rosaleen, an African-American woman who has cared for Lily since her mother’s death 10 years earlier, flee their home after an unsettling incident. They find a safe haven in Tiburon, South Carolina, at the home of three beekeeping sisters, May, June, and August, and begin to reconstruct their lives.

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.

Assignment

Refer to Choice Book Assignment, Grades 9 – 12

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 (AP and Honors must read. English 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?

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.

Robert Bolt, *A Man for All Seasons*. ISBN: 0679728228

A play based on the historical relationship between Henry VIII and Thomas More, whom he appointed Bishop of Canterbury.

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.

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.

WORLD HISTORY I (9TH GRADE)

The Time Machine, by H.G. Wells

ISBN-10: 0451528557

ISBN-13: 978-0451528551

- Read the book as it will be the focus of week one and two and will be referred to continually over the course of the year.
- Write a five-paragraph essay with an introduction, a three paragraph body, and a conclusion focused on the following question:
 - How does The Time Machine demonstrate the rise and fall of civilizations?

WORLD HISTORY II (10TH GRADE)

Children of the Jihad by Cohen

ISBN: 1-59240-324-7

Assignment

After reading the book, decide what you think is the author's thesis, or main idea. Write a one to two page (single-spaced) essay on this.

1. Your first paragraph should summarize what you think the author's thesis is. A thesis statement is a statement, not a question. It should summarize in some form all of the main ideas the author has presented in the book. It should be only one or two sentences. After presenting your proposed thesis statement, explain in this same paragraph why you think this is the main idea.
2. In your second paragraph, provide an example from the book that supports the thesis (provide the quote (in full and at least one sentence long)) and its page number and explain how it relates to the thesis.
3. In the third paragraph, do the same for a new quote from a different chapter.
4. In the fourth paragraph, do the same for a third quote from a different chapter than the first two.
5. In the fifth paragraph, provide a conclusion that restates the thesis and introduces a new and original idea by you (such as why this book is significant, whether its thesis is suitable or unsuitable for sophomores, or anything similar).

Submit you completed essay on the first day of classes

US HISTORY (11th GRADE)

Nickel and Dime: On (Not) Getting By in America by Barbara Ehrenreich

ISBN 10: 0805063897

ISBN 13: 978-0805063899

Assignment

- Read the book.
- After reading the book, answer the following question in a five (5) paragraph essay: *Can people survive on the minimum in the United States?*

AP US HISTORY

America: A Narrative History, by Tindall & Shi, Brief 6th Edition, Vol. I,

ISBN: 0393924246

Assignment

- Read the first two (2) chapters of the textbook then answer the following question in a five (5) paragraph essay: *What led to Great Britain becoming the dominant European power of the 1600-1700's?*
- Expect a test on that material during the first week of classes.

AP EUROPEAN HISTORY

The Western Heritage: Since 1300 by Preferred: Kagan ISBN: 0131732927

The Western Heritage: Combined Volume Acceptable: Kagan, ISBN: 0131950681

Assignment

- Read chapter 9 of the textbook and outline your reading (outline will be submitted the first day of class)
- Consider the following potential essay topics:
 - Comment on the statement “The Church as an institution was threatened from both those who believed too much and from those who believed too little.”
 - How were the growing tensions between the nobility and the emerging monarchies a key to explaining some of the reasons for the decline of feudalism in Europe by the end of the 14c?
- Expect a test on Chapter 9 during the first week of class, to include multiple-choice questions on the reading, and one of the two listed essays.

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

Latin III

Caesar's Legion: The Epic Saga of Julius Caesar's Elite Tenth Legion and the Armies of Rome by Stephen Dando-Collins (ISBN 0-471-68613-1)

Latin IV and Latin IV Honors

Imperium by Robert Harris (ISBN 0-689-71571-4)

Latin V

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

FOREIGN LANGUAGES

French II

www.teachersdiscovery.com

Telephone: 1-800-287-4509

Please choose ONE of the following texts.

EITHER:

Le rêve de Lise (Order number B1808) \$5.95

OR:

Le premier travail de Damien (Order number B1809) \$5.95

Assignment for Summer Reading Grade: Following your reading of the text, please complete the following to be turned in on the first day of school:

1. Write a list of characters and choose a list of adjectives in French to describe them.
2. Write a one page summary of the story. Please type your summary, double-spaced, Times New Roman, 12 point font.

French III

www.teachersdiscovery.com

Telephone: 1-800-287-4509

Please choose ONE of the following texts.

EITHER:

Marie Curie (Order number B234) \$6.95

OR

Un volontaire dans l'espace (Order number B235) \$6.95

Assignment for Summer Reading Grade to be turned in on the first day of school: As you read through the text, please complete each short task to accompany each page read. You will turn in your book when you return for your grade.

French IV

www.teachersdiscovery.com

Telephone: 1-800-287-4509

Please read the following texts:

Le Malade Imaginaire (The Hypochondriac) (Order number B1702) \$6.95

AND

Les mystères de la Bastille (Mysteries of the Bastille Reader) (Order number B1703) \$6.95

Assignment for Summer Reading Grade to be turned in on the first day of school: As you read through the text, please complete each short task to accompany each page read. You will turn in these books when you return for your grade.

AP French Language

www.amazon.com

Legends series: *Contes et légendes du monde francophone (1997) McGraw-Hill*

ISBN : 0844212091

Assignment for Summer Reading Grade to be turned in on the first day of school:

Reading and writing

A. Read all of the texts in French.

B. CHOOSE ANY FIVE OF THE TASKS BELOW

Folk tale 1: Following the reading of the text, write a dialogue in French between a husband and a wife as a follow up to this story, when the wife goes to the market.

Folk tale 2: Write a paragraph in French. Why did the tailor decide to make the suit for Malchance?

Folk tale 3: Choose five new expressions or pieces of vocabulary you have learned through this story. Write a paragraph telling how the wise people of the village reasoned the actions of Moni-Mambu.

Folk tale 4: Write in French: two other reasons for the origin of the nombril.

Folk tale 5: Write a short paragraph on the following: How did the children manage to survive in the forest?

Folk tale 6: Paraphrase the story in your own words in French.

Folk tale 7: Explain in French why this story is funny.

Folk tale 8: What is the chef's opinion of his two accomplices?

Folk tale 9: Following the reading of the text, write about the economic aspect of family life in Cambodia.

Folk tale 10: Paraphrase this story in French.

Folk tale 11: Create a funny ending to this story in French.

Folk tale 12: Write a list of the elements in this story which relate to slavery.

Folk tale 13: Write a list if the elements in this story which are funny.

Folk tale 14: Write a paragraph in French: what would you do if you had a child like Barbaro?

Folk tale 15: If Tresses d'Ail had not met les fées, what would the ending have been? Write this in French.

Folk tale 16: Reinvent another version of the story.

C. Write a 200 word essay in *French* comparing the stories of the various Francophone countries.

What have you learned about the cultural values of these countries?

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 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 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

Brown, LeMay, Bursten, *The Central Science, 10th Edition* ISBN: 0131937197

Assignment

- Read Chapters 1 and 2, do all odd questions at the end of the chapters.

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.

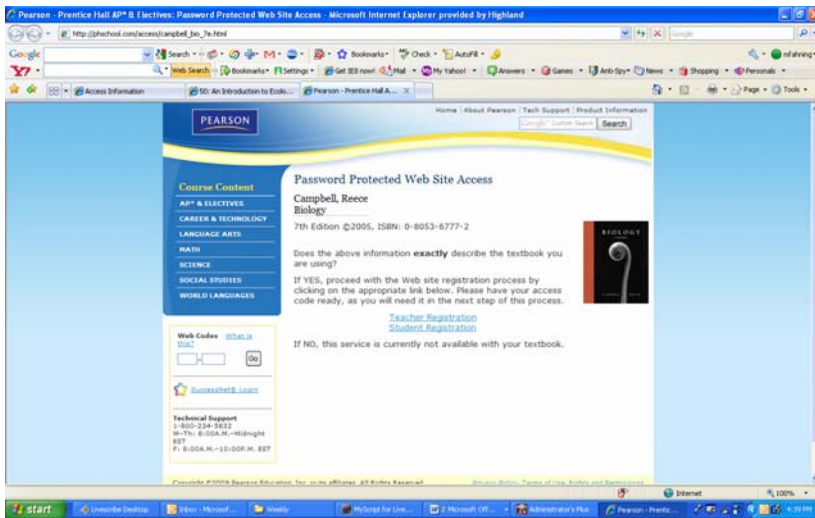
The Pre-Test is meant to be done before you begin studying the chapter; this will give you a measure of how much you have learned. You are encouraged to use your text and the activities on line as necessary to complete the activity quizzes and chapter quizzes. You may retake the quizzes as often as necessary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

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

- 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, 2009	Chapter 50 – Introduction to Ecology and the Biosphere ○ 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

		2009	○ 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