

Spartanburg

DAY SCHOOL

Summer Work 2019-2020

AP Chemistry Summer Assignment

Your assignment is three-fold.

1. First of all, you need to **thoroughly read** Chapters 1 and 2 of your textbook (Zumdahl Chemistry Ninth Edition AP Edition ISBN-13:978-1-133-1110-3). You are responsible for the material in these 2 chapter. **It will be covered in your first test. We will not spend class time on this because it is a review of the first several chapters of Honors Chemistry**, and we need to “hit the ground running” with new material in order to get through the tremendous amount of content you need to learn in this course. To show me that you have mastered this material, the following 25 problems are due **ON THE FIRST DAY OF SCHOOL** (This assignment will be graded for accuracy.). Points will be deducted for late assignments. **WHEN WORK IS NEEDED, YOU MUST SHOW WORK FOR CREDIT.**

Chapter 1 (pp. 34-38): #30, 33, 36, 39, 60 (A and D only in #60), 76,79, 83, 86, 87

Chapter 2 (pp. 74-77): #33, 35, 37, 54, 56, 57, 59, 61, 63, 67, 69, 72, 77, 80, and 83.

It would be wise to borrow or buy a book from a former AP Chem student or purchase on-line sooner, rather than later. (Current students: Ben Freedman, Grace Kleman, Vance Lever, William Owens, Rachel Summers, and Lucas Wilson).

2. On **Friday, August 23**, you will take a quiz on 27 polyatomic ions (those learned during first semester of Honors Chemistry) plus several extra. You will be asked to write the names of these ions when given the formula and charge OR write the formula and charge when given the name. I have provided a list of the polyatomic ions you need to know in this study packet in the form of flash cards you can cut apart and study.
3. I am also providing a copy of the periodic table used in AP Chemistry. You will notice that it does not have element names, only symbols. It is important than you review element names and symbols over the summer and are comfortable using this table.

I am really looking forward to teaching each of you. Take time to prepare over the summer. It will definitely pay off for you. AP Chemistry is a tough course, but you are up for the challenge if you start off the year on the right foot.

Mrs. Greer

Annalouise.greer@sdsgriffin.org

Sulfite	Sulfate	Hydrogen sulfate
Phosphate	Dihydrogen phosphate	Hydrogen phosphate
Nitrite	Nitrate	Ammonium
Thiocyanate	Carbonate	Hydrogen carbonate
Borate	Chromate	Dichromate
Permanganate	Oxalate	Amide
Hydroxide	Cyanide	Acetate
Peroxide	Hypochlorite	Chlorite
Chlorate	Perchlorate	Thiosulfate

HSO_4^-	SO_4^{2-}	SO_3^{2-}
HPO_4^-	H_2PO_4^-	PO_4^{3-}
NH_4^+	NO_3^-	NO_2^-
HCO_3^-	CO_3^{2-}	NCS^- SCN^-
$\text{Cr}_2\text{O}_7^{2-}$	CrO_4^{2-}	BO_3^{3-}
NH_2^-	$\text{C}_2\text{O}_4^{2-}$	MnO_4^-
$\text{C}_2\text{H}_3\text{O}_2^-$ CH_3COO^-	CN^-	OH^-
ClO_2^-	ClO^-	O_2^{2-}
$\text{S}_2\text{O}_3^{2-}$	ClO_4^-	ClO_3^-

English Nine Summer Reading Assignment (Mrs. Camp and Mrs. Shepard)

English Nine will be a rediscovery of literary genres. Along with short story, drama, and fiction, we shall also enjoy horror, memoir, historical fiction and epic poetry. Our focus will be in identifying the literary terms unique to each genre through both discussion and writing. Essays will transpire from the five-paragraph essay to expository, descriptive, persuasive, and narrative formats.

Following is a brief description of each work and the writing assignment to be completed by class on Thursday, August 22, 2019. All reflections/journals will be due and collected at this time.

1. *Night* by Elie Wiesel

Night is Elie Wiesel's masterpiece, a candid, horrific, and deeply poignant autobiographical account of his survival as a teenager in the Nazi death camps.

In Nobel laureate Elie Wiesel's memoir *Night*, a scholarly, pious teenager is wracked with guilt at having survived the horror of the Holocaust and the genocidal campaign that consumed his family. His memories of the nightmare world of the death camps present him with an intolerable question: how can the God he once so fervently believed in have allowed these monstrous events to occur? There are no easy answers in this harrowing book, which probes life's essential riddles with the lucid anguish only great literature achieves. It marks the crucial first step in Wiesel's lifelong project to bear witness for those who died. (Amazon)

2. *Something Wicked This Way Comes* by Ray Bradbury

Few American novels written this century have endured in the heart and mind as has this one-Ray Bradbury's incomparable masterwork of the dark fantastic. A carnival rolls in sometime after the midnight hour on a chill Midwestern October eve, ushering in Halloween a week before its time. A calliope's shrill siren song beckons to all with a seductive promise of dreams and youth regained. In this season of dying, Coogar & Dark's Pandemonium Shadow Show has come to Green Town, Illinois, to destroy every life touched by its strange and sinister mystery. And two inquisitive boys standing precariously on the brink of adulthood will soon discover the secret of the satanic raree-show's smoke, mazes, and mirrors, as they learn all too well the heavy cost of wishes -- and the stuff of nightmare. (Amazon)

Writing Assignments:

For each of the reading assignments, complete a minimum of three reflections/journals; each reflection/journal should be a *minimum* of 250 words. (3 reflections/journals for each book, thus 6 total reflections/journals). I have given you some suggestions for topics below.

Your three reflections/journals should represent different parts of the work: a reflection/journal after you have read some of the beginning, one near the middle, and then one after you have finished. I think this will help you understand and remember the work better.

Please include specific ideas and details from what you are reading, but do not include long quotations. I want to hear your ideas and voice in response to the work.

You might consider:

- Summarizing central claims of the text and responding with your own ideas or examples
- Discussing specific details of the story that you find compelling
- Noticing the stylistic qualities of the writer (How does he or she write in a unique way? What examples can you give? How does this style affect the reader?)
- Posing questions that occur to you while reading and discussing what made you curious
- Choosing a specific quotation (one or two sentences) and using it as a springboard for discussion
- Making connections to other works, including other books, movies, documentaries, etc.
- Responding personally to the text (What personal connections are you making? Why?)

Expectations:

1. Reflections/Journals should be
 - Typed, 12 point font, double spaced.
 - Printed and turned in on Friday, August 23, 2019 (all 6 reflections/journals).
 - Shared with me on a Google Doc.
 - Neatly labeled (your name, book title, reflection/journal number, word count at the bottom of each page).
 - Your own work and ideas. Do not use outside sources for summaries or quotations.

2. In August, we shall commence our discussion with *Something Wicked This Way Comes*. Please review the novel as there will be a reading assessment for a grade.

Reflection/Journal Rubric:

_____/30 points	<p>Thoughtfulness:</p> <ul style="list-style-type: none"> ● The responses reflect the student’s ideas and unique voice. ● Although some summary may be appropriate, the student shows an effort to engage with the texts in thoughtful, authentic ways, perhaps by asking questions, making connections, or responding in personal ways to the ideas posed.
_____/20 points	<p>References to Reading:</p> <ul style="list-style-type: none"> ● The journals make references to specific details and/or examples in the reading so that the reflections make sense to someone who has also read the book. ● The references are portrayed with accuracy.
_____/20 points	<p>Development:</p> <ul style="list-style-type: none"> ● The journals meet the length requirements with quality reflections. ● The student avoids long quotations, repetitive ideas, or “fluff” that just fills the page.
_____/20 points	<p>Grammar:</p> <ul style="list-style-type: none"> ● Correct grammar is used and there are minimal errors (errors are few and do not distract from the flow of the reading). ● The student has proofread so that the writing makes sense to a reader.

_____/10 points	Following Directions: <ul style="list-style-type: none">● Typed, 12 point font, double spaced● Shared with me on a Google Doc● Neatly labeled (your name, book title, journal number, word count at the bottom of each journal)
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Total Points Earned: __

English Ten Summer Reading Assessment 2019 (Mrs. Camp)

English Ten is a sampling of World Literature in conjunction with World History. Students will be reading, analyzing, and explicating world literature in several literary genres. English Ten offers the discovery of lifestyles and values which may greatly differ from your own. Summer reading incorporates a graphic novel, *Persepolis*, from Iran and *Like Water for Chocolate*, from Mexico.

Following is a brief description of each work and the writing assignment to be completed by Friday, August 23, 2019. All reflections will be due and collected at this time.

1. *Persepolis* by Marjane Satrapi

Wise, funny, and heartbreaking, *Persepolis* is Marjane Satrapi's graphic memoir of growing up in Iran during the Islamic Revolution.

In powerful black-and-white comic strip images, Satrapi tells the story of her life in Tehran from ages six to fourteen, years that saw the overthrow of the Shah's regime, the triumph of the Islamic Revolution, and the devastating effects of war with Iraq. The intelligent and outspoken only child of committed Marxists and the great-granddaughter of one of Iran's last emperors, Marjane bears witness to a childhood uniquely entwined with the history of her country.

Persepolis paints an unforgettable portrait of daily life in Iran and of the bewildering contradictions between home life and public life. Marjane's child's-eye view of dethroned emperors, state-sanctioned whippings, and heroes of the revolution allows us to learn as she does the history of this fascinating country and of her own extraordinary family. Intensely personal, profoundly political, and wholly original, *Persepolis* is at once a story of growing up and a reminder of the human cost of war and political repression. It shows how we carry on, with laughter and tears, in the face of absurdity. And, finally, it introduces us to an irresistible little girl with whom we cannot help but fall in love. (Amazon)

2. *Like Water for Chocolate* by Laura Esquivel

Earthy, magical, and utterly charming, this tale of family life in turn-of-the-century Mexico blends poignant romance and bittersweet wit.

This classic love story takes place on the De la Garza ranch, as the tyrannical owner, Mama Elena, chops onions at the kitchen table in her final days of pregnancy. While still in her mother's womb, her daughter to be weeps so violently she causes an early labor, and little Tita slips out amid the spices and fixings for noodle soup. This early encounter with food soon becomes a way of life, and Tita grows up to be a master chef, using cooking to express herself and sharing recipes with readers along the way. (Amazon)

Writing Assignments:

For each of the reading assignments, complete a minimum of three reflections; each reflection should be a *minimum* of 250 words. (3 reflections for each book, thus 6 total reflections). I have given you some suggestions for topics below.

Your three reflections should represent different parts of the work: a reflection after you have read some of the beginning, one near the middle, and then one after you have finished. I think this will help you understand and remember the work better.

Please include specific ideas and details from what you are reading, but do not include long quotations. I want to hear your ideas and voice in response to the work.

You might consider:

- Summarizing central claims of the text and responding with your own ideas or examples
- Discussing specific details of the story that you find compelling
- Noticing the stylistic qualities of the writer (How does he or she write in a unique way? What examples can you give? How does this style affect the reader?)
- Posing questions that occur to you while reading and discussing what made you curious
- Choosing a specific quotation (one or two sentences) and using it as a springboard for discussion
- Making connections to other works, including other books, movies, documentaries, etc.
- Responding personally to the text (What personal connections are you making? Why?)

Expectations:

1. Reflections should be
 - Typed, 12 point font, double spaced.
 - Printed and turned in on Friday, August 23, 2019 (all 6 reflections).
 - Shared with me on a Google Doc.
 - Neatly labeled (your name, book title, reflection number, word count at the bottom of each page).
 - Your own work and ideas. Do not use outside sources for summaries or quotations.

2. In August, we shall commence our discussion with *Persepolis*. Please review the graphic novel as there will be reading assessment for a grade.

Honors and AP Language and Composition Summer Reading Assignment

Dear student,

Our class will focus primarily on nonfiction and argument; therefore, each of these summer reading texts is a nonfiction work. As you read, consider the argument the writer is presenting: What are the central claims? What evidence is presented? How does the writer use different techniques to compose the work? I think you will see that each work is quite different in its presentation. For Gladwell, the text will feel like a traditional argument; for Walls, like a life story; for Krakauer, like a journalistic investigation. My hope is that you will find at least one of these works compelling. I believe they offer a great introduction to our class, and I look forward to discussing them with you!

Below you will see a brief description of each work and then a writing assignment. Please email me with any questions.

1.

Outliers by Malcolm Gladwell

“In this stunning new book, Malcolm Gladwell takes us on an intellectual journey through the world of “outliers”—the best and the brightest, the most famous and the most successful. He asks the question: what makes high-achievers different? . . . Along the way he explains the secrets of software billionaires, what it takes to be a great soccer player, why Asians are good at math, and what made the Beatles the greatest rock band. Brilliant and entertaining, *Outliers* is a landmark work that will simultaneously delight and illuminate.” (*Amazon*)

2.

The Glass Castle by Jeannette Walls

“*The Glass Castle* is a remarkable memoir of resilience and redemption, and a revelatory look into a family at once deeply dysfunctional and uniquely vibrant. . . . The Walls children learned to take care of themselves. They fed, clothed, and protected one another, and eventually found their way to New York. Their parents followed them, choosing to be homeless even as their children prospered. *The Glass Castle* is truly astonishing—a memoir permeated by the intense love of a peculiar but loyal family.” (*Amazon*)

3.

Into the Wild by Jon Krakauer

“In April 1992 a young man from a well-to-do family hitchhiked to Alaska and walked alone into the wilderness north of Mt. McKinley. His name was Christopher Johnson McCandless. He had given \$25,000 in savings to charity, abandoned his car and most of his possessions, burned all the cash in his wallet, and invented a new life for himself. Four months later, his decomposed body was found by a moose hunter. How McCandless came to die is the unforgettable story of *Into the*

Wild.” (Amazon)

Writing Assignments:

For each of the reading assignments, complete a minimum of three journal responses; each journal should be a *minimum* of 250 words. (3 journals for each book, thus 9 total journals). I have given you some suggestions for topics below.

Your three journals should represent different parts of the work: a journal after you have read some of the beginning, one near the middle, and then one after you have finished. I think this will help you understand and remember the work better.

Please include specific ideas and details from what you are reading, but do not include long quotations. I want to hear your ideas and voice in response to the work.

You might consider:

- Summarizing central claims of the text and responding with your own ideas or examples
- Discussing specific details of the story that you find compelling
- Noticing the stylistic qualities of the writer (How does he or she write in a unique way? What examples can you give? How does this style affect the reader?)
- Posing questions that occur to you while reading and discussing what made you curious
- Choosing a specific quotation (one or two sentences) and using it as a springboard for discussion
- Making connections to other works, including other books, movies, documentaries, etc.
- Responding personally to the text (What personal connections are you making? Why?)

Expectations:

1. Journals should be

- Typed, 12 point font, double spaced.
- Printed and turned in on Friday, August 23, 2019 (all 9 journals).
- Shared with me on a Google Doc.
- Neatly labeled (your name, book title, journal number, word count at the bottom of each journal).
- Your own work and ideas. Do not use outside sources for summaries or quotations.

2. We will begin our discussion with Malcolm Gladwell’s *Outliers*. Please review this book and prepare for a reading check (quiz grade).

Journal Rubric:

_____/30 points	<p>Thoughtfulness:</p> <ul style="list-style-type: none"> • The responses reflect the student’s ideas and unique voice. • Although some summary may be appropriate, the student shows an effort to engage with the texts in thoughtful, authentic ways, perhaps by asking questions, making connections, or responding in personal ways to the ideas posed.
_____/20 points	<p>References to Reading:</p> <ul style="list-style-type: none"> • The journals make references to specific details and/or examples in the reading so that the reflections make sense to someone who has also read the book. • The references are portrayed with accuracy.
_____/20 points	<p>Development:</p> <ul style="list-style-type: none"> • The journals meet the length requirements with quality reflections. • The student avoids long quotations, repetitive ideas, or “fluff” that just fills the page.
_____/20 points	<p>Grammar:</p> <ul style="list-style-type: none"> • Correct grammar is used and there are minimal errors (errors are few and do not distract from the flow of the reading). • The student has proofread so that the writing makes sense to a reader.
_____/10 points	<p>Following Directions:</p> <ul style="list-style-type: none"> • Typed, 12 point font, double spaced • Shared with me on a Google Doc • Neatly labeled (your name, book title, journal number, word count at the bottom of each journal)

Total Points Earned: _____/ 100

2019 Summer Reading AP Literature and 12 Honors English

This summer, in preparation for your senior year in English, students are required to read three novels.

- Colson Whitehead's *The Underground Railroad* (2016)
 - **(Reading journals due on the 1st day of school)**
 - Winner of the 2016 National Book Award and 2017 Pulitzer Prize for Fiction.
 - Whitehead's novel is a work of historical fiction in which the Underground Railroad is not a metaphor, but a literal subterranean transport. Throughout the novel Whitehead imagines different historical possibilities, with each episode revealing a different aspect of the black experience in America.
 - Emily St. John Mandel's *Station Eleven* (2014)
 - **(a multiple choice/identification test on the 2nd day of school)**
 - Winner of the 2015 Arthur C. Clarke award (best science fiction novel).
 - A post-apocalyptic dystopian novel for people who don't like post-apocalyptic dystopian novels. (No zombies.)
 - Jennifer Egan's *A Visit From the Goon Squad* (2010)
 - **(students will lead class discussion during the first week of school)**
 - **(students will also write an AP-style in-class essay)**
 - Winner of the 2011 Pulitzer Prize for Fiction.
 - This novel of interrelated short stories addresses youth culture, aging, and the loss of innocence; as Egan explains, "time is the stealth goon, the one you ignore because you are so busy worrying about the goons right in front of you."
-

Below are instructions for completing your reading journals on *The Underground Railroad*. (Journals not turned in on the first day of school will be considered late, and will be penalized one letter grade per day.)

Rationale for Reading Journal Task

One observation from AP readers is that students are not able to wrestle with complex texts. In my opinion, this is because students don't have enough practice reading difficult works. This assignment is designed to give you extra practice reading and thinking about difficult texts, and I expect to see you wrestling with the texts in your journals. I don't want to see a list of themes and character analysis; I'll know that came straight from an Internet source. Instead, I want to see you questioning the text, relating it to your own life, and analyzing how a small piece of the text contributes to the overall meaning of the work.

This is a **close reading** assignment. In close reading, you select a small part of a text (a few sentences, usually) and use the author's specific language to discuss the larger themes of the

text. For example, if I were writing a journal about my favorite play (*The Glass Menagerie*) I might pick Amanda's description of her husband ("A telephone man who—fell in love with long-distance!") as one of my quotes. I could use this quote to talk about the theme of escape. Everyone in this play is trying to escape, whether literally (Tom runs away at the end) or figuratively (Amanda escapes into her memories of the past). I might connect this theme to my own life--after all, we live in a world where our cell phones offer us the chance to escape any time we are even slightly bored. I could even connect this quote to a line from one of my favorite songs ("Everybody loves the sound of a train in the distance / Everybody thinks it's true").

Reading journals also encourage students to complete their reading early in the summer. **This assignment can be completed in June, and I encourage you not to procrastinate.**

Reading Journal Requirements

- Your journals must be typed.
- Your journals must be proofread for spelling errors and grammatical mistakes. Unedited submissions will receive a substantial grade penalty.
- You must write at least 6 journal entries, with each journal entry at least 250 words. (Note: this is the bare minimum--journals of this length will receive a bare minimum grade.) *You must provide a word count at the end of each journal entry.*
- Don't just summarize the text. All journal entries are to be analytical exercises of individual moments in the text and how those moments contribute to the text as a whole.
- Each journal entry must begin by quoting the passage you wish to discuss. (This quote does not count toward your minimum entry length.)
- You must provide page numbers for each quote.
- Your quotes should be spread out, coming from throughout the entire text. (If all of your quotes come from the first 30 pages of the novel, it looks like you didn't read the whole text.)
- Each journal entry should be a close reading. Here are some suggestions on how to proceed. You don't have to use all of these, but each journal entry must be different.
 - Pick a quote that seems to announce a theme of the text, and discuss that theme.
 - Begin with a passage you don't understand, and try to figure out its meaning.
 - Read between the lines. Pick a passage and talk about what's not being said.
 - Pick a passage that shows the growth of a dynamic character and discuss.
 - Pick a moment of irony and discuss how irony works in the text.
 - Pick a passage that is a good example of the author's style and discuss how form affects the content of the work.
 - Pick a passage that you disagree with or that is upsetting and do a redemptive reading*.
 - Pick a passage that seems important for any other reason, and then show me why it is important.
- In addition to your journal entries, you must include a final overview in which you reflect on the work as a whole. (This final overview must be a minimum of 500 words.) This final entry is not a book review, and you don't need to tell me that "this book changed my life." Some suggestions for this final entry:
 - A redemptive reading*. Why did you like the text? What is its value?
 - A recommendation. Why should I read this text?

- A personal reflection. What did you learn about yourself through reading this text?
- A historical reflection. What did you learn about the time and place of the text?

Please do not consult any outside sources for this assignment. Any plagiarized assignment will be given a zero and will be considered an Honor Code violation.

* What is a redemptive reading? Well, to quote from my syllabus:

All too often, inexperienced readers believe that literature teachers ask them either to read from a place of judgment or to provide **the** right reading of a text. “This story is about how we should be nicer to each other.” Or “This story is good because of the author’s use of Christ symbolism.” Or more often “I don’t like this story because it is about a medieval prince from thousands of years ago and I can’t relate to it.” That’s not how I want you to read. Instead of making a judgmental or authoritative reading, I want you to practice redemptive reading. What is “redemptive reading”? Simply this--*the active decision to try to like and find value in a text*. The key to redemptive reading is making your reading **personal**. I could lecture you all day about why certain texts speak to me, but you need to read with the goal of having the text speak to you. Every text you read, ask yourself, “What is the value in this text to me?”

Algebra II Summer Assignment

May 2019

Dear SDS Student,

I hope this letter finds you wrapping up a successful year and looking towards the start to a wonderful summer. There are many different actions you can take to ensure success in your courses, but the key to success in a math class is practice. As some have said, "Math is not a spectator sport." To provide practice, we will use a website called IXL in Algebra II next year. IXL is a comprehensive math review site with an unlimited number of practice questions in thousands of skills, and it can be accessed using the Internet.

To get started on your computer, follow these steps:

1. Go to ixl.com/signin/sds
2. Enter your username and password in the upper right corner and click the right arrow button to sign in. You should already have your username and password. It is the same one you have used in Geometry.
3. Click on Math at the top of the page and navigate to the class.
4. Find a skill to practice by selecting a specific skill to practice from the list of skills. You can place your mouse over any skill to see a sample question and click on the link to begin.

IXL is designed to help you learn at your own pace. The website is adaptive and will adjust to your demonstrated ability level. The site also saves all of your results, so you can monitor your progress anytime by clicking on the Reports at the top of the page.

This summer, your assignment is to attain a SmartScore of 85 for each assigned topic. See below for assigned topics (bullet points). Grades will be awarded based upon your SmartScore in each topic.

Your summer assignment will count as a quiz grade for the first quarter. Each topic will be worth 1 point. Once you obtain a Smartscore of 85, you will receive 1 point. If you do not reach a Smartscore of 85, you will receive no points (even if you are close to 85). If you choose to continue to a smart score of 100, you will receive 1.1 points. There are 45 assigned topics, so a perfect score on the summer assignment will be 45/45 but if you achieve 100 on all 45 topics, you could earn 49.5/45!

If you have already completed one of the assigned topics to a Smartscore of 85, you must click on the topic and answer at least one question correctly in order to get credit for the assignment. If you do not do this, I will not see that you have completed the topic because it will not be included in the the summer window which runs from May 24 until the first day of school.

The purpose of these summer problems is to help you retain the mathematical concepts and procedures that you have learned in previous classes. With this practice, we can “hit the ground running,” so to speak, at the start of the school year in August. In addition, we plan to use the IXL website as a supplement to our coursework throughout the school year, so please do not lose your username and password.

As always, please let me know if you have any questions. I can be reached by email at annelouise.greer@sdsgriffin.org.

I look forward to having you in class next year!

Best,

Mrs. Anne Louise Greer

***Sometimes IXL updates topic numbers/titles. If there is a discrepancy and you are unable to locate the exact name/number, please complete the most closely related topic. Please make sure that you are working under the Algebra I category. You should always go by topic name if there is a question. You can email me for clarification, too. I am looking forward to seeing you in August!

Assignment

Earn a SmartScore of 85 from each bullet point by **August 21** (the first day of school).

From the Algebra I course heading: **A.6** Square roots

A.7 Cube roots **B.2** Evaluate numerical expressions involving

integers **B.3** Evaluate variable expressions involving integers

B.4 Add and subtract rational numbers **B.5** Multiply and divide

rational numbers **C.5** Solve proportions **D.1** Convert between

percents, fractions, and decimals **D.2** Solve percent equations

D.4 Percent of change **G.2** Midpoint formula - find the midpoint

G.4 Distance between two points **H.1** Properties of addition

and multiplication **H.2** Distributive property

H.3 Simplify variable expressions using properties **I.2** Simplify variable expressions involving

like terms and the distributive property **I.5** Does x satisfy the equation? **I.7** Solve equations

using order of operations **J.11** Solve linear equations: mixed review **K.6** Solve one-step linear

inequalities **K.8** Solve two-step linear inequalities **K.15** Graph solutions to compound

inequalities **L.1** Solve absolute value equations **L.2** Graph solutions to absolute value

equations **Q.2** Domain and range of relations **Q.5** Identify functions: vertical line test **Q.6** Find

values using function graph **Q.7** Evaluate a function **S.3** Find the slope from two points **S.8**

Slope-intercept form: write an equation **S.16** Standard form: find x - and y -intercepts **U.2** Solve

a system of equations by graphing **U.8** Solve a system of equations using substitution **U.10**

Solve a system of equations using elimination **Z.4** Add and subtract polynomials **Z.6** Multiply a

polynomial by a monomial **Z.8** Multiply two binomials **Z.10** Multiply polynomials **AA.1** GCF of

monomials **AA.2** Factor out a monomial **AA.4** Factor quadratics with leading coefficient 1

EE.1 Simplify radical expressions **EE.2** Simplify radical expressions with variables **EE.4**

Multiply radical expressions **EE.5** Add and subtract radical expressions

Upper School Calculator Requirement Each student in the Upper School needs to have his/her own graphing calculator. If you are purchasing a calculator, we recommend a TI-Nspire CAS version, which is necessary to have once you reach Statistics or Calculus.

If you already have a graphing calculator in the TI family, you can use your present model until you are in Statistics or Calculus. At that time, you will need the TI-Nspire CAS version.

