

# 2021 Summer Assignments

## English

### English Nine (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. Students will also discover the process of explicating poems with a creative writing poetry unit and the creation of poems to be considered for Griffin Literary Magazine.

Following is a brief description of the work and the writing assignment to be completed by Friday 8/20 in Google Classroom.

1. *Night* by Elie Wiesel ISBN# 0-553-27253-5

*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)

### **Writing Assignment:**

For the reading assignment, complete a minimum of three reflections/journals; each reflection/journal should be a *minimum* of 250 words.

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. 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 Thursday/ Friday, August 20/21, 2020 (all 6 reflections/journals).
  - 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 *Night*. 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"> <li>• Especially thoughtful analysis, reflection and/or connections in several journals</li> <li>• Especially detailed journals to show close reading in several journals</li> </ul>
Meets All Expectations  A/B	<ul style="list-style-type: none"> <li>• Meets length requirements</li> <li>• Responds to different parts of the book (beginning, middle, end)</li> <li>• Includes specific details to show close reading</li> <li>• Includes analysis, reflection and/or connections in each journal</li> <li>• Follows directions (clearly labeled, word count included, correct font)</li> </ul>
Below Expectations  C/C-	<ul style="list-style-type: none"> <li>• Failed to meet expectations in some of the following ways:           <ul style="list-style-type: none"> <li>○ Several journals do not met the length requirement</li> <li>○ Several journals are mostly summary or just “fluff” rather than analysis, reflection, or connections</li> <li>○ Several journals lack adequate details to prove close reading</li> <li>○ Directions were not followed</li> </ul> </li> </ul>

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

**English Ten (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.

Following is a brief description of the work and the Writing assignment/Reflections to be completed and in Google Classroom no later than Friday 8/20.

1. *Nickel Boys* by Colson Whitehead

**In this Pulitzer Prize-winning, *New York Times* bestselling follow-up to *The Underground Railroad*, Colson Whitehead brilliantly dramatizes another strand of American history through the story of two boys unjustly sentenced to a hellish reform school in Jim Crow-era Florida.**

When Elwood Curtis, a black boy growing up in 1960s Tallahassee, is unfairly sentenced to a juvenile reformatory called the Nickel Academy, he finds himself trapped in a grotesque chamber of horrors. Elwood's only salvation is his friendship with fellow "delinquent" Turner, which deepens despite Turner's conviction that Elwood is hopelessly naive, that the world is crooked, and that the only way to survive is to scheme and avoid trouble. As life at the Academy becomes ever more perilous, the tension between Elwood's ideals and Turner's skepticism leads to a decision whose repercussions will echo down the decades.

Based on the real story of a reform school that operated for 111 years and warped the lives of thousands of children, *The Nickel Boys* is a devastating, driven narrative that showcases a great American novelist writing at the height of his powers and "should further cement Whitehead as one of his generation's best" (*Entertainment Weekly*).

**Writing Assignment:**

For the reading assignments, complete a minimum of three reflections; each reflection should be a *minimum* of 250 words.

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 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 the space provided 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 of *Nickel Boys*. Please review the novel as there will be a reading assessment for a grade.

**Reflection/Journal Rubric:**

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

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

**English 11 Honors (Ms. Shepard)**

Dear Student,

In choosing this summer reading novel, 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 a novel by Ron Rash, one of my favorite Southern writers--not only is he Southern, but his story is set in upstate South Carolina, so hopefully we can have some fun making connections with the story. I look forward to discussing this book with you as you begin your junior year in English.

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

*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 Assignment:**

The novel is divided into four sections and each section is told by a different narrator with a unique perspective: 1. The High Sheriff

- 2. The Wife
- 3. The Husband
- 4. The Son

1. After reading each section, write a 5+ sentence summary of the section, focusing on the unique perspective of the title character. (What is the conflict of the story? How is the story progressing? What have you learned about the conflict of the story from this character’s perspective?)
2. After your summary, list 8+ facts about the section that you think are important. These are details that didn’t make it into your summary, but are worth remembering when we discuss the book together. You might consider details of setting, plot details, details that you think are symbolic, an interesting quotation, etc.

**Expectations:**

1. Responses should be
  - o Turned in on Google Classroom before our first class meeting.
    - i. If you choose to handwrite your work, write neatly and upload pictures that I can easily read.
  - o Typed in 12 point font, double spaced.
  - o Neatly labeled (your name, book title, title of section, summary, notes).
  - o Your own work and ideas. Do not use any outside sources for summaries or notes.
2. Please review this book and prepare for a reading check (quiz grade).

**Rubric:**

Beyond Expectations  A+	<ul style="list-style-type: none"><li>● Especially thoughtful summaries</li><li>● Especially detailed notes that will help with discussions</li><li>● A clear understanding of the plot of the novel and characters’ perspectives demonstrated</li><li>● Work is neat and follows directions</li></ul>
Meets All Expectations  A/B	<ul style="list-style-type: none"><li>● Complete and thoughtful summaries</li><li>● Notes show attention to details</li><li>● A good understanding of the plot of the novel and characters’ perspectives demonstrated</li><li>● Work is neat and follows directions</li></ul>
Below Expectations  C/C-	<ul style="list-style-type: none"><li>● Failed to meet expectations in some of the following ways:<ul style="list-style-type: none"><li>o Summaries are too short or do not show understanding of the plot of the characters’ perspectives</li><li>o Notes lack adequate details to show reading for understanding or notes are too short and not so helpful for discussing the sections</li><li>o In general, work lacks effort and does not demonstrate an effort to prepare for our discussion</li></ul></li></ul>

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

## AP Language and Composition (Ms. Shepard)

Dear student,

AP Language and Composition is a course that focuses primarily on argument; therefore, both of these summer reading texts have been chosen with argument in mind. As you read, consider the argument the writer is presenting: What are the claims? What evidence is presented? What emotions are evoked? How does the writer use different techniques to compose the work? How does the writer establish credibility?

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

### I. ***Just Mercy* by Bryan Stevenson** *\*\*Do not read the adapted version for young adults; read the original version\*\** ISBN: 978-0812984965

“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*)

**For *Just Mercy***, complete three journal responses that 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 or merely summarize. I want to hear your ideas and voice in response to the work.

You might consider:

- Discussing specific examples that you find compelling and how they contribute to the meaning of the work
- Discussing specific details of the story that you find compelling and explaining why
- 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.

Journals should be

- A *minimum* of 250 words.
- Typed in 12 point font, double spaced.
- Submitted on Google Classroom before our first class meets.
- Neatly labeled (your name, book title, journal number, word count at the bottom of each journal).
- Your own work and ideas. Do not use any outside sources for summaries or quotations.

## II. *How to Love a Country: Poems by Richard Blanco*

ISBN: 978-0807025918

“Through an oracular yet intimate and accessible voice, Richard Blanco addresses the complexities and contradictions of our nationhood and the unresolved sociopolitical matters that affect us all. Blanco digs deep into the very marrow of our nation through poems that interrogate our past and present, grieve our injustices, and note our flaws, but also remember to celebrate our ideals and cling to our hopes. Charged with the utopian idea that no single narrative is more important than another, this book asserts that America could and ought someday to be a country where all narratives converge into one, a country we can all be proud to love and where we can all truly thrive.” (*Amazon*)

**For *How to Love a Country***, compile a list of 8 of your favorite poems from the book. Next to each title, write the page number.

In your copy of the collection, neatly annotate these 8 poems for meaning and style (approximately 10 annotations per poem). Remember that annotations can be about style, connections, words you need to define, poetic devices, themes, questions you have, among other notations. If you don’t want to write in your book, you need to photocopy the poems and write on the photocopies (or type the poems and print them out to annotate). I will be taking up your book or copies for a few days to assess your annotations. I know you will need to write tiny, but make it work! Interact with the poem and show you are thinking!

\*Note: you will be asked to write an essay about one of these poems. You will be writing about the poem’s argument, so keep that in mind as you select and annotate.

Annotations should be

- Handwritten, neat and thoughtful
- Moving beyond mere “labeling” (simile, metaphor, etc.) to interpretation and meaning
- In note form (complete sentences are not necessary) If you have forgotten how to annotate, here are some examples found online: <https://line.17qq.com/articles/sshpmpny.html>

### Grading Rubric

Beyond Expectations  A+	<ul style="list-style-type: none"> <li>● Especially thoughtful analysis, reflection and/or connections in several journals and annotations</li> <li>● Especially detailed journals and annotations to show close reading and thoughtfulness</li> </ul>
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Meets All Expectations  A/B	<ul style="list-style-type: none"> <li>● Meets requirements for length and number of annotations</li> <li>● Responds to different parts of the book (beginning, middle, end)</li> <li>● Includes specific details to show close reading</li> <li>● Includes analysis, reflection and/or connections in each journal</li> <li>● Annotations are mostly thoughtful, but may rely too heavily on “labeling”</li> </ul>
Below Expectations  C/C-	<ul style="list-style-type: none"> <li>● Failed to meet expectations in some of the following ways:             <ul style="list-style-type: none"> <li>○ Several journals do not meet the length requirement</li> <li>○ Several journals are all summary or just fluff rather than analysis, reflection or connections</li> <li>○ Annotations are difficult to read and/or lack interpretation</li> <li>○ Directions were not followed</li> </ul> </li> </ul>

Summer work that is significantly incomplete or lacking thought will receive a grade lower than a C-.

## English 12 Honors (Mr. Roark)

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### READING ASSIGNMENT

This summer you are required to read and write about a contemporary play:

- John Patrick Shanley’s *Doubt: A Parable* (2004)  
 ISBN: 978-1-55936-276-4
  - Winner of the 2005 Pulitzer Prize for Drama and Tony Award for Best Play.
  - Set in a Bronx Catholic school in 1964, where a strong-minded woman wrestles with conscience and uncertainty as she is faced with concerns about one of her male colleagues. Bronx Catholic school principal Sister Aloysius is stoic and severe while parish priest Father Flynn is progressive and popular. When she suspects him of wrongdoing with a troubled student, the stage is set for a clash of authority, tradition, and faith.

Note: While I want you to have a hard copy of the text (for use in class discussions and for finding quotes more easily), if you retain information better from listening to audio books, please do so! There is also a movie version of the play which I encourage you to watch AFTER you have read the play.

As you read/listen to the play, you might want to underline or highlight parts you find interesting, and also mark if there are parts you don’t like. These notes will make it easier to complete your writing assignment.

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### WRITING ASSIGNMENT

Please write a short essay answering the following question:

*Would you recommend this book to other high school readers?*



Please format your essays as follows:

- A one-sentence introduction, answering the question
- 3 paragraphs (4-7 sentences each) providing your reasons for recommending/not recommending

Note: if you have mixed feelings about the books, that's OK! It is perfectly acceptable to have 2 negative paragraphs and 1 positive paragraph (or vice versa). However, if you choose to write a mixed review, please indicate this in your opening sentence.

Each of your 3 body paragraphs should start with a specific claim, and then you should provide specific evidence to support your claim.

- Avoid claims that don't require any textual proof (for example, *I didn't like the book because it was too long*) or are too vague (for example: *I didn't like the book because the main character was annoying*).
- Your evidence should contain quotes from the novel, and not just use plot summary.
- Your essays will be graded based on the quality of your claims and evidence, though I will deduct points for sloppy writing.
- Your essays must be typed.
- Your essays are due on the first day of school. We will upload them to Google Classroom at that time. Late submissions will be penalized 10 points for every day late.

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In addition to the above writing assignment, expect an in-class assessment on the first full day of class. This assessment will be used to evaluate reading comprehension and retention.

## **AP Literature (Mr. Roark)**

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Welcome to AP Literature. This summer, in preparation for your senior year in English, students are required to read two award-winning contemporary texts.

- Yaa Gyasi's *Homegoing* (2016)  
ISBN: 978-1-101-97106-2

- Born in Ghana and raised in Huntsville, Alabama, her debut novel won the National Book Critics Circle’s John Leonard Award for best first book, the PEN/Hemingway Award for a first book of fiction, the National Book Foundation’s “5 under 35” honors for 2016, and the American Book Award.
  - *Homegoing* tells the story of two half-sisters, Effia and Esi, separated by forces beyond their control: one sold into slavery, the other married to a British slaver. One thread of *Homegoing* follows Effia’s descendants through centuries of warfare in Ghana, as the Fante and Asante nations wrestle with the slave trade and British colonization. The other thread follows Esi and her children into America. From the plantations of the South to the Civil War and the Great Migration, from the coal mines of Pratt City, Alabama, to the jazz clubs and dope houses of twentieth-century Harlem, right up through the present day, *Homegoing* makes history visceral, and captures, with singular and stunning immediacy, how the memory of captivity came to be inscribed in the soul of a nation.
- John Patrick Shanley’s *Doubt: A Parable* (2004)  
ISBN: 978-1-55936-276-4
    - Winner of the 2005 Pulitzer Prize for Drama and Tony Award for Best Play.
    - Set in a Bronx Catholic school in 1964, where a strong-minded woman wrestles with conscience and uncertainty as she is faced with concerns about one of her male colleagues. Bronx Catholic school principal Sister Aloysius is stoic and severe while parish priest Father Flynn is progressive and popular. When she suspects him of wrongdoing with a troubled student, the stage is set for a clash of authority, tradition, and faith.

For each text, you are required to take notes (we call this **annotating**). Your notes will consist of important quotes and a brief discussion of each quote. Your notes will be due on the first day of school, uploaded to our Google Classroom page. (We’ll set up our Classroom page on Day 1, so just make sure you have your notes typed and ready to upload.) Late submissions will be penalized 10 points for every day late.

Read each text with a pencil or highlighter in hand, looking for examples of the following categories:

#### CHARACTER (CHR)

- Quotes that reveal a character’s perspective and/or motives
- Quotes that show a character changing, or remaining unchanged
- Quotes that contrast two different characters
- Quotes that use textual details to reveal complexities in characters
- Quotes that show how a character’s choices, actions, and/or speech reveal complexities

#### STRUCTURE (STR)

- Quotes that show how plot orders events in the narrative
- Quotes that explain the function of events in the plot
- Quotes that show the structure of the text
- Quotes that show contrasts within the text
- Quotes that show conflict in the text

#### NARRATION (NAR)

- Quotes that describe the speaker or narrator

- Quotes that show the function of point of view in the text
- Quotes that use details, diction, or syntax to show a narrator's or speaker's perspective
- Quotes that highlight a narrator's reliability or unreliability

#### FIGURATIVE LANGUAGE (FIG)

- Quotes that highlight the literal and figurative meanings of words
- Quotes that highlight the function of specific words and phrases
- Quotes that show the function of a symbol
- Quotes that show the function of imagery in the text
- Quotes that use simile, metaphor, personification, or allusion

#### THEME (THM)

- Quotes that reveal a thematic concern of the text

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After you have finished reading each text, go back and look over the sentences you marked as important. Here are the notes you need to take for each novel:

- *Homegoing*: The novel is divided into two parts (with seven chapters in each part, each chapter named after a different character). For each chapter, choose one important quote and discuss it. Make sure that all five types are represented in your quotes from both Part 1 and Part 2 (so at least two quotes from each category in total).
- *Doubt*: The play is divided into nine short scenes. For each scene, choose one important quote and discuss it. Make sure that all five types are represented in your quotes.

**Following each quote, write 3-5 complete sentences in your own words explaining what you think the quote means or why you think the quote is important.**

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PLEASE watch the following youtube video, as it does a good job explaining how to take these kinds of notes: <https://www.youtube.com/watch?v=EbxG7LTHiBQ>

# History

## AP Seminar (Mrs. McGrath and Dr. Fisher)

Keep a digital log of articles, topics, documentaries, or other media that you come across throughout the summer and find interesting.

We will use these journals/logs to jump start our discussion and research in the fall. You are not required to write any summaries or analysis – a simple log will do.

Please share your list with Dr. Fisher and Mrs. McGrath by the first day of class, Fall 2021.

# Mathematics

## AP Calculus (Ms. Tobey)

Both AB and BC students will be given weekly review topics from mid-July to first day of school, August 18, 2021. These review topics will be emailed each week.

# Science

## AP Chemistry (Ms. Greer)

Your assignment is:

1. First of all, you need to **thoroughly read** Chapters 1 and 2 of your textbook (Zumdahl Chemistry Ninth Edition AP Edition ISBN-13:978-1-133-11110-3 or Zumdahl Chemistry Tenth Edition AP Edition ISBN-13:978-1-305-957732). The following students may have copies of the book that you could purchase: Sarah Caroline Cobourn (probably will go to Emily), Logan Kusher, Hill Mitchell, Karine Nguyen, Eli Page, Noah Randall, Marshall Rogers, and Jason He (since he is in China, this will probably not work). Wofford will also have this book for purchase before school starts. The 10<sup>th</sup> 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. Either the 9<sup>th</sup> edition or the 10<sup>th</sup> edition is fine.

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 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 18th**. 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**. Alternatively, you may complete this assignment on Google Classroom. First you must join the

Google Classroom called AP Chemistry Summer Assignment 2021. The code is: [gagfvol](#)

If you opt for completing online, the questions will be on the GC form, so technically you will not need to have a book. Please be aware that GC will count your answers wrong unless they are entered exactly like I enter the answers. Please do not worry about that, I will go through every answer and give you credit for correct answers. I wish that I could just set up the Google Classroom for AP Chemistry 2021-2022, but there are so many of you that I know there will be 2 sections. Until the schedules are completed, I have no way of knowing which section you will be in, so I just opted to create a summer assignment GC for all of you. The assigned problems are below:

9<sup>th</sup> edition:

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

Chapter 2 (pp.74-77): #36,56,58,60,64,70,84

10<sup>th</sup> edition:

Chapter 1 (p.34-34d): #34,37,40,43,80,83,87,90,91

Chapter 2 (pp.67-67c): #40,60,62,64,68,74,88

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, inches to meters and milliliters to liters
  - Density
  - Classification of matter – solid, liquid, gas
  - Law of conservation of mass/matter
  - 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
  - You should also familiarize yourself with polyatomic ions in Table 2.5 on pg.65 (9<sup>th</sup> ed) and pg.58 (10<sup>th</sup> ed).
  - Make sure that you understand ionic formulas. For example,  $\text{AlCl}_3$  and  $\text{Na}_2\text{O}$ . How do you determine the subscripts?

2. 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](mailto:Annelouise.greer@sdsgriffin.org)

# World Languages

## AP Latin (Ms. Rhinehart)

1. Vocabulary: Review the attached vocabulary list. Here is the Quizlet link also ([https://quizlet.com/\\_zezok](https://quizlet.com/_zezok)). 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. Review dactylic hexameter (see detailed class notes titled “Introduction to Dactylic hexameter or abbreviated notes attached.)
3. Read your English copy of *The Aeneid*. If you cannot find your text, read online at this link

(<http://people.virginia.edu/~jdkzt/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 books of *The Aeneid*. (I have done Books 1 - 6 as an example for you - Main characters & plot events with a little details - don't go overboard!)
- 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 paragraph)

4. 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 Bello Gallico* in English. The English readings can be found in your Caesar textbook or online at this link (<http://classics.mit.edu/Caesar/gallic.html>). As you read these three books, fill in the blanks on the worksheets provided.

#3 - 5 are due in class on **Monday, August 23rd**. 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](mailto:sara.rhinehart@sdsgriffin.org)) during the summer with any questions/ comments/concerns.

## AP Español Cultura y Lenguaje (Ms. Flores)

### Themes for AP Spanish Language and Culture

1. Beauty and Aesthetics
2. Global Challenges
3. Science and Technology
4. Families and Communities
5. Personal and Public Identities
6. Contemporary Life.

### Tarea #1

Lee 3 artículos periodísticos en español. Intenta no escoger artículos en el mismo tema sino variados. Por ejemplo: un artículo político, un artículo cultural y un artículo en economía.

Los artículos deberán ser en español y al final de cada artículo escribe un resumen de 8-10 oraciones.

Lugares de referencia:

1. <https://www.bbc.com/mundo>
2. <https://www.lanacion.com.ar/>
3. <https://elpais.com/america/>
4. <https://news.un.org/es/>
5. <https://www.eluniversal.com.mx/>

## **Tarea #2**

Mira una serie o película en español. Escribe en 8-10 oraciones tu opinión sobre la película.

Algunas sugerencias de pelis:

1. Diarios de motocicleta
2. Roma
3. Toc Toc
4. Mar adentro

## **Tarea #3**

Memoriza 2 canciones en español. Asegúrate de que entiendas la letra de las canciones. Escribe el nombre de cada canción y el cantante.