Below are the subjects that require Summer Reading or a Summer Assignment for their course. Please follow the instructions listed for each course. If a course is not listed then the course does not have a summer requirement.

We encourage all of our Wolves to read over the summer! If you are looking for something to read, please visit the TCHS Media Center page on the school website. You can also take part in the district summer reading program by visiting: OCPSReads.ocps.net

If you have any questions about a specific course, please contact the instructor.

<table>
<thead>
<tr>
<th>AP/APC+ Subject</th>
<th>Page Number</th>
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</tbody>
</table>
APC+ Program Summer Reading

APC+ English I (9th Grade)
Contact: Allison.Hoyland@ocps.net

Reading Task:

*How to Read Literature Like a Professor: For Kids* by Thomas C. Foster

Summer Assignment:

The Summer Assignment for APC+ English I is due the first week of school. Please use the link below to access the document that needs to be completed. The link to the document is on the APC+ website below. If you have issues accessing the document, please email the contact above.

https://tchsapchoiceprogram.weebly.com/summer-assignments.html
Reading Task:
- Read *Ella Minnow Pea* by Mark Dunn

Writing Tasks:

1. **Argument Analysis:** Choose one major character in *Ella Minnow Pea*. Trace and analyze the development of this character’s argument regarding the falling of the tiles and life on the island throughout the novel. Address the following points:
   - What is your chosen character’s central argument?
   - Does their perspective change throughout the novel? How does this affect their argument?
   - How could their argument be more effective? Consider rhetorical appeals (ethos, pathos, logos) and other rhetorical strategies.

   Your response should be in the form of a well-developed and well-organized essay response. Your response should be at least 500 words and should include appropriately cited evidence from the novel.

2. **Literary Analysis:** Choose three passages from the novel (longer than a paragraph but shorter than a page). Include these passages in your assignment so I know which passage you are analyzing. For each passage, write a 100 word analysis of one or more stylistic techniques employed by Dunn. Consider the elements of voice (diction, detail, imagery, figurative language, syntax, tone) as well as other literary techniques and stylistic choices.

Both parts of the assignment should be on one Google document, which will be submitted via Turnitin.com during the first week of school. You will also have a test on the novel and be expected to participate in a class discussion during the first weeks of the school year.
Students taking Algebra II-APC+ will complete the summer assignment below. Students taking regular and honors Algebra II are strongly encouraged to complete the assignment below in preparation for the course.

Use the link below to access the document that needs to be completed. The link to the document is on the APC+ website below. If you have issues accessing the document, please email the contact above for a direct copy.

[link]

---

**APC+ Pre-Calculus**  
*Contact: JulieAnne.Halsey@ocps.net*

The Summer Assignment is due the first week of school. It is recommended but not required for Pre-Calculus Honors.

ALL Pre-Calculus classes will be assessed on this material within the first two weeks of school.

Use the link below to access the document that needs to be completed. The link to the document is on the APC+ website below. If you have issues accessing the document, please email the contact above for a direct copy.

[link]
AP Program Summer Reading & Assignments

AP Chemistry
Contact: David.Reed@ocps.net

Due the first week of school. In the AP Chemistry book that you can check out of the TCHS library. Please complete the problems at the end of each chapter Ch1. Dimensional Analysis 35,37,41,46,55,59,73,80 Ch2. Periodic table and Naming compounds 41,43,45,49,59-72 Ch3. Chemical stoichiometry 18,27-31,35,37,39,41,43,47,49,53,63,66,69,73,77,87,89,91,93,95,97,114 In the Study Guide Ch2 Pg. 40 #20,23 Pg. 41 #31,32 Ch3 Pg. 71 #43,45 Pg. 73 #58,61,62,64 Pg. 74 #70,71,72 *Memorize the Common Polyatomic Ions Pg. 67 table 2.5 You will be quizzed the first week of school. https://socratic.org/chemistry **this website offers lots of free videos on all Chemistry topics**
Dear Parents or Guardians,

In your child’s Critical Thinking/A.P. Comparative Government and Politics Courses, the students are going to read E. H. Gombrich’s *A Little History of the World*! In the Critical Thinking component of our course, I teach the basic skills and knowledge of the world that it takes to understand politics worldwide. This includes basic geography, history, reasoning, and most importantly writing skills. Prior knowledge of the major societies around the world and their past is almost prerequisite to excelling in upper level courses in history and English at the high school level.

Your child will need to purchase or borrow the approved book below. The associated book report assignment will be due on the first day of school. I ask that the students bring a printed copy to class.

![E. H. Gombrich - A Little History of the World](image)

*A Little History of the World*

Ernst Gombrich

It is not necessary that the students purchase these books brand new. A used copy will do just fine, and is available for just a few dollars through websites such as abebooks.com and amazon.com. Alternatively, the students may borrow a copy of these books from the Orange County Public Library. I suggest you check for availability online at http://www.ocls.info/

Should you be unable to get a copy of the book for whatever reason, I invite you to contact me privately via email at Marius.Tesch@ocps.net. There will be a comparable, alternative assignment available for students who have trouble getting access to a book.

You will need to access the Summer Assignment that accompanies the book through the following link.

[https://tchsapchoiceprogram.weebly.com/summer-assignments.html](https://tchsapchoiceprogram.weebly.com/summer-assignments.html)

Thank you,

Marius Tesch & Clayton Phillips
AP Comparative Government and Politics/Critical Thinking
Timber Creek High School
Read *On Writing* by Stephen King. Although you are not required to annotate this book, we highly recommend that you take some sort of notes, as you will be tested on it the first week of school.

Read chapters 1-8 of *The Only Grammar Book You’ll Ever Need* by Susan Thurman. Be sure you understand the terms and concepts covered in these chapters. If you need additional help, many grammar sources are available on the internet.

We will review these chapters and quiz you on them during the first week of school.
The purpose of the summer reading assignment is:
To help you build confidence and competence as readers of complex texts.
To give you an immediate basis for discussion of literature.
To set up a basis for comparison with other works we will read during the year.
To begin your repertoire of works to utilize for the AP Literature exam.
Last, but not least, to enrich your mind and stimulate your imagination.

Each student must read the following required novel:
- *Brave New World* by Aldous Huxley

  Be prepared to write an essay on this novel when you return. This means you may want to annotate the novel, or at least take notes, while reading. These annotations or notes *will not be graded* but will help ensure a thorough reading.

Each student must read one of following plays:
- *Glass Menagerie* by Tennessee Williams
- *A Doll’s House* by Henrik Ibsen
- *A Raisin in the Sun* by Lorraine Hansberry

  Be prepared to discuss this play when you return. This means you may want to annotate the play, or at least take notes, while reading. These annotations or notes *will not be graded* but will help ensure a thorough reading.

Each student must complete the following poetry reflection:
On the second section of the AP Literature exam, you will have to write three essays in two hours (Poetry, Prose, and Open-ended). We will practice these skills throughout the year. This *poetry reflection* will act as a barometer of sorts. Below is a list of definitions of poetry from famous authors.

Rather than writing an *actual* poetry essay, you need to complete the following:
- Select the definition of poetry that resonates with you the most
  - Analyze and explain why this is the case. What is it specifically about the quote you feel best defines the essence of poetry?
- Reflect on your experiences with poetry — both personally and academically.
  - Do you enjoy reading poetry? Why or why not? What poets or poems are you familiar with?
- This should be roughly 1 - 2 pages, double spaced, in 12 point font.

*If you have any questions or need additional information, please email Mr. Brosseau ([trevor.brosseau@ocps.net](mailto:trevor.brosseau@ocps.net)), or Mrs. Kee ([michelle.kee@ocps.net](mailto:michelle.kee@ocps.net)). Do not hesitate to contact us about any questions pertaining to AP Literature.*
“Poetry” Defined

- “Poetry is the spontaneous outflow of powerful feelings: it takes its origins from emotion recollected in tranquillity.” — William Wordsworth, *Lyrical Ballads*, 1802
- “(Poetry is) a kind of ingenious nonsense.” — Isaac Newton
- “Poetry is an echo, asking a shadow to dance.” — Carl Sandburg
- “Poetry is the journal of the sea animal living on land, wanting to fly in the air. Poetry is a search for syllables to shoot at the barriers of the unknown and the unknowable. Poetry is a phantom script telling how rainbows are made and why they go away.” — Carl Sandburg, *Poetry Considered*
- “Poetry is the record of the best and happiest moments of the happiest and best minds.” — Percy Bysshe Shelley (1792 – 1822)
- “Well, write poetry, for God's sake, it's the only thing that matters.” — e. e. cummings
- “Poetry should be like fireworks, packed carefully and artfully, ready to explore with unpredictable effects” — Lilian Moore
- “Poetry is the revelation of a feeling that the poet believes to be interior and personal which the reader recognizes as his own.” — Salvatore Quasimodo
- “Poetry: the best words in the best order.” — Samuel Taylor Coleridge
- “Poetry isn’t a profession, it’s a way of life. It’s an empty basket; you put your life into it and make something out of that.” — Mary Oliver
- “Practicing an art, no matter how well or badly, is a way to make your soul grow, for heaven's sake. Sing in the shower. Dance to the radio. Tell stories. Write a poem to a friend, even a lousy poem. Do it as well as you possibly can. You will get an enormous reward. You will have created something.” — Kurt Vonnegut
- “Poetry is a way of taking life by the throat.” — Robert Frost
- “...Poetry is boned with ideas, nerved and blooded with emotions, all held together by the delicates, tough skin of words.” — Paul Engle, from an article in the *New York Times*
Course Overview
AP Human Geography is designed to help students become more geoliterate, more engaged in contemporary global issues, and more multicultural in their viewpoints. Students will develop skills in approaching problems geographically, using maps and geospatial technologies, thinking critically about texts and graphic images, and applying geographic concepts such as scale, region, diffusion, interdependence, and spatial interaction, among others.

Instructions
The following assignment is designed to introduce you to the five geographic concepts listed above which are part of our first unit of study. For each topic below, you must address both the topic and its (component parts).

**Topic 1: Scale** - (Large vs Small Scale, Fractional/Ratio, Linear, Verbal/Written)
**Topic 2: Region** - (Formal, Functional, Vernacular)
**Topic 3: Diffusion** - (Expansion, Stimulus, Relocation, Hierarchical)
**Topic 4: Interdependence** - (Globalization and Localization)
**Topic 5: Spatial Interaction** - (Complementarity, Transferability, Intervening Opportunity)

1. **Definition:** Provide a geographic definition of each topic in your own words along with examples for each component part.
2. **Research:** Research an article from a reputable news source regarding each topic.
   a. Print and attach the article (highlight geographic terms, underline concepts you would like to learn more about this year)
   b. Provide a hand-written summary of the article including your original thoughts on the topic. (Use source material to explain your thoughts)
   c. Relate the article to a phenomenon on a school campus or in your local community.
3. **Illustration:** Create a hand drawn illustration to demonstrate each concept.

Submission Deadline
This assignment will be submitted on the second Friday of the school year. In addition to the assignment students are encouraged to learn the countries of both North and South America and prepared to take a map test on the second Friday.

Rubric

<table>
<thead>
<tr>
<th>Topics</th>
<th>10 points (Each)</th>
<th>6 points (Each)</th>
<th>3 points (Each)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Scale</td>
<td>Writing depicts a full understanding of the definition and includes the student's own thoughts supported by the reading. The printed article and illustration accurately represent the topic and include geographic terms and concepts.</td>
<td>Writing depicts limited understanding of the material and/or includes limited student thoughts supported by the reading. Aspects of either the research or illustration are lacking in clarity or content.</td>
<td>Very little understanding is made evident by the definition, research, or illustration and/or there are few direct references to the reading.</td>
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<tr>
<td>2. Region</td>
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<tr>
<td>3. Diffusion</td>
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<tr>
<td>4. Interdependence</td>
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<tr>
<td>5. Spatial Interaction</td>
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Point total: (50 possible points)
AP Capstone Program

AP Capstone Seminar
Contact: Margarete.Bermudez@ocps.net

Note: Students must be accepted into the AP Capstone program.

The AP Seminar course is founded on the concept QUEST:

- Question and explore
- Understand and analyze arguments
- Evaluate multiple perspectives
- Synthesize ideas
- Team, transform, and transmit

To prepare for our studies next year, please do the following two assignments which will give you a glimpse into the types of questions we will ask, the research we will conduct, and the arguments we will write.

**Part I:**

Watch the following three movies – feel free to get together with other students who will be taking the class and watch as a group. As you are viewing each movie, think about the question that follows each title and take notes that will help you discuss these topics by using solid evidence from the films. During our first few days of class we will discuss how these questions relate to the movies and to the research we will be doing in the Seminar class.

- **Inception** (2010): Directed by Christopher Nolan, rated PG-13, 148 min.  
  **Question:** Where do ideas come from?

  **Question:** To what extent does subjectivity and human perspective shape what we see?

  **Questions:** How is an individual made stronger by a team? How is a team made stronger by individuals?

**Part II:**

Think about an arguable topic or issue that you would be interested in researching.  
Read at least three articles that provide different perspectives on the topic.  
Be ready to discuss the issue and differing perspectives during the first week of school.  
If you have questions over the summer, please email Mrs. Bermudez at margarete.bermudez@ocps.net.
AP Capstone Research

Contact: Margarete.Bermudez@ocps.net

Part 1:
The following summer assignment is based on Chapter 1 of Practical Research: Planning and Design. The reflection questions below are purposefully driven to help you make the transition from AP Seminar to AP Research. Please type the questions and answers, and then print them for your PREP Portfolio, a tool required by College Board that will help you stay organized throughout your year in AP Research. Responses should be at least one paragraph per question and should exhibit your ability to provide supporting textual evidence and in-depth, thoughtful discussion. Please note that all summer work is individual work; you should not be collaborating with others on this assignment. If you have any questions about the assignment over the summer or if you did not receive a copy of Chapter 1, you may email me at margarete.bermudez@ocps.net. I will check my email weekly. This assignment is due the 2nd day of school.

<table>
<thead>
<tr>
<th>Title of Reading</th>
<th>Pages</th>
<th>Questions for Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>“What Research Is Not”</td>
<td>1-2</td>
<td>● How has your understanding of the term “Research” changed after reading this section?</td>
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<td>● Based on this section, how is AP Research different from AP Seminar?</td>
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<tr>
<td>“What Research Is”</td>
<td>2-7</td>
<td>● What part of this section interests you? Why?</td>
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<td>● Based on this section, how is AP Research an extension of AP Seminar?</td>
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<tr>
<td>“Tools of Research”</td>
<td>7-11</td>
<td>● Explain the difference between “research tools” and “research methods.”</td>
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<td></td>
<td></td>
<td>● Summarize what the authors say about each of these tools:</td>
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<td></td>
<td></td>
<td>○ The Library and Its Resources</td>
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<td>○ Computer Technology</td>
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<td>○ Measurement</td>
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<td>○ Statistics</td>
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<tr>
<td>“Tools of Research”</td>
<td>11-16</td>
<td>● Consider what you learned about reading and writing in AP English Language and AP Seminar. How do the ideas from these classes relate to what the authors say in this section?</td>
</tr>
<tr>
<td>● Language</td>
<td></td>
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<tr>
<td>“Tools of Research”</td>
<td>16-21</td>
<td>● Summarize what the authors say about each of these strategies:</td>
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<td>● The Human Mind</td>
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<td>○ Critical Thinking</td>
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<td>○ Deductive Logic</td>
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<td>○ Inductive Reasoning</td>
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<td>○ The Scientific Method</td>
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<td>○ Theory Building</td>
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<td></td>
<td>○ Collaboration with Other Minds</td>
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<td></td>
<td>● Which do you think is most critical to Research? Why?</td>
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<tr>
<td>Figure 1.3</td>
<td>23</td>
<td>● Choose one pitfall that you are familiar with (either because you have experienced it yourself or you have seen it in others). Explain how you will avoid this pitfall.</td>
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</tbody>
</table>

Part 2:
Spend the summer considering what you might want to research next year. Think, wonder, explore, travel, read, write, jot down ideas, talk to people in the field, do some preliminary research (make sure you save links so you can find them in the future). You do not need to decide on an exact research question, but you should have a few ideas about what direction you might want to go in. Be ready to share these ideas the first day of school.
Hola,

Bienvenidos al curso de Español avanzado. Adjunto se encuentra el trabajo para el verano. Por favor lean estas obras para discutirlas en agosto. Necesitan contestar las preguntas después de haber leído cada obra en una o dos oraciones completas. También es necesario que subrayen las palabras desconocidas, busquen el significado, y hagan una lista de las mismas en una hoja de papel aparte. Este trabajo tiene un valor de 100 puntos.

Reading is, per se, a true teacher, since in it we find many details of orthography and grammar. It is also very necessary to amplify the reader’s vocabulary. For that reason, the summer assignment consists of much reading and answering questions about what was read. Try to watch and read the news in Spanish and practice speaking as much as you possibly can.

Espero verlos pronto😊
Sra. Vincenty
Ida.vincenty-rolon@ocps.net

Portion to be returned to teacher the first day of school

**Student:** I have received a copy of the summer assignment on (date) ________________
(Student initials______) and I understand what this assignment is about. I understand that the summer assignment is due on August 16th 2019. I agree to follow all instructions, and I understand there is a due date and will receive a 0 if I choose not turn in the homework. I also understand that I am responsible and accountable for my work.

**Parent:** I have read my child’s summer assignment and I understand what is required of my child to earn credit for this class.

* Student, please type your name and sign at the bottom of this page.
*Parent, please type your name and sign at the bottom of this page.

**Student:**
_____ I have read and I understand the assigned summer assignments for the AP Spanish Language Course. I understand the assignments are due on August 16th 2019.
_____ I understand that if I do not turn in the assignment, I will receive a zero for each item that is missing.
_____ I understand that I have the capability to reach Sra. Vincenty, if I am in need of assistance and/or need clarification of my assignment. (ida.vincenty-rolon@ocps.net)

Your name: _______________________________________________
Your signature: ____________________________________________
Date: __________________________________________________

Parent’s name: ___________________________________________
Parent’s signature: _______________________________________
Date: __________________________________________________

13
AP Spanish Language continued…

Lecturas:

I. No oyes ladrar los perros
   https://www.literatura.us/rulfo/perros.html

Después de leer
   Contestas las siguientes preguntas:
   1. ¿Qué indica la cara descolorida de Ignacio?
   2. A qué atribuyes el empecinamiento del padre de Ignacio por llevarlo a Tonaya?
   3. Compara la cara del padre a la luz de la luna con la de Ignacio. ¿En qué se diferencian?
   4. ¿Por qué motivo pueden haber herido a Ignacio, a partir de lo que cuenta el padre sobre la vida que lleva?
   5. A quién se refiere el padre cuando habla de los amigos de Ignacio?
   6. La relación que ha existido entre este padre y su hijo es compleja. ¿Cómo es? ¿En qué consiste? ¿Qué llegamos a saber de las desavenencias entre padre e hijo? Y, ¿Cuál es el motivo de la ira del padre contra el hijo? Apoya tus observaciones con detalles extraídos del texto.
   7. El padre de vez en cuando deja de tutear a su hijo, y lo trata de usted. Contrae el uso de cada una de estas formas en el contexto de la historia. ¿Qué se logra? ¿Qué se expresa?
   8. ¿Qué opinión tiene el padre de las amistades que llevaron a Ignacio a participar en ciertos actos ruines? Sé específico.
   9. Compara y contrasta las acciones del padre con las palabras duras con que lo regaña a lo largo del cuento.
   10. ¿Cómo parecía sentirse el padre al final del cuento?

II. La viuda de Montiel
   https://www.literatura.us/garciamarquez/montiel.html

Después de leer
   Contestas las siguientes preguntas:
   1. ¿Cómo llegó a hacerse José Montiel una de las personas más ponderosas del pueblo? Explica en detalle.
   2. ¿Cómo trataba José Montiel a su esposa? ¿Cómo cambió ella después de su muerte?
   3. ¿Qué hicieron los habitants del pueblo una vez que José Montiel murió? ¿Por qué se comportaron de esta manera?
   4. ¿Piensas tú que los hijos hicieron bien en no ir al funeral de su padre? Explica tu respuesta.
   5. Haz una lista de por lo menos cinco incidents irónicos en el cuento.
   ¿Cierta o falsa? Lee las siguientes frases y decide si la información es cierta o falsa, según el cuento. Si la información es falsa, escribe la información correcta.
   6. La gente del pueblo no creía que Montiel hubiera muerto de muerte natural.
   7. Todo el pueblo asistió al entierro de Montiel.
   8. La viuda de Montiel no pudo abrir la caja fuerte porque no tenía la combinación.
   9. El señor Carmichael se hizo cargo de los negocios de la viuda.
   10. El negocio de la viuda tuvo mucho éxito después de la muerte de su esposo.
   11. El señor Carmichael se enriqueció después de haber trabajado muy duro por toda su vida.
   12. La viuda de Montiel era muy buena amiga del alcalde.
   13. El señor Montiel y Carmichael aterrorizaban a los ricos para que abandonaran el pueblo.
   14. La viuda no quería que sus hijos regresaran a Europa.
   15. Al final del cuento la viuda se fue a vivir a otro pueblo.
Querido estudiante,

Has tomado la decisión de continuar con tus estudios en el idioma español, ¡Bienvenido! Me alegra que hayas elegido nuestro curso de literatura y cultura. Este es un curso de tercer año de la universidad, el cual contempla el estudio de obras muy interesantes, de autores reconocidos internacionalmente por su excelencia como escritores. Me ofrezco para acompañarte en un viaje maravilloso por la tierra hispanoamericana, su historia y sus costumbres a través de su literatura. Estoy segura de que lo vas a disfrutar. 

Por otra parte, si sigues las normas del curso y te dispones a aprovecharlo con interés, progresarás mucho con el idioma y aprobarás el examen de AP al final del año escolar. Para lograr estos objetivos, tendrás que realizar los trabajos de clase y las tareas que te ayudarán a practicar tu lectura, escritura, comprensión oral y escrita del idioma castellano.

El curso proporciona una visión panorámica de la literatura española e hispanoamericana. Leeremos obras de cada género literario: novelas, cuentos cortos, ensayos, poesía y teatro. A través del análisis de las obras, recorreremos la historia de la literatura, analizaremos los elementos contenidos en las lecturas, y veremos cómo éstos están relacionados entre sí. El curso contiene una variedad de temas académicos y culturales desarrollados totalmente en español.

Si tienes dudas o comentarios, puedes comunicarte conmigo a través de mi correo electrónico. No dejes que el trabajo te impresione, tendrás mi apoyo cada vez que lo necesites, eso sí, te pido poner todo tu esfuerzo para que puedas aprovechar esta gran oportunidad. Felicitaciones por tu valentía y deseos de superación, y te aseguro un año lleno de retos y satisfacciones.

Sra. Abbati
Maestra
Tarea de verano
De acuerdo a la política de la escuela, todo trabajo deberá ser entregado en su fecha de vencimiento. La fecha de vencimiento de esta tarea es el lunes 20 de agosto.

1. Introducción a los géneros literarios. Escribe una definición de los siguientes términos literarios y da algunos ejemplos de cada uno. Presentación: Power Point, Prezzi, Google Slides, Poster o video, para que lo expongas a la clase.
   A. Novela
   B. Cuento
   C. Teatro
   D. Poesía
   E. Ensayo

2. Cronología de la literatura española. Define las épocas de la literatura española* y explica sus principales características**. Presentación: Power Point, Prezzi, Poster o video para exponerlo a la clase.
* Las Épocas de la literatura española que debes incluir son:
   A. La Época Medieval o Edad Media
   B. El Renacimiento
   C. El Barroco
   D. El Neoclasicismo
   E. El Romanticismo
   F. El Naturalismo
   G. El Modernismo
   H. La Generación del 98
   I. El Vanguardismo
   J. El Boom Latinoamericano
   K. La Literatura Femenina Contemporánea.
* ** Las principales características de cada época son:
   M. Nombre de la época literaria
   N. Siglos y años en los cuales se desarrolló
   O. Principales acontecimientos históricos y culturales de ese momento
   P. Corrientes literarias de moda en esa época
   Q. Autores más destacados y el título de sus principales obras literarias.

Recursos:
- Libro de texto: Abriendo Puertas, ampliando perspectivas de Bowen y Bowe
- Internet. Usa fuentes confiables.

NOTA: Envía todo a mi email, no es necesario imprimirlo: Viviana.abbati@ocps.net. También guárdalo en una memoria y tráelo a la clase.
Dear future APUSH (Advanced Placement United States History) students:

Collegeboard, the creators of the AP exam, is bringing the course in line with increased rigor of the Florida Standards for Social Studies. In order to be successful in this course a student must be a proficient reader of historical texts, both primary and secondary, must be able to think analytically, and write with clarity & purpose to historical questions. As a result the course will be very heavy in reading of historical texts, understanding 'schools of history', learning the history of America, and expressing analytical thought in written form. To achieve those goals, the course will have many writing processes and assignments to foster and support that understanding. Students will be required to develop historical arguments for debate, discussion, as well as written presentation. Therefore, many assessments will be based upon student created work (essays, document analysis, diagrams that demonstrate student understanding).

If you have any questions over the summer, you can email me at robin.silverglate@ocps.net. I will be checking my email ON A LIMITED BASIS over the summer, but we will respond to you.

Below will be one of the 1st assignments due the 1st week of school. You should respond to these questions using complete sentences. Assignment must be hand-written.

John Greene Crash Course Videos Chapter 1 & 2 Guided Questions. These videos can be found on youtube.com.

The Black Legend, Native Americans, and Spaniards: Crash Course US History #1

1. When the Europeans made contact with North American, what didn’t and did Native Americans have?
2. What are some differences and similarities among Native Americans in North America?
3. Describe Pope and the causes of the Pueblo revolt as well as the results/consequences of the revolt.
4. Contrast Sepulveda’s and Bartolome de Las Casas’ view of Native Americans.

When is Thanksgiving? Colonizing America: Crash Course US History #2

1. Describe the difficulties encountered with the Jamestown settlement AND the solutions.
2. What impact did tobacco have on Jamestown and in England both economically and socially?
3. What problem did the Pilgrims and Puritans have with the Church of England & describe the Puritan religion
4. What was the Mayflower Compact AND why was it a big deal?
5. How was the Massachusetts Bay Company similar to and different from Jamestown?
6. What did Winthrop mean by “City Upon a Hill” and what is the significance of this document in our history?
In AP World History class next year you will be expected to read a series of historical texts that discuss and explore a variety of topics throughout history. The books that will be assigned to the class are designed to introduce students to major topics and themes of World History. There will be one text assigned each nine weeks and you will be required to write a critique of these texts in paper form. The major questions these texts will attempt to answer could include; what were the causes and effects of an event? What were the reasons for major changes and continuities within a region? How did this period of history affect the modern day world? What is the significance of two civilizations interacting with each other? In these texts students will be introduced to historiography which focuses on how events in history are interpreted and perceived by historians. The purpose of historiography is to illustrate that there are multiple points of view on historical events and that historians must evaluate sources, in particular primary sources, with a variety of criteria including the author’s background, position in society, what they wanted to see happen, and their purpose for creating the document. You will learn that historians don’t agree on how history is interpreted and it will be your job to identify strengths and weaknesses of historical authors and their arguments. As part of the AP World History curriculum you are then expected to read, analyze, critique, and discuss the arguments of these historians and how they interpret historical events and the people who participated in them. The reason we will do this in class is to better understand documents in a historical context, develop historical thinking, be able to evaluate the validity of information in our modern world, improve analytical writing skills, and understand our past and the contributions it has made to the world we live in today. Upon completion of these various texts, you will then be expected to write a detailed response to a series of questions on each of the texts in paper form.

During the summer you will be assigned one historical texts which will be used to introduce students to the AP World History curriculum. The following text is required for your summer reading:

1) *A History of the World in Six Glasses* by Tom Standage

The assignment for *A History of the World in Six Glasses* will be a paper that you will turn in your first day back to school in August. The paper guidelines will follow this introduction to the summer assignment. Thank you and have a great summer.
AP World History continued...


One role of the historian in our world today is to evaluate texts and analyze the major themes and ideas of an author. By identifying strengths and weaknesses of texts, historians can build their knowledge of a historical period, therefore gaining a better understanding of that topic. In class this year we will be doing the same thing. Many of you do not have much experience evaluating historical texts, and this may be the first time you have been assigned to critically review a book/text. In *A History of the World in Six Glasses* author Tom Standage takes a unique look at history through the study of the role that beverages played in the development of cultures and societies. Standage reviews how beverages played a role in social status, helped fuel trading routes, helped to define cultures, and even became international symbols of the world’s superpowers. You are to critically analyze *A History of the World in Six Glasses* in a paper format. Your paper will be 6-7 pages in length and you will incorporate 3-6 footnotes into your response.

You are to utilize the following questions to help guide your paper. DO NOT address all of these questions in your paper, just focus on a few. Your paper needs to be a balance of reviewing the content of the text and Standage’s writing; strengths/weaknesses, writing style, etc.

- What is Standage’s thesis? What is his argument? What is his supporting evidence?
- How did the development of beer in Mesopotamian & Egyptian society contribute to the social structure development in these regions, in particular the priestly class?
- How did the Greeks transform wine into the drink of advanced civilizations? How did wine help develop the economy of the Mediterranean world?
- How did the development of Christianity help maintain the wine drinking culture of Europe?
- How did Islam in the M. East contribute to the decline of wine & the rise of coffee consumption?
- What role did coffee play in the Enlightenment and revolutions?
- In what way did spirits help fuel the slave trade and why did rum become the world’s first global drink?
- Do you agree with Standage that coffeehouses of the 17th & 18th centuries are like the internet of today? Explain your answer.
- Standage argues that tea is the story of imperialism, industry, & domination of the globe. What does he mean?
- What enabled Coca-Cola to become the international drink that it has become today?
- What role does Coca-Cola play in the globalized economy of today?
- What did you learn from this text? What were the book’s strengths? – weaknesses?
- Did you enjoy the text? Why or Why not?

Paper Guidelines:
- MLA Format
- 6-7 pages in length
- Times New Roman font - 12 font size - Double- Spaced - 1 inch margins
- 3 footnotes – MLA Format – I know you don’t have much experience but do your best
- The paper should have an introduction, body paragraphs and conclusion
- I DO NOT want a summary of the book – you need to analyze Standage’s work and thesis
- Bibliography (I know it is only one book, but it will be good to practice for the upcoming year)