

## 2020 Summer Reading and Assignments



The books and assignments 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 Borders, Barnes & Noble, online at Amazon.com or other websites.

English 9	<i>The Outsiders</i> by S.E. Hinton
English 10	<i>Pride and Prejudice</i> by Jane Austen
English 10 Honors	<i>Pride and Prejudice</i> by Jane Austen
English 11	<i>See list and required assignments below</i>
AP English Language (11 <sup>th</sup> )	<i>See list and required assignments below</i>
English 12	<i>This Boy's Life</i> by Tobias Wolff
AP English Literature (12 <sup>th</sup> )	<i>Babbitt</i> by Sinclair Lewis <i>The House of Mirth</i> by Edith Wharton <i>See required assignment below</i>
US History	<i>The Underground Railroad</i> by Colson Whitehead
AP US History	<i>See required assignment below</i>
AP World History	<i>See required assignment below</i>

AP Psychology  
*of*

***Forty Studies that Changed Psychology: Explorations into the History***

***Psychological Research*** by Roger R. Hock (6th or 7th edition)

***See required assignment below***

AP Calculus AB

***See required assignment below***

AP Environmental  
Science

***Climate Change 101- See required assignment below***

AP Chemistry

***See required assignment below***

AP Physics 1 and C

***See required assignment below***

AP Spanish

***See required assignment below***

AP Statistics  
vocabulary

Read and take notes on chapter 4 of the textbook. There will be a

quiz from the chapter shortly after school starts.

Download book -

<https://drive.google.com/open?id=12opQvqGLZnsEReX4KoBtNv5cunuNuf0>

## 2020 Summer Reading and Assignments

### Summer Reading Assignment

AP English

Ms. Davis

Email: [cdavis@ovs.org](mailto: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: [cdavis@ovs.org](mailto:cdavis@ovs.org). 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. [Warning: Before you answer these questions make sure you consider the complexity of Lily Bart and the decisions she makes. If you oversimplify Lily it will be a good indication that you have not read or not understood the text. You can email me if you are confused about what I mean.] 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.

## 2020 Summer Reading and Assignments

### Summer Reading Assignment

#### AP English Language and Composition and English 11

Ms. Wilson

Email: [terrywilson@ovs.org](mailto: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 some books from this summer reading list and enjoy them. The list is compiled of American books, 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 book and some questions for guidance.

**English 11AP** students must complete the following:

1. Read *The Things They Carried*, a novel by Tim O'Brien, 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** students will be required to read a book of their choice from the attached list. The Pulitzer Prize winning novel *The Underground Railroad* by Colson Whitehead is required for U.S. History and may be read for English 11 as well. 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.

**All English students** will write an essay during class on their book of choice. Prepare your thoughts based on one of the questions on that book.

#### **Required AP novel:**

*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. Select 3 of the characters. Explain what each carried and what was revealed about that 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?

#### **Books of choice**

*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.

***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.

***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.

***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.

***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.

***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.

***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*.

***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.

***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 led to his downfall.

***The Amazing Adventures of Kavalier and Clay*** by Michael Chabon features two boy geniuses who collaborate to create a comic book. Set in the period before America enters World War II, the novel brilliantly reveals this period of history. "Super-colossal – smart, funny and a continual pleasure to read." (The Washington Post)

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.

***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 Rachel Carson, a marine biologist, 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?

## 2020 Summer Reading and Assignments

**Summer Reading Assignment**  
**AP United States History**  
**Mrs. Colborn**

**Email:** [lcolborn@ovs.org](mailto:lcolborn@ovs.org)

**Expectations:** 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 **August** prepared to hand in this completed assignment. \*The **first unit exam** will be during the first week of classes.

**Directions:** You will complete the video/viewing study guides found on APUSHREVIEW.COM, which you will print and turn in on the first day of class.

### **Part 1: Transformation of North America, 1450-1700**

#### **Chapter 1 – Colliding Worlds (1450-1600)**

- a. **VISIT WEBSITE – APUSHREVIEW.COM**  
(<http://www.apushreview.com/textbook-chapter-review-videos-2/chapter-review-videos/>)
- b. **WATCH-** the video PowerPoint review of Chapter 1.
- c. **COMPLETE** – the accompanying Chapter 1 video viewing guide.

#### **Chapter 2 – American Experiments (1521-1700)**

- a. **VISIT WEBSITE – APUSHREVIEW.COM**  
(<http://www.apushreview.com/textbook-chapter-review-videos-2/chapter-review-videos/>)
- b. **WATCH-** the video PowerPoint review of Chapter 2.
- c. **COMPLETE** – the accompanying Chapter 2 video viewing guide.

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

#### **Chapter 3 – The British Atlantic World, 1660-1750**

- a. **VISIT WEBSITE – APUSHREVIEW.COM**  
(<http://www.apushreview.com/textbook-chapter-review-videos-2/chapter-review-videos/>)
- b. **WATCH-** the video PowerPoint review of Chapter 3.
- c. **COMPLETE** – the accompanying Chapter 3 video viewing guide.

#### **Chapter 4 – Growth, Diversity, and Conflict, 1720-1763**

- a. **VISIT WEBSITE – APUSHREVIEW.COM**  
(<http://www.apushreview.com/textbook-chapter-review-videos-2/chapter-review-videos/>)

- b. **WATCH**- the video PowerPoint review of Chapter 4.
- c. **COMPLETE** – the accompanying Chapter 4 video viewing guide.

## 2020 Summer Reading and Assignments

### Summer Reading Assignment

#### AP Calculus AB

Mr. Sittig

Email: [msittig@ovs.org](mailto:msittig@ovs.org)

**Expectations:** AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus. The course moves at a quick pace and requires you to arrive at school with a solid foundation in the **skills taught in Geometry, Algebra 2 and Pre-calculus**. In addition, you must be proficient with the **graphing calculator**, which is required for one third of the AP Exam. The following assignment will be collected on the first day of class.

**Directions:** You will acquire a TI graphing calculator, and complete Unit 0 Calc-Prerequisites on Calculus.Flippedmath.com. Unit Zero involves watching the videos, printing out and completing the assignments, and correcting them with a red pen, to turn in to me when you arrive at school in August.

Minimum Required Calculator: TI-83 Plus or TI-84 Plus, or equivalent

Here is the list of calculator capabilities expected by the College Board:

<https://apstudents.collegeboard.org/courses/ap-calculus-ab/calculator-policies>

#### Required Math Skills:

##### Lesson 0.1 Things to Know for Calculus

- Go to <http://calculus.flippedmath.com/01-things-to-know-for-calc.html>
- Print and review the “Things To Know For Calculus” handout
- Watch the Unit Circle Trig video and read the accompanying information

##### Lesson 0.2 Summer Packet

- Go to <http://calculus.flippedmath.com/02-summer-packet.html>
- Print and complete the Calculus Summer packet
- Check your work and make corrections in red pen with the Solution Guide

(continued on the next page...)

### Lesson 0.3 Calculator Skills

- Go to <http://calculus.flippedmath.com/03-calculator-skillz.html>
- Watch the Calculator Skillz video and practice using your calculator
- Print and complete the Calculator Skillz packet
- Check your work and make corrections in red pen with the Solution Guide

You will hand in the Calculus Summer packet and Calculator Skillz packet, and show me your graphing calculator, on the first day of class in August.

Again, please remember that everything in this assignment is considered prerequisite knowledge. You will be using these skills every single day in Calculus. You need to know how to do all of this quickly and precisely.

## 2020 Summer Reading and Assignments

**AP Chemistry**  
**Mrs. Sackett**

**Email:** [nsackett@ovs.org](mailto:nsackett@ovs.org)

### **Welcome to AP Chemistry!**

It is important to review the basics before starting A.P. 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 pull down menu and click go.

PowerPoint: Lab Equipment (Unit 0)  
Interactive Practice: Lab Apparatus Review

PowerPoint: Atomic Structure (Unit 1)  
Interactive Practice: Atomic Structure Review

PowerPoint: Element classes (Unit 2)  
Interactive Practice: Element classes review

PowerPoint: Periodic Trends, Valence Electrons (Unit 2)  
Interactive Practice: Periodic Patterns Review, Unit 2 Review

PowerPoint: Unit 3 Chemical Bonding - All PowerPoints except Intermolecular Forces and Polymers  
Interactive Practice: Unit 3 - all except free response (the last one)

PowerPoint: Unit 4 - all 4 PowerPoints  
Interactive Practice: Unit 4 - Mole conversions, Equation balancing, Unit 4 Review

PowerPoint: Unit 8 - all 5 PowerPoints  
Interactive Practice: Unit 8 Gases - the first 4 practice sets

### **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.

Do you have mole problems? If so, call Avogadro at 602 – 1023.

If you understand this joke, you belong in A.P. Chemistry and can look forward to more bad chemistry jokes throughout the year.

## 2020 Summer Reading and Assignments

**AP Spanish**  
**Ms. Wachter**

**Email:** [gwachter@ovs.org](mailto:gwachter@ovs.org)

Go on the following website, <https://www.profedelee.es/> under "actividades", you need to do the following:

Listen to at least 3 podcasts and write a summary of what you heard.

Read at least 3 of the lecturas and write a summary of what you read.

Study the Vocabulary Ilustrado de los verbos 1 & 2.

Study the vocabulary adjetivos ilustrado 1 & 2.

Explore this website and any other Spanish speaking materials!!! Netflix has some great series in Spanish.



## 2020 Summer Reading and Assignments

### AP Physics 1 and AP Physics C

Mr. Sittig

Email: [msittig@ovs.org](mailto:msittig@ovs.org)

Welcome to AP Physics! Whether you are a new student of physics or a returning physicist, I am happy to see you. Please pay careful attention to the summer assignments below; the class moves at a fast pace and we need to get as much of a head start as we can.

#### AP Physics 1

This summer you will self-study Lesson 1 “Describing Motion with Words” of the [1-D Kinematics tutorial](#) on Physicsclassroom.com. There will be a test on the first day of school covering the concepts and vocabulary from Lesson 1, including but not limited to:

<b>Concepts</b> <ul style="list-style-type: none"><li>➤ What is the difference between a scalar quantity and a vector quantity?</li><li>➤ When is distance equal to displacement? When is it different?</li><li>➤ How are speed and velocity related to each other?</li><li>➤ How do you calculate velocity?</li><li>➤ How is acceleration related to velocity?</li></ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Kinematics</li><li><input type="checkbox"/> Scalars</li><li><input type="checkbox"/> Vectors</li><li><input type="checkbox"/> Distance</li><li><input type="checkbox"/> Displacement</li><li><input type="checkbox"/> Velocity</li><li><input type="checkbox"/> Speed</li><li><input type="checkbox"/> Acceleration</li></ul>
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Therefore you should read each section carefully, take careful notes, answer and understand the Quick Quiz and Check Your Understanding questions, and master the linked simulations. If you enjoy the material, feel free to read ahead, as the course will cover the topics on Physicsclassroom.com through Circular Motion and Satellite Motion. Have a great summer!

#### AP Physics C

This summer you will download the required textbook, [Openstax's University Physics Volume 1](#), and self-study the first three sections of Chapter 2. You will do this by:

- Taking careful notes on sections 2.1, 2.2 and 2.3. I will be checking these notes for completion on the first day of class . The notes may be handwritten, electronically typed, or highlighted in the online version (make sure to register an account and be logged in).
- On lined paper, doing all 10 of the Check Your Understanding problems in sections 2.1 to 2.3. You do not have to copy down the problem, but your solution must show each step of your work

or no credit will be given. The final solutions are located in the back of the PDF version of the book, which you may use to check your answers.

Both of these assignments will be checked on the first day of class. A test will be given in that first week covering Chapter 2. Optionally, you can get ahead by reading sections 2.3 and 2.4 as well. Have a great summer!

## 2020 Summer Reading and Assignments

### AP World History

Mr. Alvarez

Email: [falvarez@ovs.org](mailto:falvarez@ovs.org)

Welcome WHAP students to what I hope is an entertaining, challenging and rewarding year of exploring the history of the world. With that in mind, I need you to do a few things before the start of the 2018-19 school year.

- Read the first two chapters (this is known in WHAP as Period 1) of your textbook, *Ways of the World – A Global History With Sources/Third Edition for AP*. Fill out the accompanying Key Concepts guide for Period 1 and have it with you (either as a file on your computer or a printed out hard copy) on your first day of class. **THERE WILL BE AN EXAM ON THIS MATERIAL THE FIRST WEEK OF CLASSES.**
- Review PDFs – Strayer Chapter 1 Review and Strayer Chapter 2 Review
- Go to Youtube and watch:  
Crash Course World History #1: [https://www.youtube.com/watch?v=Yocja\\_N5s1I](https://www.youtube.com/watch?v=Yocja_N5s1I)  
Crash Course World History #2: <https://www.youtube.com/watch?v=n7ndRwqJYDM>

I emailed all of this information to students before the start of summer, but if for some reason a student needs an additional copy of the material, please email me.

It is important that you do the work above and arrive that first week prepared to get to work. Keeping pace with assignments will be one of the keys to your success, and so the time to start is now.

Thank you for joining me on this journey and we'll see you in August!

Mr. A

## 2020 Summer Reading and Assignments

### AP Environmental Science

Mr. Risser

Email: [srisser@ovs.org](mailto:srisser@ovs.org)

Please email a document with your answers to [srisser@ovs.org](mailto:srisser@ovs.org) before the first class meeting.

Few environmental topics are as prominent, controversial, and political as the topic of global warming, and for good reason. The potential ramifications of a warming atmosphere are frightening and sobering. Your summer reading assignment will be an introduction to this important topic.

#### First, Answer question 1 below:

1. What has been your general attitude towards global warming? How much do you feel you know about the topic? (sample ideas: I don't know anything about it; I don't think it's real; it seems like a problem I don't need to worry much about; I am mildly concerned; I'm seriously worried)

**Then, Read:** Climate Change 101, an excerpt from the book *Beyond Debate* by Dr. Shahir Masri. This has been sent to your OVS email account.

**Also Read:** <https://slate.com/culture/2010/01/james-hansen-s-storms-of-my-grandchildren.html>

Lastly, answer the questions below:

#### (from *Climate Change 101*)

2. Describe the difference between the heat energy that reaches the Earth from the sun and the heat energy that gets absorbed by greenhouse gases.
3. If other gases trap heat more effectively, why is CO<sub>2</sub> such a concern?
4. What are the main sources of *anthropogenic* CO<sub>2</sub>? What are the main sources of *anthropogenic* methane?
5. The atmospheric CO<sub>2</sub> concentration has gone from .03% to .04% in the last couple hundred years. Why should this be a concern?
6. Briefly describe two of the positive feedback cycles that could be initiating the “Tipping Point”.

**(from *Storms of my Grandchildren* review)**

7. Do you think James Hansen seems like a credible authority on the topic of global warming? Why or why not?
8. What are some reasons why Hansen was allegedly fed up with the U.S. government?
9. Briefly quote three items of information from this article that you find alarming.
10. Can you find examples of language usage in this article that a global warming skeptic might consider “alarmist”.
11. Do you have any new feelings or opinions about global warming after this assignment?

## 2020 Summer Reading and Assignments

AP Psychology  
Mrs. Doane-Barkan

Email: [cdoane-barkan@ovs.org](mailto:cdoane-barkan@ovs.org)

Hello and welcome, welcome, welcome to AP Psychology!

In this class, we will study human behavior and mental processes through a biological, psychological and socio-cultural lens. We will cultivate a scientific perspective of curiosity, humility and critical thinking. We will learn where we have come from, and where we want to go. We will use all of our senses.

Remember that everything psychological is also biological, and what we know of biology and physics is still being discovered! This field is ancient and young at the same time. Kind of like us, no?

We will ask many questions and apply what we discover in many ways. We will look for patterns and build neural networks in our brains. We will improve our memories and learn about learning. We will gain knowledge from many resources, including books, scholarly articles, ourselves, each other and our environments. We will learn practical skills, like active listening, mind-body exercises, mindfulness, emotional processing tools, and creating safe space.

We will contribute what we learn to our communities, and be generous with ourselves. For it is in giving that we receive. Let it be so.

Welcome to the class.  
\*Mrs. Barkan

**For your summer reading:** *Forty Studies the Changed Psychology: Explorations into the History of Psychological Research* by Roger R. Hock, 6th or 7th edition

### Assignment:

Read the book. Do NOT skip the preface! **Read the preface**, as it provides vital information to understanding what you are about to undertake in the reading.

Psychology is defined as “the study of human behavior and mental processes.” (Myers, 2014)  
For *each* of the ten chapters of the book, please

- Define the terms in the chapter title (i.e. biology and human behavior; perception and consciousness; etc.)
- Answer the question: How is this/are these concepts relevant to the study of psychology?

- Choose one study from each chapter (ten studies total) and, in two well-developed paragraphs (minimum), please
  - Provide a detailed summary of the study, including the theoretical base, method, results of the study
  - Explain why the study was significant and identify any criticisms of it
  - Share why you chose this study, or what you found interesting about it

\*Include the APA style listing of the study as the heading before each mini essay (we will learn all about what the numbers mean, etc in class).

**Ex.**

Gazzaniga, M. S. (1967). The split brain in man. *Scientific American*, 217(2), 24-29.

In this study, Gazzaniga wanted to explore the idea that....

**Please email your final document to [cdoane-barkan@ovs.org](mailto:cdoane-barkan@ovs.org) before the first class meeting.**