The books listed below are required for students entering and returning to Ojai Valley School. Our goal is for students to read thought-provoking literature over the summer that will stimulate ideas for discussion at the start of the year, and to get a jump on Advanced Placement coursework. It is the student’s responsibility to purchase the required books and to complete any accompanying assignments. It should be possible to obtain inexpensive copies of these books at Barnes & Noble, online at Amazon.com or other websites.

This year, rather than selecting one all school summer read, the English Department has recommended a list of books that explore themes surrounding social injustice and discrimination. The list comes directly from a reading list assigned by a Virginia judge who, during the disposition of a juvenile hate crime case, required that instead of serving a sentence, the teens in her courtroom read books that address “some of history’s most divisive and tragic periods.” (Read more in a February 8, 2017, New York Times article). The list includes modern fiction as well as powerful literary classics. Students must select one of these books, in addition to the assigned reading by course.

Please read one of the REQUIRED all school books and those assigned for the following English courses:

- **All School**: See list on page 2
- **English 9**: *The Red Badge of Courage*, Stephen Crane
- **English 10 and English 10 Honors**: *Pride and Prejudice*, Jane Austen; *Me Talk Pretty One Day*, David Sedaris
- **English 11 and AP English Language**: See list and required assignments on pages 3-6
- **English 12**: *One Flew Over the Cuckoo's Nest*, Ken Kesey
- **AP English Literature**: *Babbit*, Sinclair Lewis; *The House of Mirth*, Edith Wharton

See list and required assignments on page 17

In addition to the summer reading requirements for English classes, the math, science and history faculty have REQUIRED summer assignments for the following AP courses:

- **AP Calculus AB**: See list and required assignments on pages 7-11
- **AP Calculus BC**: Know all of your derivatives and anti-derivatives for a quiz on the first day of school.
- **AP US History**: See list and required assignments on page 12
- **AP Psychology**: See list and required assignments on page 13
- **AP Chemistry**: See list and required assignments on page 14
- **AP Spanish**: *La Casa en Mango Street*, Sandra Cisneros (Read the Spanish version)
- **AP Biology**: See list and required assignments on page 15-16
2017 Summer Reading and Assignments, Upper Campus

All School Summer Reading
“Af**ter five teenagers defaced an historic black schoolhouse in Virginia with racist and anti-Semitic graffiti last year, a judge handed down an unusual sentence.**” (New York Times, 2/8/17) Among the educational activities the students were required to fulfill, they had to read one book each month and write a report about it. The book list, comprised by educators, was composed of 35 selections. All the books deal with some form of discrimination; most of them have been awarded prizes for literature. The OVS English Department has narrowed the list to 16 books that comprise the all school summer reading.

Each new and returning student is required to read ONE book from this list and come back to school prepared to discuss that book with teachers and other students. Please note, some books contain mature content and levels of difficulty vary. The English Department has indicated which books are appropriate by grade level:

- **Cry the Beloved Country**, Alan Paton (9,10,11,12)
- **Night**, Elie Weisel (9,10,11,12)
- **Black Boy**, Richard Wright (11,12)
- **Things Fall Apart**, Chinua Achebe (10,11,12)
- **Down These Mean Streets**, Piri Thomas (11,12)
- **I Know Why the Caged Bird Sings**, Maya Angelou (9,10,11,12)
- **My Name is Asher Lev**, Chaim Potok (9,10,11,12)
- **The Color Purple**, Alice Walker (9,10,11,12)
- **The Handmaid’s Tale**, Margaret Atwood (9,10,11,12)
- **Hope in the Unseen**, Ron Suskind (11,12)
- **The Kite Runner**, Khaled Hosseini (10,11,12)
- **Infidel**, Ayaan Hirsi Ali (11,12)
- **The Beautiful Struggle**, Ta-Nehisi Coates (9,10,11,12)
- **The Help**, Kathryn Stockett (9,10,11,12)
- **Caleb’s Crossing**, Geraldine Brooks (9,10,11,12)
- **The Orphan Master’s Son**, Adam Johnson (11,12)
2017 Summer Reading and Assignments, Upper Campus

AP English Language & Composition and English 11 - Summer Reading and Assignments
Teacher: Terry Wilson, terrywilson@ovs.org

Reading is one of the best ways to improve your use of language and thus your performance in many types of classes. Select one or more books from the list below and enjoy them. The list is compiled of American novels, many of which have been awarded the Pulitzer Prize for literature, and all of which have an historical significance. There is a short summary of each novel and some questions for guidance.

Summer requirements:

AP English Language & Composition Students must complete the following: 1) Read The Scarlet Letter, a classic novel by Nathaniel Hawthorne, and write an essay on one of the questions. Be prepared to turn in the essay on the first day of class and to discuss the novel. 2) Read one additional novel of your choice from the summer reading list.

English 11 and United States History students will be required to read the new Pulitzer Prize winning novel The Underground Railroad by Colson Whitehead. This book will be discussed in both classes. English students must write an essay on one of the questions and be prepared to turn in that essay on the first day of class. AP students may select this novel as their second choice.

AP English Language & Composition - Assignments:

The Scarlet Letter. Nathaniel Hawthorne’s allegorical novel, is set in the Puritan colony of Massachusetts. The powerful characters, Hester, Dimmesdale, and Chillingworth are faced with the darker aspects of human nature, specifically with sin, temptation and guilt.

1. Pearl has been called a symbol in this novel, an “emblem of sin,” and the “human embodiment of the scarlet letter.” Discuss Pearl’s role as both a symbol and a real child in the novel.
2. Hester’s feelings about her relationship with Dimmesdale are that their “sinful” act had a “consecration of its own.” The narrator informs us that Dimmesdale’s “sin” was one of “passion, not of principle, nor even purpose.” Discuss how these divergent views - Hester’s that their actions had a spiritual significance and Dimmesdale’s that they had broken a “great law” - influence they way they react to their situation?

English II and US History - Assignments:

The Underground Railroad. by Colson Whitehead, “chronicles a young slave’s adventures as she makes a desperate bid for freedom in the antebellum South. . . . Cora encounters different worlds at each stage of her journey, her odyssey through time as well as space.” “Whitehead re-creates the unique terrors for black people in the pre-Civil War era.” (Doubleday, 2016)

1. Throughout her journey many times Cora believes she has found freedom, only to discover that it is an illusion. Write an analysis of Cora’s physical, mental and emotional characteristics that help her realize her goal.
2. Historically the Underground Railroad is the name given to safe places that aided in the movement of escaped slaves, not an actual railroad. This novel changes that metaphorical railroad into a literal one. Describe the many steps of the “underground railroad” that Cora uses to seek her freedom from slavery.

Novels of choice: As noted above, AP students must read The Scarlet Letter and one other novel of choice (see below). All US History and English 11 students must read The Underground Railroad. Regular English 11 must also read one novel of choice. Choose from these selections:

I. Early American Period

Moby Dick. Herman Melville’s whaling story of Captain Ahab’s vindictive quest for the white whale, has been lauded as America’s greatest novel. Although it begins as a narrative about a whaling expedition, it turns into “a metaphorical study of the nature of good, evil, and reality.” The complex novel has many layers: the story of a whaling ship’s fateful voyage, the story of a bitter man’s quest for revenge, and the story of humanity’s relationship to the natural world. (Literature and the Language Arts)

1. Melville chose Nantucket, where the first whale was sighted in 1672, as the starting point for the “Pequod’s” cruise. The book explores the American whalers, their individualism and heroic self-reliance.
2. The white whale with its enormous power and violence is seen as Ahab’s evil foe, but it is also seen as mild and beautiful by other members of the whaling crew. Discuss the symbolism of the white whale.

II. Slavery and Civil War Period

*Killer Angels*, by Michael Shaara, won the Pulitzer Prize in 1975. The novel is set during the four days of the Battle of Gettysburg, and the characters are the actual historical figures, including General Robert E. Lee. Shaara’s context is based on the letters, journal entries, and memoirs of the men who fought at Gettysburg.

1. The Battle of Gettysburg may have been a turning point between old and new methods of warfare. Explain the conflict and consequences of Lee’s traditional strategies compared to Longstreet’s insistence on more realistic defense tactics.
2. Good friends, Lew Armistead and Winfield Hancock represent two different sides. Explain how they portray the dilemma of the Civil War.

*Uncle Tom’s Cabin*, by Harriet Beecher Stowe, a novel of social protest and propaganda, is one of the most influential books ever written by an American. She declared that her object was to “hold up in the most lifelike and graphic manner possible, slavery . . . and the Negro character.” “Stowe draws her moral by providing a grand panorama of American life,” portraying the basic human emotions of the slaves and the brutality of some slave owners. The publication and overwhelming success of this book is often viewed as one of the events leading to the Civil War. *(The Novel 100)*

1. Examine the morals Stowe provides through the presentation of her characters.
2. Critic Kenneth Lynn calls this novel “the greatest tear-jerker of them all.” Discuss the emotional impact of this novel on pre-civil war readers.

III. Period of Western Expansion

*Angle of Repose*, by Wallace Stegner, will be loved by outdoors enthusiasts. It is a “story of discovery – personal, historical, and geographical.” Lyman Ward starts to write his grandparents’ story of life on the frontier and ends by revealing a portrait of four generations in the life of an American family. *(The Atlantic Monthly)*

1. What is the “angle of repose” and how did it represent the lives of Susan Burling and Oliver Ward?
2. Explain the background and symbolism of the episode in which Oliver pulls up all the rose bushes from the house on the mesa.

*Bury My Heart At Wounded Knee*, by Dee Brown, is an “Indian History of America.” The book expresses the Native American perspective on the injustices and betrayals, warfare and relocations, committed by the United States Government against their people.

1. “I shall not be here
I shall rise and pass
Bury my heart at Wounded Knee.”
   The Ghost Dance was a ritual that celebrated a day when settlers would disappear, buffalo would return, and Native Americans would be reunited with their ancestors. In 1890 the Sioux, participants of the Ghost Dance, fled the reservation and were ultimately destroyed at the battle of Wounded Knee. Describe some of the Native American rituals that are included in this book.
2. “Manifest Destiny” provided the justification for many of the actions taken against the Native Americans. Discuss how the Native American culture, religion, and way of life were destroyed because of this idea that God had given the continent to the Americans to settle.

*Lonesome Dove*, by Larry McMurtry, focuses on the relationship of two retired Texas Rangers and their adventures driving a herd of cattle from Texas to Montana.

1. Explain the camaraderie and bond of friendship that exists between McCrae and Call. Use specific references from the novel to support your ideas.
2. *Lonesome Dove* describes many of the dangers experienced by the cowboys of western America during their trail drives. Describe three of these dangerous episodes through which the reader learns about this period of history.
IV. Progressive Era to Great Depression

*The Grapes of Wrath*, by John Steinbeck, is the story of itinerant farmers, the “Okies”, during the Depression. The Joad family travels to California only to discover they are worse off than they were in the dust bowl of Oklahoma. Although the subject matter, including its violence and passion, is controversial, this is a remarkable book.

1. Discuss the idea that *The Grapes of Wrath* exposes “glaring inequities in our social system.”
2. Although the subject matter of this novel is often violent and shocking, the characters can also be sympathetic. Discuss the accuracy of this statement with specific references to the story.

*A Farewell to Arms*, by Ernest Hemingway, is set in Italy during World War I. It is a story of lovers “silhouetted against the flame-streaked blackness of war, of a collapsing world . . . That story is the quest for meaning and certitude in a world that seems to offer nothing.” (Robert Penn Warren)

1. Hemingway’s greatest protagonists are those who must face the dilemmas of surviving with dignity, what he terms “grace under pressure.” Analyze Frederic Henry’s process of learning to live with the inevitable pain of the vulnerable.” (*The Novel 100*)
2. Gertrude Stein, one of Hemingway’s contemporary writers, made the famous remark, “You are all a lost generation.” Discuss how this novel presents the “lost generation” of the post World War I period.

*The Jungle*. Upton Sinclair intended his novel to reveal the working conditions and rights of immigrants. When it was published, it was so shocking that it launched a government investigation of the meatpacking industry, eventually leading to new laws.

1. Discuss Sinclair’s statement . . . “there was no place in it where a man counted for anything against a dollar.”
2. Explain the symbolism, the significance of the title, *The Jungle*.

*Main Street*, by Sinclair Lewis, the first American to win the Nobel Prize for Literature, is this satirist’s study of life in a rural midwestern town prior to and during World War I. Lewis aims his satire at “everything he considers unworthy in America: hypocrisy, materialism, monotony of small-town life, bigotry, vulgarity, and anti-intellectualism.” (*Recent American Literature*)

1. Discuss the frustrations of Carol Milford as she tries to bring intellectual activities to Gopher Prairie and how her experiences reveal middle class life in the small towns of America.
2. Many of Lewis’ characters are not well-rounded humans, but caricatures. Explain what aspect of human nature each is suppose to represent.

V. World War II and 20th Century

*A Bell For Adano*, by John Hersey is set in Italy during World War II. Adano’s 700-year-old bell has been melted down for Fascist guns and ammunition. When the Americans occupy the town, Major Joppolo must overcome huge obstacles to find a new bell. Hersey has written a “funny, serious, and deeply disturbing story.” (*The New Yorker*)

1. “It is possible to make your authority seem to spring from the very people over whom you have authority. And after a while, Tomasino, it actually does spring from them, and you are only the instrument of their will. That is the thing that the Americans want to teach you who have lived under men who imagined that they themselves were authority.” (Ch. 8)
   Explain how Major Joppolo through his actions in Adano exemplified this description of the American ideal leader.
2. Discuss Major Joppolo’s tragic flaw, and how it lead to his downfall.


1. Discuss how the actions of Nazi Germany determined the various stages of Joe Kavalier’s life.
2. Analyze Sammy Clay in terms of his relationships with Joe and Rosa as well as his comic book career.
2017 Summer Reading and Assignments, Upper Campus

_Snow Falling on Cedars_, by David Guterson, follows a doomed love affair between a white boy and a Japanese girl set against a Japanese-American fisherman’s 1954 murder trial. The novel also explores the wartime internment of the Japanese residents. (1994 PEN/Faulkner award for fiction)

1. Explain how the setting, particularly the World War II passions against Japan, causes the major conflict in this novel.
2. Analyze the symbolic significance of the novel’s title.

_The Things They Carried_, by Tim O’Brien, is a study of an infantry company of American soldiers during the Vietnam war. These short stories are linked together to paint a portrait of men in war - the horrors of the “killing fields” and the memories of the servicemen. (1991 runner-up for Pulitzer Prize for fiction)

1. What servicemen chose to carry revealed who they were. Explain what each carried and what was revealed about each character.
2. Explain why Tim O’Brien returned to Vietnam twenty years after the war. What was he trying to learn about himself? How does he feel after the trip is complete?

_The Invisible Man_, by Ralph Ellison won the National Book Award for fiction. The narrator from his basement coal-cellar says in the prologue, “I am an invisible man. . . . I am invisible, understand, simply because people refuse to see me.” The novel, through flashbacks, takes the reader through the experiences that have led to the coal-cellar. As he becomes the representative of America, white and black, the narrator asks at the end, “Who knows but that on the lower frequencies, I speak for you?”

1. Explain how the author uses the idea of invisibility in relation to his character’s search for identity. Include the imagery of blindness and being blindfolded.
2. Discuss whether the characters represent real persons or whether they are used as stereotypes to further the author’s ideas about the problems of the African Americans.

_All the President’s Men_. Bob Woodward and Carl Bernstein, reporters for the _Washington Post_, uncovered a scandal that helped bring about a constitutional crisis and eventually forced the President to resign. This book is their account of that investigation.

1. Explain the context of what happens during this period in light of the book’s allusion to the nursery rhyme about Humpty Dumpty. (“All the King’s horses and all the King’s men couldn’t put Humpty Dumpty together again.”)
2. Specifically who was “Deep Throat” and what did Woodward learn from his secret meetings with this source?

_Silent Spring_, by marine biologist Rachel Carson, documented the effects on the environment of the indiscriminate use of pesticides, especially DDT. The book sounded a warning for the environment and led to a new reform movement.

1. “There was a strange stillness . . . It was a spring without voices. On the mornings that had once throbbed with the dawn chorus of robins, catbirds, doves, jays, wrens, and scores of other bird voices there was now no sound; only silence.” Describe the imagery Carson uses to dramatize her subject.
2. What are some of the legacies that have resulted from the publication of this book?

_ Zeitoun_, by Dave Eggers, is the true story of a family swept up in the war on terror following Hurricane Katrina in New Orleans. 

1. “Hurricane Katrina was a test. But it wasn’t sent by God to test the devotion of a Syrian painting contractor in New Orleans. It was a test of the ability of a nation to protect its people, and that nation failed the test, big time.” (Valerie Marlin, _The Observer_, Sunday, 3/21/10). Explain how Abdulrahman Zeitoun’s grim saga is a testament to this disturbing and depressing fact.
2. “To a man with a hammer, everything looks like a nail.” (Mark Twain) Apply this statement to Zeitoun’s personality and actions before, during and after Hurricane Katrina.
AP Calculus AB - Summer Assignments
Teacher: Cindy Clouse, cclouse@ovs.org

This assignment is designed to bring you up to speed on the various concepts of Geometry, Algebra II, and Trigonometry that are needed for Chapter 2 of our book. Many of my students during the year expressed their opinion that the Calculus was not the hard part of the class – the Algebra II was where they lost all their points!

The first thing you need to do this summer is buy a graphing calculator. I can fully support the TI-84 family of calculators, and this is what you should buy if you are the typical student. Here is a list of calculators allowed by the College Board:
https://apstudent.collegeboard.org/apcourse/ap-calculus-ab/calculator-policy

After you buy your graphing calculator, use the manual to learn how to do the following:
- add, subtract, multiply, and divide
- use parenthesis and exponents
- use scientific notation
- graph a function
- use logarithmic and trigonometric functions

You also need to buy our textbook. It is Calculus: Graphical, Numerical, Algebraic; 3rd Edition. Finney, Demana, Waits, and Kennedy, Prentice Hall (2006) ISBN-13: 978-0132014083. You can probably find it used at a variety of websites and you can have it shipped straight to school so it is here when you arrive.

Please do all of the following problems, relearn what you have forgotten, and be prepared to turn it in on the first day of school. You can e-mail me over the summer if you need hints – cclouse@ovs.org.

See you September 4th!!

Mrs. Clouse
Graphing Calculator – Basic Operations

Use your graphing calculator to do these problems. Do not do this with your scientific calculator – you will be missing the point of what I want you to learn. :) All answers in AP Calculus are to three decimal places at all times.

1. Can you handle a large numerator and denominator (and negative numbers)? \[
\frac{(-5)^2 - 2(-4)}{8 + (-5)} =
\]
2. Can you do fractions? \[
\frac{5}{13} + \frac{7}{9} - \frac{21}{4} =
\]
3. Powers? \[
4^{-2} \cdot 3^3 =
\]
4. Can you find the π button? \[
4.02^\pi =
\]
5. Can you find the e button? \[
e^5 =
\]
6. Logarithms? \[
\frac{\ln 1.05}{2\ln 15} =
\]
7. Radicals? \[
\frac{\sqrt{2} + \sqrt{3}}{5\sqrt{7}} =
\]
8. Nested expressions? \[
A = P \left(1 + \frac{r}{n}\right)^n
\]
You have $5000 invested at 6% interest compounded monthly. How much money will you have in 25 years?
9. Scientific notation? \[
(3.2 \times 10^{12}) \cdot (6 \times 10^{23}) =
\]
10. Division with scientific notation? \[
\frac{1.3 \times 10^{-8}}{5.2 \times 10^{20}} =
\]
11. Can you change to radians? \[
\sin \frac{\pi}{50} =
\]
12. Can you change to degrees? \[
\cos 201^\circ =
\]
13. Can you find the factorial button? \[
8! =
\]

Answers:
1. 11
2. -4.088 or -1913/468 (can you find how to change a decimal to a fraction?)
3. 1.688 or 27/16
4. 79.110
5. 148.413
6. 0.859
7. 0.238
8. $22324.85
9. 1.92 \times 10^{36} \text{ (do not write 1.92E36 as an answer)}
10. 2.5 \times 10^{-29}
11. 0.156
12. -0.934
13. 40320
**Algebra II – Parent Graphs and Factoring**

Stuff to Remember:
- \(-f(x)\) is \(f(x)\) reflected over the x-axis
- \(f(-x)\) is \(f(x)\) reflected over the y-axis
- \(f(x + c)\) is \(f(x)\) translated \(-c\) units horizontally
- \(f(x) + c\) is \(f(x)\) translated \(c\) units vertically
- \(|f(x)|\) is \(f(x)\) with the negative y-values reflected over the x-axis
- \(f(|x|)\) is \(f(x)\) with the positive x-values reflected over the y-axis

There are many parent graphs that you should know very well. They are all listed in the problems below. You should be able to sketch each of them quickly and accurately. In Calculus, we graph literally every single day. You are expected to be able to do so without a calculator.

14. \(y = x\)  
15. \(y = x^2\)  
16. \(y = x^3\)  
17. \(y = |x|\)  
18. \(y = \sqrt{x}\)  
19. \(y = \sqrt[3]{x}\)  
20. \(y = \frac{1}{x}\)  
21. \(y = \frac{1}{x^2}\)  
22. \(3x + 2y = 5\)  
23. \(y - 5 = \frac{1}{2}(x + 1)^2\)  
24. \(y = (x - 2)^3\)  
25. \(y = -2|x| - 3\)  
26. \(y = 5\sqrt{x - 1}\)  
27. \(y = \sqrt{x - 2}\)  
28. \(y = \sqrt[3]{x} + 4\)  
29. \(y = \frac{1}{3x}\)  
30. \(y = -\frac{1}{(x - 2)^2}\)  
31. \(y = -3\)  
32. \(x = 2\)  
33. \(y = \sin x\)  
34. \(y = \cos x\)  
35. \(y = \tan x\)  
36. \(y = \cot x\)  
37. \(y = \sec x\)  
38. \(y = \csc x\)  
39. \(y = \ln x\)  
40. \(y = e^x\)  
41. \(y = e^{-x}\)  
42. \(y = \sqrt{9 - x^2}\)

This graph is not a parent graph, but it comes up really often in Calculus:
2017 Summer Reading and Assignments

Factoring the Difference or Sum of Two Cubes
\[ a^3 - b^3 = (a-b)(a^2 + ab + b^2) \]
\[ a^3 + b^3 = (a+b)(a^2 - ab + b^2) \]

Factor:
43. \( (x^3 + 125) \)
44. \( (8x^3 - 27) \)

**Trigonometry – Basic Stuff**

In Calculus, all angle measures and problems using trigonometry will be expressed in radians.

Triangle Trig:
- sine ratio = opposite over hypotenuse
- cosine ratio = adjacent over hypotenuse
- tangent ratio = opposite over adjacent

**Identities:**

**Definitions**
- \( \tan x = \frac{\sin x}{\cos x} \)
- \( \cot x = \frac{\cos x}{\sin x} \)

**Reciprocals**
- \( \sin x = \frac{1}{\csc x} \)
- \( \cos x = \frac{1}{\sec x} \)
- \( \tan x = \frac{1}{\cot x} \)
- \( \csc x = \frac{1}{\sin x} \)
- \( \sec x = \frac{1}{\cos x} \)
- \( \cot x = \frac{1}{\tan x} \)

**Pythagorean**
- \( \sin^2 x + \cos^2 x = 1 \)
- \( \tan^2 x + 1 = \sec^2 x \)
- \( 1 + \cot^2 x = \csc^2 x \)

**Unit Circle:**
- know all the radian values of all the major angles
- know all the x- and y- coordinates of all the major angles
- know that the x-coordinate is cosine and the y-coordinate is sine

We will be having a quiz on the unit circle on the second day of class. Be prepared!
Algebra II – Simplifying

Random simplifying that you need to be able to do in Chapter 2.

45. \[
\frac{4(x + h) + 3 - [4x + 3]}{h} =
\]

46. \[
\frac{(x + h)^2 + 5(x + h) - 1 - [x^2 + 5x - 1]}{h} =
\]

47. \[
\frac{\frac{1}{x + h + 7} - \frac{1}{x + 7}}{h} =
\]
AP United States History - Summer Assignment

Teacher: Laurel Colborn, lcolborn@ovs.org

Expectations: AP United States History (APUSH) is a fast-paced college-level course. It is expected and required that you will complete this summer assignment and come to school in September prepared to hand in this completed assignment. The first unit exam will be during the first week of classes.

Readings/Assignments: You are responsible for reading the first 4 chapters of the textbook and completing the corresponding assignments as listed below.

Format: You may use a composition journal book to complete all of your work, which you will turn in on the first day of class OR you may use a word document on your computer which you have printed and ready to turn in on the first day of class.

Part 1: Transformation of North America, 1450-1700

1. Read Chapter 1 – Colliding Worlds (1450-1600), pp. 6-36.
   a. Take Notes in your composition book or in a word document.
   b. Watch the Chapter 1 REVIEW video on apushreview.com and complete the Viewing Guide for the Chapter. ** (see note below)

   a. Take Notes in your composition book or in a word document.
   b. Watch the Chapter 2 REVIEW video on apushreview.com and complete the Viewing Guide for the Chapter.

Part 2: British North America and the Atlantic World, 1660-1763

   a. Take Notes in your composition book or in a word document.
   b. Watch the Chapter 3 REVIEW video on apushreview.com and complete the Viewing Guide for the Chapter.

4. Read Chapter 4 – Growth, Diversity, and Conflict, 1720-1763, pp. 114-143.
   a. Take Notes in your composition book or in a word document.
   b. Watch the Chapter 1 REVIEW video on apushreview.com and complete the Viewing Guide for the Chapter.

**Here is the link to the apushreview.com website: http://www.apushreview.com/textbook-chapter-review-videos-2/chapter-review-videos/
AP Psychology - Summer Assignment
Teacher: John Valenzuela, jvalenzuela@ovs.org

Summer Reading and Essay Assignment:

Read: The Man Who Mistook his Wife for a Hat by Oliver Sacks.

Essay: After reading the book, summarize and write about one of the case studies by answering the following questions:

1. What psychological disorder is impacting the person?
2. How does his/her disorder affect others?
3. Identify and define 8 psychological terms you learned from your reading
4. Why is this character interesting to you?

Present: Be prepared to discuss the case and your essay during the first week of class.
Welcome to AP Chemistry!

It is important to review the basics before starting AP Chemistry. Summer work will involve working through several PowerPoint presentations and answering practice questions associated with them. All of this work is online at http://www.sciencegeek.net/

Once you are at sciencegeek.net, to access the PowerPoint presentations, click on Chemistry at the top of the page. This will take you to a page titled General Chemistry. Scroll down to “Select your destination”. From the pull down menu, select “PowerPoint Presentations” and click “go”. To access the interactive practice questions, select “Interactive Practice” from this same pull down menu and click go.

INSTRUCTIONS:

Write down all answers to the interactive practice. If the question involves mathematical problem solving, show your work. You will be given immediate feedback on all practice questions. Make corrections as you go through the problems. You will not be penalized for incorrect answers. I just want to see that you have completed the work. This work is due on the first day of class. You will be tested on this summer work on the third day of class.

PowerPoint: Unit 0: Significant Figures
Interactive Practice: Unit 0: Significant Figures practice

PowerPoint: Unit 1: Atomic Structure
Interactive Practice: Unit 1: Atomic Structure Review
Unit 1: At.#, Mass#, Protons, Neutrons, Electrons

PowerPoint: Unit 2: Element classes
Interactive Practice: Unit 2: Element classes review
Unit 2: Periodic Trends

PowerPoints: Unit 2: Valence electrons
Unit 2: Ionic Bonding
Unit 3: Covalent Bonding (Molecules)
Interactive Practice: Unit 2: Anion Concentration Game
Unit 2: Binary Ionic Compound Formulas
Unit 3 Review

PowerPoints: Unit 2: Ionic Compound Nomenclature
Unit 4: The Mole
Unit 4: Percent Composition, Empirical and Molecular Formulas
Unit 4: Reaction Types
Interactive Practice: Unit 4 Review

A little chemistry humor: Do you have mole problems? If so, call Avogadro at 602 – 1023.
AP Biology - Summer Assignment
Teacher: Lisa Boyd, lboyd@ovs.org

Textbooks and required reading:

- *Campbell Biology In Focus* (Hardcover)(1st edition) by Urry, Cain, Wasserman, Minorsky, Jackson, Reece, Campbell (~$140.00 new, used available, books to rent available)
- *CliffNotes AP Biology* (Paperback) (4th edition) by Phillip E. Pack (~$14.00)
- *The Immortal Life of Henrietta Lacks* (Paperback) by Rebecca Skloot (~$4 to $10)

Purpose of Summer Assignment:
1. To introduce yourself to me, Mrs. Boyd.
2. To cover some foundational material, which is mostly review of Chemistry and Biology.
3. To complete some chapters, so that we can finish all of the material before the AP exam in May. There is a lot of material to cover in AP Biology.

Assignment #1:
Buy your books. Books to be purchased for all of your classes will be found on the OVS website: ovs.org. Also, I am including the textbook buying information in this packet.

You need your textbook to finish the summer work.

Assignment #2:
Send me an email of introduction. Send it to lboyd@ovs.org with “AP Bio introduction to (your name)” as the subject. Include the following:
- Your full name and the name you like to be called
- Family members (parents, siblings, pets)
- Interests (music, art, sports, job, games)
- Why are you taking AP Biology?
- What are you most anxious about in the class?
- What are you most looking forward to?

Due date: August 28, 2017 (first day back to school for teachers)

Assignment #3:

a. Read/scan Chapter 2; it is a review of Chemistry.

b. Watch the youtube video “Water: A Polar Molecule” by Bozeman Science and answer the questions in this packet.*

c. Watch the youtube video “Water – Liquid Awesome: Crash Course Biology #2”

d. Watch other Chemistry videos online as needed to help you review the material.

* I will not be collecting this assignment. You should do it to help prepare you for a test in the first week of school.

Assignment #4:

1. Read/scan Chapter 3; it is a review of Chemistry and organic chemistry from Biology class.
2. Watch the youtube video “That’s Why Carbon is a Tramp Crash Course Biology #1.”
3. Watch the youtube video “Biological Molecules” by Bozeman Science.

Assignment #5:

1. Read/scan Chapter 4; it is a review of Biology.
2. Watch the youtube video “Cellular Organelles” by Bozeman Science.
3. Watch the youtube video “Eukaryopolis – The City of Animal Cells: Crash Course Biology #4.”

We will have a test on Chapters 2, 3 and 4 during the first week of school.
1. Explain what is meant by “oxygen is electronegative.” Mr. Anderson says “water is electronegative.” He made a mistake.

2. What is stronger, a covalent bond or a hydrogen bond? (circle one)

3. How do the magnets in his water molecule mimic a real water molecule?

4. What is a hydrogen bond?

5. Besides water molecules, what is another very important example of hydrogen bonds in living organisms that Mr. Anderson mentions? Hydrogen bonds in _____________.

6. Remember that molecules are held together by covalent bonds. A molecule that does not have charged sides is called a ________________ molecule.

7. One charged substance can help to pull apart another charged substance, so remember what he says, “Like ________________, ________________.”

8. What is “specific heat?”

9. What is significant about the fact that water has a high specific heat?

10. A solvent is something that ______________ ______________ a solute, and in the example, water is doing that to NaCl.

11. What are cations and anions? Look it up if you don’t know.

12. When ______________ properties hold water together it creates surface tension, and a paper clip can float on top of the water, or a water bug can walk across the water. That blue top on the water looks like a cover, but it is really only water.

13. Explain how capillary action moves water up a tree.

14. In capillary action, Mr. Anderson talks about cohesion, but adhesion is also at work. Adhesion is the attraction of water to another substance, such as a glass tube. There is no answer for #14.

15. As water gets colder, it becomes ________________ dense. (less or more)
2017 Summer Reading and Assignments

AP English Literature - Summer Assignment
Teacher: Ms. Davis, cdavis@ovs.org

Reading Response Journal
This journal and its topics are a way for you to engage with the ideas in the texts as you are reading. I recommend that you do them as you read. I think all the topics are self-explanatory, but you are always welcome to email me during the summer for guidance. Note: emailing for advice the night before they are due is not a very impressive way to start the year. 9 entries total. Due week one of school.

Each of these entries should be at least one page in length and, unless otherwise instructed, represent your own ideas. If you prefer to type entries for your reading journal, they should be double spaced in a regular 10 or 12 sized font and taped into a full size notebook or put into a report folder. If you are hand writing, do not double space. Your entries will be based on the substance of your ideas—not merely the length, but that is the minimum length that will be considered complete. This journal will be used throughout the year.

Topics

Context
1. Written in 1905, House of Mirth stylistically is considered a “novel of manners.” Look up what this means, as well as “naturalism” as a literary movement. Write about significant features of this time period, style, and literary movement. Make sure you cite your sources.

2. Written in 1922, Babbitt satirizes aspects of American culture. Describe the cultural climate of 1922 America. Try to see the connection between historical, political, and cultural context and how they might affect the individual. Most, if not all, of you read The Great Gatsby in your junior year, so you have some perspective on this era already. Cite your sources.

Big Picture
3. What shapes Babbitt’s perception of what constitutes a meaningful life? What presents a challenge to Babbitt’s views about a meaningful life? How does he respond to this challenge? Does his response remain static, or does it change over time?

4. What shapes Lily Bart’s perception of what constitutes a meaningful life? What presents a challenge to Bart’s views about a meaningful life? How does she respond to this challenge? Does her response remain static, or does it change over time?

Identity
5. Analyze one conversation that Babbitt has with another character. What does it reveal about his personality and values?

6. Analyze one conversation that Bart has with another character. What does it reveal about her personality and values?

Growth
7. By the end of both works which character (Babbitt or Bart) seems to have achieved the most growth? Support your answer with events, conversations, and/or thoughts of the characters.

Biography

8. Briefly research the biography of Edith Wharton and describe how elements of her experiences, opinions, and/or politics may have seeped into the protagonist (or other characters) in The House of Mirth. Cite your sources.

9. Briefly research the biography of Sinclair Lewis and describe how elements of his experiences, opinions, and/or politics may have seeped into the protagonist (or other characters) in Babbitt. Cite your sources.