**AP and Honors Summer Work Responsibilities for Rio Americano HS**

**AP Environmental Science**

- Summer Assignment: DUE 1st day of school, Aug. 13th, 2015 (Bring a hardcopy to class and have a digital copy available to upload from home the following day.)
- Write a typed and double-spaced, Summary and Response Essay. Use the format as described in: [Writing Effective Summary and Response Essays](http://writing.colostate.edu/guides/teaching/rst/pop5i.cfm)

**AP Biology**

**AP Biology Summer Assignment**

**Pea Plant Lab**

**DESIGN, EXECUTE AND PRESENT AN EXPERIMENT ON THE PLANTS YOU GREW FROM SEEDS - 45 POINTS**

Due date: Second day of school

AP Biology—Introduction to Experimental Design and Characteristics of Life Question: Do plants respond to stimuli?

Questions to Consider:

- How do phototropism, gravitropism, and thigmotropism affect plant growth?
- Effects of amount of sunlight, type of fertilizer or compost on plant growth?

Be creative, there are many possibilities you can investigate. Choose a question that will hold your interest. You will present your experiment as a mini poster. You will use this format often in AP Biology to present your lab results. Your poster should be approximately the size of two manila file folders glued together. You will complete your poster the first week of school.

What are the essential question(s) that students should be able to answer as a result of completing the growth of plants?

- How do living organisms reproduce, grow, and develop?
- How do living organisms respond to the environment?
- How do specialized parts of living organisms allow them to survive?
- How are scientific investigations conducted?
- How is scientific evidence used to develop predictions, ideas, and theories?

**The purpose of this assignment is to:**

- Expose students to material/concepts/skills that are required in the curriculum.
- Provide care for a living organism.

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Point Value</th>
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</thead>
<tbody>
<tr>
<td>Using the plants you grew from the seeds you received, write and execute a protocol for the Inquiry Lab: Introduction to Experimental Design and the Characteristics of Life. Present results as a miniposter (see rubric below)</td>
<td>Second day of school</td>
<td>45</td>
</tr>
</tbody>
</table>
## MINI POSTER SCORING RUBRIC

<table>
<thead>
<tr>
<th>Score</th>
<th>Component</th>
<th>Advanced (5)</th>
<th>Proficient (3)</th>
<th>Needs Improvement (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Question</strong></td>
<td>Question is narrowly focused and suggests how an answer might be investigated. It is answerable.</td>
<td>Question is answerable but not narrowly focused.</td>
<td>Question is too broad and not practically investigated.</td>
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<td></td>
<td><strong>Identification of Variables</strong></td>
<td>Correctly identifies specific, measurable independent and dependent variables.</td>
<td>Identifies variable being tested and variable being measured.</td>
<td>Variables and constants incomplete and/or inaccurate</td>
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<td></td>
<td><strong>Hypothesis</strong></td>
<td>Hypothesis is testable and clearly stated in “if...then...” format. Specifically predicts relationship between dependent and independent variables.</td>
<td>Hypothesis is clearly stated. It predicts the influence of one variable on another.</td>
<td>Hypothesis is poorly stated and doesn't directly mention the variables.</td>
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<td></td>
<td><strong>Materials</strong></td>
<td>Complete, detailed list of materials presented in vertical list format.</td>
<td>Most materials are listed and appropriate.</td>
<td>Materials incomplete or inappropriate for experiment.</td>
</tr>
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<td></td>
<td><strong>Procedure</strong></td>
<td>Procedure is in vertical list format, accurate, complete, easy-to-follow, and reproducible by another person. Includes diagrams to clarify procedures.</td>
<td>Step by step procedure, generally complete. Minor errors/omissions make it difficult to follow or not always repeatable.</td>
<td>Procedure difficult to follow. Major omissions or errors.</td>
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<td></td>
<td><strong>Data Tables</strong></td>
<td>Data table contains accurate, precise raw data and summary data reported in correct SI units with descriptive title.</td>
<td>Data table with accurate data, most units labeled or implied. Minor errors. Title absent.</td>
<td>Data table inaccurate, confusing and/or incomplete. Missing units.</td>
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<td></td>
<td><strong>Graphs</strong></td>
<td>Well organized, easy to read graph and/or figures. Descriptive title, appropriate labeling, keys, etc.</td>
<td>Well organized, easy to read graph and/or figures. Descriptive title, minor errors in use of units and labeling.</td>
<td>Graph/figures presented in a confusing and/or sloppy fashion.</td>
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<td></td>
<td><strong>Conclusion</strong></td>
<td>Scientifically valid, logical conclusion, well supported by the data collected. Clearly addresses the stated hypothesis.</td>
<td>Scientifically valid, logical conclusion, supported by data collected. Attempts to address problem and stated hypothesis.</td>
<td>Conclusion is incomplete or illogical. Does not address the problem and hypothesis.</td>
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<td></td>
<td><strong>Error Analysis</strong></td>
<td>Sources of error identified and explained. Appropriate recommendations made to eliminate errors.</td>
<td>Sources of error identified.</td>
<td>Weak/trivial attempt to identify sources of error.</td>
</tr>
</tbody>
</table>

Adapted from Brad Williamson’s lab poster rubric [http://www.nabt.org/blog/2010/05/04/mini-posters-authentic-peer-review-in-the-classroom](http://www.nabt.org/blog/2010/05/04/mini-posters-authentic-peer-review-in-the-classroom)
The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. AP biology includes those topics regularly covered in a college biology course for majors and differs significantly from the usual first high school course in biology with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by students and the time and effort required of students. College biology majors also use the textbooks (Campbell) used for AP biology and the labs are done by AP students are equivalent to, or the same as, those done by colleges students. Therefore, the expectations are the same for the AP biology students as college biology majors. There will be not as many traditional homework assignments. You are expected to read the textbook every night and take notes on the chapters.

This is a hard, but interesting class. The level expectation for this type of course is very high. If you are taking four AP courses, we hope you are not spreading yourself too thin. What you put into this class is what you will get out of this class. This course is taught in the anticipation of having students take the Advanced Placement Exam in Biology in May.

If you feel you are unable to handle this summer assignment and class load for next year. Please see your counselor as soon as possible to make a class change. We hope this will be the toughest class you’ll ever love.

Honors English 2

- All sophomore honor students are required to read one piece of fiction and one piece of non-fiction from the following list of options:

  Fiction (choose one):
  * Unaccustomed Earth by Jhumpa Lahiri
  OR
  * I, Iago by Nicole Galland

  Non-Fiction (choose one):
  * The Story of My Life by Helen Keller
  * Friday Night Lights by Bissinger
  * Long Way Gone by Ishmael Beah

- For the fiction selection, students will keep a double entry journal as described below. A hard copy of this journal will be collected on the first day of class and graded for completeness and thoughtfulness. Any journal entries found to be plagiarized from any source including other students’ journals will result in zero points for the entire assignment, an F in citizenship, parent contact, and a referral to the vice principal.

- Any Questions please see Ms. Tolbert in P-1 for further information or clarification.

DOUBLE ENTRY JOURNAL FOR FICTION

A double entry journal is an opportunity for you to select materials from the book and respond to your selection. Prepare a typewritten double entry journal for your choice of fiction. Put a heading on each page of each journal that identifies your name (after the first page, you may just use your last) and the title of the book (after the first page, you may abbreviate). Next, write down a passage you have selected on your paper—quoted with the page number(s) in its entirety. Then respond to the selected passage in one of the following way:

- Ask a question (a real question that you have about the passage) Paraphrase Compare to your own experience Recall a previous idea and make a connection Make a character judgment identifying support for your opinion Clarify your own thoughts React on an emotional level Analyze Enjoy the passage for its description, humor, or profundity
The passage you choose may be narrative or part of a dialogue. You should cover all of the above responses at least once in the journal. Using Times New Roman 12 font single space (double space between passage entries), your journal should cover the entire book. You must write at least one entry for each chapter. Journals should be no less than five pages for the novel.

**REVIEW OF NON-FICTION**

For the non-fiction selection, students will submit a typed, double-spaced 2-page review of the work. The review should provide plot highlights, description and analysis of key characters, a few key passages, analysis of the author’s purpose and message, and commentary on whether or not the work should be included in the sophomore Honors English curriculum. The review will be collected on the same day as the double entry journal. Any reviews found to be plagiarized from any source including other students’ reviews will result in zero points for the entire assignment, an F in citizenship, parent contact, and a referral to the vice principal.

See Ms. Tolbert in P-1 for clarification of this assignment.

**AP Language and Composition**

- **To prepare for the rigorous task of rhetorical analysis, each student will complete two summer reading requirements for the first day of class in August.**

  Columnist Assignment— One of the best ways to develop your own writing skills is to study the style of a professional author. Pick a single columnist and read five articles by that journalist. Then, for each article, write a one-page précis, plus a one page dialectical journal on the author’s assertions (with short interwoven passages) and your response to them. Explain the significance of the passages to the work as a whole.

  One book— Read the autobiography *The Narrative of the Life of Frederick Douglas*. If you wish to take notes on *The Narrative*, that task is optional, but be fully prepared to discuss the book and take a test on it during the first week of the fall term.

- **Template for the précis:**

  In ____________ (include author’s first and last name + the title of the piece), ______ (author’s last name) argues that
  __________________________________________________________ (specify central idea of article). He/she claims or contends that
  __________________________________________________________
  (outline author’s main assertions). He/she supports/develops this claim by first __________________________ (explain what the author is doing and how).

  Then _____________________________. And finally ____________. ________’s (last name) is to _______________ in order to
  __________________________________________________________.

  __________________________________________________________. He/she __________ establishes _____________________________________ (discern and describe the tone of the author) for ______________________ (subject matter of article). The work is significant because __________________________________________________________.

- **Dialectical Journal—**

  Left side
_______ contends (or claims, argues), "__embed short textual passage ___________"  
(last name, "title of piece").

Right side  
Explain significance and interpret what you believe the author is saying in this short excerpt.

• Any questions? Email matthew.valencich@sanjuan.edu or nseibel@sanjuan.edu

AP English Literature and Composition

• Mr. Mahoney email: mmahoney@sanjuan.edu website: rioape.weebly.com

• Note on the class: AP English Literature and Composition is a college level class in which we explore great and challenging books, poetry, essays and related informational texts. Students must be ready to read deeply and extensively. Expect to write a total of 20 pages per semester of formal essays, plus journals and in-class essays. This is a rewarding class in which we explore together ideas and great writing, and work hard to improve your own reading and writing skills. You must be prepared for the challenge. Students who do not read or who do not work hard to improve their writing will see their grade suffer. Because this is a college level class, you are responsible for your learning—not me and not your parents. A C is a good grade for students who challenge themselves and a fair (even generous) grade for high-level students who slack off. It is not a reason for me to have a conference with your parents. I look forward to our year together. It begins this summer.

• Before the start of school, all students must read and complete required assignments for:

  Selected passages from the King James Bible (you may substitute a more accurate and accessible version for the four main books, but you’ll need the King James for the allusions). Two articles on the Bible as literature: New Yorker article on the Gospels, “What Did Jesus Do? Reading and Unreading the Gospels” by Adam Gopnik, and a National Geographic article on the King James Bible (http://ngm.nationalgeographic.com/2011/12/king-james-bible/ nicolson-text)

  One Hundred Years of Solitude by Gabriel Garcia Marquez

• Most of you are aware of the Bible as a religious text, but it is also widely recognized as a great work of literature. And it is one of the key foundation texts for much of Western literature of the past 2,000 years. However, my experience is that many students have little knowledge of the book. Your reading in the Bible will cover books that have great literary merit (especially in the King James Version) and that have informed many of the greatest works of Western literature.

• You must read One Hundred Years of Solitude, one of the greatest novels of the 20th century and a book that richly alludes to Genesis. Expect quizzes on the Bible and One Hundred Years of Solitude in the first week of school. We will discuss both books at the start of the school year and write on Solitude at the end of the first week or beginning of the second. Students must write me a letter attesting that they read the book and discussing briefly what they thought about it. They must have their parent write and sign a note at the bottom of the letter attesting that you did the reading. Aside from that there is no writing assignment over the summer. However, you should take enough informal notes to be able to discuss the book in August.

• Note: Grades in AP English are based heavily on writing in-class essays. Although much of the class will focus on improving your writing, you are expected to be proficient writers before entering the class. Essays on summer reading will be graded based on this long-established prerequisite.
• All students must do the summer reading. The assignment will count for approximately five percent of your final grade, and will be the basis for further assessments. (We can work around this for transfer students.) If you decide not to do the summer reading, you should see a counselor about a schedule change as soon as possible.

• **EXPECTED KNOWLEDGE:**

AP teachers have created a list of grammatical and literary terms that students should know before entering an Advanced Placement class—or for that matter before entering any upper division high school English class. The list includes words like phrase, clause, symbol, metaphor, pathos, and sonnet. You will be tested on these terms within the first three weeks of the semester, after minimal review. Learning the terms is not part of your summer reading assignment, because you should already know these terms. However, if you do not know the terms or need a brush up, we strongly recommend you review the list over the summer rather than cramming in the first, busy weeks of school. The list is available on my website: rioape.weebly.com.

**Details on Bible Assignment**

**Bible as Literature and Biblical Allusions**

AP English Literature and Composition (12)

Mr. Mahoney (mmahoney@sanjuan.edu)

The Kings James Bible (1611) is considered a great work of literature in its own right, and it has influenced countless Western literary works, including many novels and poems that we will read in AP English. Thus, you are required this summer to read key books of the Bible and become familiar with common biblical allusions. Below is a short list of quotations, places, names, phrases, etc. Many of these will be found in Genesis, Exodus, Matthew, and Luke. You must read these four books carefully and in their entirety. Read Numbers Ch. 31, Deuteronomy 34, Psalms 8, 22 and 23. You will need to look in some of the other books for some other items. You will be quizzed on these items (know the book and context for each item.) and key points of required books during the first week of school. Expect also a short essay test on some literary aspect of one of the four required reading books (Gen., Ex., Mat, Luke) There is no written part of this assignment to be done over the summer, but I suggest taking notes. (You will receive no points from me for taking notes.) HINT: Books and chapters are provided for you. You have to match them.

- Adam’s Rib
- Alpha and Omega
- Am I my brother’s Keeper?
- Ark of the Covenant
- Ashes to ashes, dust to dust
- Babel
- Be fruitful and multiply
- Break bread
- Burning bush
- By their fruits shall ye know them
- Camel through the eye of a needle
- Cast the first stone
- Water into wine
- Chariot of fire
- Consider the lilies of the field
- Crown the thorns
- David and Goliath
- Daniel and the Lion’s den
- Doubting Thomas
- Eye for eye, tooth for tooth
- Forty days and forty nights
- Four horsemen of the Apocalypse
- Gain the whole world but lose your own soul
- Gold, Frankincense, and myrrh
- Golden calf
- Golden rule
- Good Samaritan
- Harden your heart
- Jonah and the whale
- Lamb of the slaughter
- Let my people go
- Leaves and fishes
- Manna from Heaven
- Mark of Cain
- Methuselah
- Midianites (connection to Moses)
- Noah’s Ark
- Out of the mouth of babes
- Parting of the waters
- Prodigal son
- Seven Pillars of Wisdom
- Sodom and Gomorrah
- Sufficient unto the day is the evil thereof
- Thirty pieces of silver
- This is my body
- Tree of Knowledge
- Turn the other cheek
- Valley of the shadow of death
- Voice crying in the wilderness
- Way of all flesh
- Who lives by the sword shall die by the sword
- Wisdom of Solomon
- Words made flesh
BIBLICAL REFERENCES MADE ABOVE

Numbers 31:10-18; 1 Samuel 17:4, 8-9; Isaiah 40:1-3; Daniel 6:16; Proverbs 9:1; Joshua 23:14; 1 Kings 3:16-28
Luke 6:29, 10:30-34, 15:11-15; Revelation 1:7-8, 11, 5:1-10, 6
2 Kings 2:9-12; Jonah 1:2; Psalms Nos. 8, 22, 23

Also read:
“What Did Jesus Do? Reading and Unreading the Gospels” a New Yorker book review by Adam Gopnik
http://www.newyorker.com/arts/critics/atlarge/2010/05/24/100524crat_atlarge_gopnik-
ixzz0pXSWLNZB
and
“The King James Bible” a National Geographic article on the 400th anniversary of the book