

English

English Nine Summer Reading Assignment 2020 (Mrs. Camp)

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 Friday, August 21, 2020. All reflections/journals are to be put into a Google doc and shared with Mrs. Camp.

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. *Fahrenheit 451* by Ray Bradbury

Fahrenheit 451 is a dystopian novel by American writer Ray Bradbury, first published in 1953. Often regarded as one of his best works, the novel presents a future American society where books are outlawed and "firemen" burn any that are found. (wikipedia)

Guy Montag is a fireman. In his world, where television rules and literature is on the brink of extinction, firemen start fires rather than put them out. His job is to destroy the most illegal of commodities, the printed book, along with the houses in which they are hidden. (Goodreads)

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).** We 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. We 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 21, 2020 (all 6 reflections/journals).
 - Written in Google docs and shared with Mrs. Camp or Mrs. Shepard
 - 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 *Fahrenheit 451*. Please review the novel as there will be a reading assessment for a grade.

Journal Rubric:

Beyond Expectations A+	<ul style="list-style-type: none"> ● Especially thoughtful analysis, reflection and/or connections in several journals ● Especially detailed journals to show close reading in several journals
Meets All Expectations A/B	<ul style="list-style-type: none"> ● Meets length requirements ● Responds to different parts of the book (beginning, middle, end) ● Includes specific details to show close reading ● Includes analysis, reflection and/or connections in each journal ● Follows directions (clearly labeled, word count included, correct font)
Below Expectations C/C-	<ul style="list-style-type: none"> ● Failed to meet expectations in some of the following ways: <ul style="list-style-type: none"> ○ Several journals do not meet the length requirement ○ Several journals are mostly summary or just “fluff” rather than analysis,

	<ul style="list-style-type: none"> ○ reflection, or connections ○ Several journals lack adequate details to prove close reading ○ Directions were not followed
--	---

Journals that are significantly incomplete or lacking thought will receive a grade lower than a C-.

English Ten Summer Reading Assessment 2020 (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 in Google Classroom 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; 2 books; 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)**.
 - Written in Google Classroom
 - 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 a reading assessment for a grade.

Reflection/Journal Rubric:

Beyond Expectations A+	<ul style="list-style-type: none">● Especially thoughtful analysis, reflection and/or connections in several journals● Especially detailed journals to show close reading in several journals
-------------------------------	--

<p>Meets All Expectations</p> <p>A/B</p>	<ul style="list-style-type: none"> ● Meets length requirements ● Responds to different parts of the book (beginning, middle, end) ● Includes specific details to show close reading ● Includes analysis, reflection and/or connections in each journal ● Follows directions (clearly labeled, word count included, correct font)
<p>Below Expectations</p> <p>C/C-</p>	<ul style="list-style-type: none"> ● Failed to meet expectations in some of the following ways: <ul style="list-style-type: none"> ○ Several journals do not meet the length requirement ○ Several journals are mostly summary or just “fluff” rather than analysis, reflection, or connections ○ Several journals lack adequate details to prove close reading ○ Directions were not followed

Journals that are significantly incomplete or lacking thought will receive a grade lower than a C-.

11 Honors Summer Reading Assignment

When choosing these two books for our summer reading, I was looking for fiction that would give us a good introduction to American Literature, engage us in a compelling narrative, and also invite us to make a personal connection to some element of the story. I have chosen two works by Southern writers--and not only that, but two works which are set here in South Carolina. One is a murder mystery and one is a story of an important contemporary social issue. I look forward to discussing these works with you as you begin your junior year in English.

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

1. *The Iguana Tree* by Michel Stone

ISBN-13: 978-1891885167

“Set amid the perils of illegal border crossings, *The Iguana Tree* is the suspenseful saga of Lilia and Hector, who separately make their way from Mexico into the United States, seeking work in the Carolinas and a home for their infant daughter. Michel Stone's harrowing novel meticulously examines the obstacles each faces in pursuing a new life: manipulation, rape, and murder in the perilous commerce of border crossings; betrayal by family and friends; exploitation by corrupt officials and rapacious landowners on the U.S. side; and, finally, the inexorable workings of the U.S. justice system.” (*Amazon*)

2. *One Foot in Eden* by Ron Rash

ISBN-13: 978-0312423056

“Will Alexander is the sheriff in a small town in southern Appalachia, and he knows that the local thug Holland Winchester has been murdered. The only thing is the sheriff can find neither the body nor someone to attest to the killing. Simply, almost elementally told through the voices of the sheriff, a local farmer, his beautiful wife, their son, and the sheriff's deputy, *One Foot in Eden* signals the

bellwether arrival of Ron Rash, one the most mature and distinctive voices in Southern literature.”
(*Amazon*)

Writing Assignments:

For each of the reading assignments, complete a minimum of three journal responses; each journal should be a *minimum* of 200 words. (3 journals for each book, thus 6 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 one after you have finished.

Please include specific ideas and details from what you are reading, but do *not* include long quotations.

These suggestions below will help you **reflect, analyze or connect**.

Consider:

- Briefly summarizing what has happened in the story and then reflecting on any part you find interesting. Make sure you do the reflection part.
- 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 long) 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
 - Turned in on Google Classroom by Friday, August 21, 2020 (all 6 journals).
 - Typed in 12 point font, double spaced.
 - Neatly labeled (your name, book title, journal number).
 - Word count given 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 Michel Stone’s *The Iguana Tree*. Please review this book and prepare for a reading check (quiz grade).

Journal Rubric:

Beyond Expectations A+	<ul style="list-style-type: none">● Especially thoughtful analysis, reflection and/or connections in several journals● Especially detailed journals to show close reading in several journals
Meets All Expectations A/B	<ul style="list-style-type: none">● Meets length requirements● Responds to different parts of the book (beginning, middle, end)● Includes specific details to show close reading● Includes analysis, reflection and/or connections in each journal● Follows directions (clearly labeled, word count included, correct font)
Below Expectations C/C-	<ul style="list-style-type: none">● Failed to meet expectations in some of the following ways:<ul style="list-style-type: none">○ Several journals do not meet the length requirement○ Several journals are mostly summary or just “fluff” rather than analysis, reflection, or connections○ Several journals lack adequate details to prove close reading○ Directions were not followed

Journals that are significantly incomplete or lacking thought will receive a grade lower than a C-.

AP Language and Composition Summer Reading Assignment

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 Stevenson, the text will feel like part memoir, part 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. *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*)

2. *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*)

3. *Just Mercy* by Bryan Stevenson

“Bryan Stevenson was a young lawyer when he founded the Equal Justice Initiative, a legal practice dedicated to defending those most desperate and in need: the poor, the wrongly condemned, and women and children trapped in the farthest reaches of our criminal justice system. One of his first cases was that of Walter McMillian, a young man who was sentenced to die for a notorious murder he insisted he didn’t commit. The case drew Bryan into a tangle of conspiracy, political machination, and legal brinkmanship—and transformed his understanding of mercy and justice forever. *Just Mercy* is at once an unforgettable account of an idealistic, gifted young lawyer’s coming of age, a moving window into the lives of those he has defended, and an inspiring argument for compassion in the pursuit of true justice.” (*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 examples that you find compelling (What is the example? Why does it work? Not work?)
- 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 in 12 point font, double spaced.
 - Printed and turned in on Friday, August 21, 2020 (all 9 journals).
 - Turned in on Google Classroom
 - 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 *Into the Wild*. Please review this book and prepare for a reading check (quiz grade).

Journal Rubric:

Beyond Expectations A+	<ul style="list-style-type: none"> ● Especially thoughtful analysis, reflection and/or connections in several journals ● Especially detailed journals to show close reading
Meets All Expectations A/B	<ul style="list-style-type: none"> ● Meets length requirements ● Responds to different parts of the book (beginning, middle, end) ● Includes specific details to show close reading ● Includes analysis, reflection and/or connections in each journal ● Follows directions (clearly labeled, word count included, correct font)
Below Expectations C/C-	<ul style="list-style-type: none"> ● Failed to meet expectations in some of the following ways: <ul style="list-style-type: none"> ○ Several journals do not met the length requirement ○ Several journals are all summary or just fluff rather than analysis, reflection or connections ○ Several journals lack adequate details to prove close reading ○ Directions were not followed

Journals that are significantly incomplete or lacking thought will receive a grade lower than a C-.

12 Honors English*

Absolutely True Story of a Part Time Indian Sherman Alexie **ISBN-13:** 978-0316013697

The Hate U Give Angie Thomas **ISBN-13:** 978-1406372151

AP LIT *

The Leavers Lisa Ko **ISBN-13:** 978-1616208042

A Visit from the Goon Squad Jennifer Egan **ISBN-13:** 978-0307477477

Underground Railroad Colson Whitehead **ISBN-13:** 978-0345804327

*Mr Roark will email students the assignments that go with the reading.

AP Latin

*This was emailed to students along with vocabulary pages.

1. Vocabulary: Review the attached vocabulary list. Here is the Quizlet link also (https://quizlet.com/_3ezhok). You will not have an assessment at the beginning of the year, but you will find your life going along much more easily if you work on the vocabulary over the summer! Trust me....
2. Read your English copy of *The Aeneid*. If you cannot find your text, read online at this link (<http://people.virginia.edu/~jdk3t/AeneidTrKline2002.pdf>). As you read, write a summary of each book following the prompts listed below. Some are best answered after reading the whole work while others are best answered as you go.
 - Make an outline of each of the 12 books of *The Aeneid*.
 - Make a list of the Top Ten characters in *The Aeneid* and identify them as an ally or adversary of Aeneas.
 - Make a list of supernatural interventions in each book; list the gods and minor deities in each book, and their relationship to the main characters.
 - Briefly contemplate the role of Fate in the epic (1 - 2 paragraphs)

Briefly comment on the following questions (1 paragraph for each). How might you answer them on an essay task?

- Aeneas is but one of many leaders in *The Aeneid*. Choose individual examples of positive and negative leadership and what constitutes each.
- What role do the gods play and how are they perceived? Comment on occurrences of divine intervention, either positive or negative, that help the audience understand their role in an epic. To what extent do the gods of other peoples resemble those of the Romans?

- *The Aeneid* is not just an epic about the immediate followers of Aeneas; rather, it is also about the Romans, his extended family. Cite specific examples of events and situations in the text where Vergil explains/shows continuity between Trojan Aeneas Past and Roman Augustus Present.

Read Books I, VI, and VII of *Dē Bellō Gallicō* in English and outline them as you go along. The English readings can be found in your Caesar textbook or online at this link (<http://classics.mit.edu/Caesar/gallic.html>). These are required readings for the AP Exam, so the more detailed your outline, the better.

#2 - 4 are due in class on **Monday, August 24th**. You may submit handwritten or typed work. You may submit your work earlier via email if you wish. Contact me by email (sara.rhinehart@sdsgriffin.org) during the summer with any questions/ comments/concerns.

Mathematics

Algebra I Summer Assignment

June 2020

Dear 2020-2021 Algebra I Student,

This summer, your assignment is to reach a SmartScore of 100 for each of the following topics:

In Eighth Grade Math

- A.1 (Factors)
- A.9 (Classify numbers)
- C.3 (Add and subtract integers)
- C.4 (Add and subtract three or more integers)
- C.8 (Evaluate numerical expressions using integers)
- D.1 (Write fractions in lowest terms)
- H.10 (Solve proportions)
- N.1 (Coordinate plane review)
- N.3 (Follow directions on a coordinate plane)

To get started on IXL:

Go to <https://www.ixl.com/signin/sds>

Enter your username and password.

Click learning and scroll down to Eighth Grade Math

Even if your SmartScore is already where it needs to be, do one problem so that it registers your work for this year.

Geometry Summer Assignment

June 2020

Dear 2020-2021 Geometry Student,

This summer, your assignment is to reach a SmartScore of 100 for each of the following topics:

In Algebra

- B.3 (Evaluate variable expressions involving integers)
- B.7 (Evaluate variable expressions involving rational numbers)
- C.2 (Write an equivalent ratio)
- C.5 (Solve proportions)
- G.1 (Coordinate plane review)
- H.1 (Properties of addition and multiplication)
- I.9 (Rearrange multivariable equations)
- J.5 (Solve advanced linear equations)
- S.7 (Slope intercept form: graph an equation)
- U.8 (Solve a system of equations using substitution)
- U.10 (Solve a system of equations using elimination)
- Z.4 (Add and subtract polynomials)

To get started on IXL:

Go to <https://www.ixl.com/signin/sds>

Enter your username and password.

Click learning and scroll down to Algebra

Even if your SmartScore is already where it needs to be, do one problem so that it registers your work for this year.

Calculus Summer Assignment

June 2020

Dear 2020-2021 Calculus Student,

This summer, your assignment is to reach a SmartScore of 100 for each of the following topics:

In Precalculus

- A.2 (Identify functions)
- A.6 (Find the slope of a linear function)
- A.10 (Average rate of change)
- A.11 (Add, subtract, multiply, and divide functions)
- A.12 (Composition of functions)

To get started on IXL:

Go to <https://www.ixl.com/signin/sds>

Enter your username and password.

Click learning and scroll down to Precalculus

Even if your SmartScore is already where it needs to be, do one problem so that it registers your work for this year.

AP Statistics

A packet of worksheets that should be completed before the first day of class.
please check in with Google Classroom. Link has been sent by teacher.

Pre-Calculus

Weekly assignments to be turned in. Please check in with Google Classroom. Link has been sent by teacher.

Microeconomics

No Summer Work.

Algebra II

weekly assignments to be turned in. Please check in with Google Classroom. Link has been sent by teacher.

Algebra III

Same as Pre Cal - weekly assignments to be turned in. Please check in with Google Classroom. Link has been sent by teacher.

Financial Algebra

No Summer Work

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). The challenge this year may be getting your hands on a book. The following students may have copies of the book that you could purchase: Tashler Greene, David Stramecky, Lillian Owens (she used William's book and it was in extremely poor condition when she got it), Beatrice, Grace Kleman, Rachel Summers, Ben Freedman, Vance Lever, Lucas Wilson. Wofford will also have this book for purchase before school starts. The 10th Edition of this book has been published and I do have a copy. The main difference is the problem numbers. I will try to note these differences in all assignments that I make. If you can get the 9th edition, that is the one I am suggesting you buy and that is the one Wofford has ordered for us.

You are responsible for the material in these 2 chapters. **It will be covered in your first test. We will not spend class time on this because it is a review of concepts taught in 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 problems are due **ON THE FIRST DAY OF SCHOOL, August 19th**. This assignment will be graded for accuracy. Points will be deducted for late assignments. **WHERE WORK IS NEEDED, YOU MUST SHOW YOUR WORK FOR CREDIT.**

9th edition:

Chapter 1 (pp.34-38): #30,33,36,39,76,79,83,86,87

Chapter 2 (pp.74-77): #36,54,56,58,60,63,68,84

10th edition:

Chapter 1 (p.34-34d): #34,37,40,43,80,83,87,90,94

Chapter 2 (pp.67-67c): #40,58,60,62,64,67,72,88

What if I don't have a book and don't think I can get one until right before school starts?

- You may use your Honors Chemistry text or the internet to review the following topics:
 - Significant Figures
 - Dimensional analysis – converting between different forms of measurement like grams to kilograms, and inches to meters
 - Density
 - Classification of matter – solid, liquid, gas
 - Law of conservation of mass
 - Symbols for atoms and how to determine number of protons, neutrons, electrons and mass number
 - Ions – will atom form a cation or anion and what the charge will be
 - Periodic table – vertical group names (alkali metal, alkaline earth, halogen, noble gas and horizontal period (lanthanides, actinides)
 - Write formula from name
- A pdf of the assigned problems will be placed on Google Classroom. That is right, you can join already!

2. On **Friday, August 21st**, you will take a quiz on 26 polyatomic ions (those learned during Honors Chemistry plus a few more). 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. The ones you need to learn are in Table 2.5 on pg.65 (9th ed) and pg.58 (10th ed). I have also included this list on Google Classroom.

3. I am also providing a copy of the periodic table used in AP Chemistry on Google Classroom. You will notice that it does not have element names, only symbols. It is important that 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

Annelouise.greer@sdsgriffin.org