

Bergen Catholic High School



Summer Reading Program

Compiled by: Department Chairs

Date: April 2009

Revised: May 2009

DIRECTIONS FOR REQUIRED SUMMER READING

The primary purpose of the Bergen Catholic High School Summer Reading Program is to encourage students to read and reflect on various topics covered within their courses of learning over the next four years. The program provides students with a carefully selected list of books in several subject areas with a variety of assessments. These books are interesting, informative, engaging and as well as challenging. The emphasis of the program is to support Bergen Catholic's Middle States objective to encourage students' reading and writing across the curriculum.

The Bergen Catholic faculty has implemented this program in the hope that students will have a rewarding and enjoyable experience as well as grow in their appreciation of reading and learning. The faculty encourages you to plan your time wisely– don't leave all of your reading until the last few days of August. Begin early and please remember that **SUMMER READING IS REQUIRED**. All reading assignments listed below will include at least one assessment and students will be tested on the reading during the first month back to school. Enjoy your summer reading!

College Preparatory (CP) Courses Summer Reading

Students registered for College Preparatory Courses will be responsible for reading two selected titles for two different departments. Over the four years students will read one title from each subject area that they encounter in their studies at Bergen Catholic High School. Each year students will complete at least two different assessments for the assigned readings. These assessments are assigned by the individual departments and may change year to year so that over the students four years at Bergen Catholic they will have completed eight different readings and eight different assessments.

Within the first month back to school, student assessments will be collected and graded by the subject area teacher. Also, within the first month students will be tested on the material covered in the assigned reading.

HONORS & ADVANCED PLACEMENT (AP) COURSES SUMMER READING

All students registered for Honors and Advanced Placement level courses at Bergen Catholic will complete Summer Reading Assignments in each Honors and Advanced Placement course in which they are registered. Any student in Honors or Advanced Placement Courses who is also registered for a College Preparatory course listed below must also complete the requirements for that class.

All assignments and required readings are grouped by grade level. Please read through the material thoroughly. For MLA Format please review the following websites for guidelines and citation: <http://www.uvsc.edu/owl/handouts/revise%20handouts/style%20guides/MLA.pdf>, <http://owl.english.purdue.edu/owl/resource/557/01/>, and <http://www.calstatela.edu/library/guides/3mla.pdf>. Books are available online at Barnes and Noble www.bn.com, Amazon www.amazon.com, a1books www.a1books.com and other online websites. Local Barnes & Noble and Borders retailers have received the list of required texts as well. Texts available at the Bergen Catholic Bookstore are marked with pound symbols ##.

Freshman College Preparatory Courses

Biology – *The Double Helix* by James D. Watson (ISBN: 074321630X)

Assessment: A Power Point project will be required by all students.

1. This project will be due one week after the laptop orientation for the freshman students. Students will submit this assignment in the appropriate Drop Folder, on the Bergen Catholic school network, as instructed by their teacher.
2. The focus of the assignment is to apply the Scientific Method to the material covered in the reading.
3. Each slide will indicate the appropriate step of the Scientific Method and include specific examples from the book that demonstrate or clarify this particular step. A minimum of one slide per step should be included.
4. The student **should** begin preparation of this assignment throughout the summer. A suggestion is to use index cards to prepare each slide, keeping in mind the focus of the project (The Scientific Method).
5. Specific requirements for the project will be reviewed with students during the first week of class.

English 1 CP – *October Sky* by Homer Hickman (ISBN: 0440235502)

Assessment: Read the book and view the film ***October Sky***. Then, compare and contrast the two media in a two-page report. If the film was different, why did the director make the changes? Explain how these changes strengthened or weakened the plotline of the book. Which medium did you prefer? Why? Be sure to cite specific examples from both media.

Freshman Honors Courses

Biology 9 Honors – *The Double Helix* by James D. Watson (ISBN: 074321630X)

Assessment: A Power Point project will be required by all students.

1. This project will be due one week after the laptop orientation for the freshman students. Students will submit this assignment in the appropriate Drop Folder, on the Bergen Catholic school network, as instructed by their teacher.
2. The focus of the assignment is to apply the Scientific Method to the material covered in the reading.
3. Each slide will indicate the appropriate step of the Scientific Method and include specific examples from the book that demonstrate or clarify this particular step. A minimum of one slide per step should be included.
4. The student **should** begin preparation of this assignment throughout the summer. A suggestion is to use index cards to prepare each slide, keeping in mind the focus of the project (The Scientific Method).
5. Specific requirements for the project will be reviewed with students during the first week of class.

English 1 Honors – *Ender’s Game* by Orson Scott Card (ISBN: 0812550706)

Assessment: Choose one of the following –

1. Write a well-developed three-page book report detailing your reaction to the book. Be sure to cite specific details covered within the book. Did you enjoy the book? Why or why not? What was your favorite part of the book? Why? Be sure that you follow MLA formatting rules when writing your paper.
2. Choose one of the themes of the book and collect ten (10) current event articles or editorials that connect to the theme. Summarize that connection for each article and attach these articles to your assessment. Some suggestions for the readings above would include: technology and change, culture and internationalism, family and friends, leadership, government, etc.

French 1 Honors – *The French Way 2nd Edition* by Ross Steele (ISBN: 9780071428071)

Assessment: Students are to read pages 4–66 and highlight the most important facts. Choose one topic which you would like to learn more about and research it. Please note that some useful websites are listed on pages 135–136. Prepare a five- minute class presentation of your own design on this topic. This assignment is due the first full day of class.

Italian 1 Honors – *Italians* by Luigi Barzini (ISBN: 0684825007)

Assessment: Complete one of the following three activities listed below. Be sure to cite examples from the reading.

1. Write a well-developed three-page book report detailing your reaction to the book you read (be sure that it is clear you read the entire book). Did you enjoy the book? Why? What was your favorite part of the book? Who is your favorite character and why?
2. Write detailed character sketches of at least three characters from your book and emphasize how the character changed through the course of the book.
3. Compare and contrast the culture being described in the book with your own culture. Discuss similarities and differences.

Latin 1 Honors – *Gods, Heroes and Men of Ancient Greece* by W. H. Rouse (ISBN: 0451628004)

Assessment: Compare and contrast the culture being described in the book with your own culture. Be sure that you discuss the similarities and differences and cite specific details from the reading. The paper should be typed, printed, and three pages in length following MLA formatting.

Spanish 1 Honors – *The House on Mango Street* by Sandra Caineros (ISBN: 0679734775)

Assessment: From the chapter entitled “The Three Sisters”, one of the sisters says to Esperanza: “When you leave you must remember to come back for the others. A circle, understand? You will always be Esperanza. You will always be Mango Street. You can’t erase what you know. You can’t forget who you are.”

In an essay of between 200-300 words, agree or disagree with part or this entire quote, citing a few examples from the book to support your opinions. This essay should be typed and must be turned in to the teacher at the beginning of the first day of scheduled classes (not during the Freshmen Orientation). A test will be given sometime within the first couple of weeks of school.

World History Honors – *In the Wake of the Plague: The Black Death & The World it Made* by Norman F. Cantor (ISBN: 9780060014346)

Assessment: Students are to write a two-page report on the book and should include information relating to the nature of the disease and what people believed were the causes. Your assessment should include the effect the plague had on the development of Europe. You may also include information that you found interesting about the plague.

Sophomore College Preparatory Courses

Visual Arts – *Overboard* by Elizabeth Fama (ISBN: 0553494368)

Assessment: Create a work of art based on one specific struggle or incident that occurred in the story. On the back of your artwork, you are to type the page number and exact paragraph(s) that you are creating your work from, and include all specific detail in your artwork. You can use any COLOR MEDIA, including colored pencil, watercolor, acrylic, oil, pastels, or colored digital art (Photoshop). Neatness, detail, and quality of work are being graded.

World Language:

Latin – *Gods, Heroes and Men of Ancient Greece* by W. H. Rouse (ISBN: 0451628004)

Italian 2CP – *Marcivaldo: or the Seasons in the City* by Italo Calvino (ISBN: 0156572044)

Assessment: After reading the book, select one character who reminds you of someone you have known and describe how this person is both similar to and different from a person you have known and also describe what kind of an effect he/she has had on you. This essay should be 300-400 words in length and should be typed. If none of the characters reminds you of anyone you have known, write an essay comparing one of the experiences of the main character to one of your own experiences. Describe how this experience has impacted your life or your attitudes. This essay must be turned in to the teacher at the beginning of the first

day of scheduled classes (not during the Orientation Day). A test will be given sometime within the first month of school.

French 2CP – Easy French Reader 2nd Edition by R. de Roussy de Sales (ISBN: 9780071428484)

Assessment: Students are to read pages 1–26 and complete all the exercises on separate sheet of paper. Also, make a list of at least 30 vocabulary words which are new to you or which you do not remember and list their meanings. The book has a dictionary starting on page 210 or you may also use www.wordreference.com. This assignment is due on the first full day of class.

Spanish 2 CP -- Lazarillo de Tormes (Read online at <http://www.4olin.com/>)

Assessment: Click the cover of the book then click the banned page and finally click the link **Lazaro** to read the text in Spanish or English. After reading the online book, write a 2 page paper double spaced giving your opinion about whether Lazarillo, the young “*picaro*” or “*rogue*”, was justified in his actions towards the people who “cared” for him. Remember to take into consideration the time period in which this occurred as well as what was going on in Spain during the 1500s. Make sure to cite specific instances from the book to support your opinion.

Sophomore Honors Courses

American History 1 Honors – 1776 by David McCullough (ISBN: 0743226720)

Assessment: During the first week of school students will take a quiz on the reading and a paper assignment will be distributed by Mr. Drower when students begin studying the Revolutionary War. For more information on the paper please e-mail Mr. Drower at pdrower@bergencatholic.org.

Chemistry 10 Honors – Choose one of the two books listed below and complete the assessment listed with that title.

***Mauve: How One Man Invented a Color That Changed the World* by Simon Garfield**
(ISBN-13: 9780393323139)

Assessment:

1. Create a PowerPoint presentation of at least 10 slides illustrating the importance of the development of synthetic dyes.
2. Choose the three most significant consequences, in your opinion, of discoveries or developments in the book and rank them. Support your ranking with explanations.
3. Try and show how developments in the book have had an impact on your life.

Presentation will count as a first quarter quiz grade.

Or

***Napoleon's Buttons: 17 Molecules that Changed History* by Le Couteur & Burreson**
(ISBN-13: 978-1585423316)

1. Create a PowerPoint presentation of at least 10 slides illustrating the development of at least three discoveries from the book.
2. Choose the five most important molecules, in your opinion, and rank them. Support your ranking with explanations.
3. Choose the scientist you feel made the most significant contribution to chemistry and support your assertion with facts.

Presentation will count as a first quarter quiz grade.

English 2 Honors – *Farewell to Arms* by Ernest Hemingway (ISBN: 9780684801469)

Assessment: Write a well-developed three-page paper detailing your reaction to the book. Be sure to cite specific details covered within the book. Did you enjoy the book? Why or why not? What was your favorite part of the book? Why? Be sure to follow MLA formatting rules when writing your paper.

French 2 Honors – *Easy French Reader 2nd Edition* by R. de Roussy de Sales (ISBN: 9780071428484)

Assessment: Students are to read pages 1-26 and do all the exercises on separate sheet of paper. Also, make a list of at least 30 vocabulary words which are new to you or which you do not remember and list their meanings. The book has a dictionary starting on page 210 or you may also use wordreference.com. Honors students are to prepare a five-minute class presentation on the French school system and its differences/similarities with our American system. This assignment is due on the first full day of class.

Italian 2 Honors – *Marcovaldo: or the Seasons in the City* by Italo Calvino (ISBN: 0156572044)

Assessment: Complete one of the following three activities listed below. Be sure to cite examples from the reading.

1. Write a well-developed three-page book report detailing your reaction to the book you read (be sure that it is clear you read the entire book). Did you enjoy the book? Why? What was your favorite part of the book? Who is your favorite character and why?
2. Write detailed character sketches of at least three characters from your book and emphasize how the character changed through the course of the book.

3. Compare and contrast the culture being described in the book with your own culture. Discuss similarities and differences.

Spanish 2 Honors -- *Don Quixote of the Mancha (Everyman's Library Children's Classics)* by Miguel de Cervantes (ISBN: 037540659X) *Don Quixote* available at the following site:

<http://www.randomhouse.com/knopf/classics/catalog/display.pperl?isbn=9780375406591>

Assessment: After reading the book, select one character who reminds you of someone you have known and describe how this person is both similar to and different from the person you have known and also describe what kind of an effect he/she has had on you. This essay should be 300-400 words in length and should be typed. If none of the characters reminds you of anyone you have known, write an essay comparing one of the experiences of the main character to one of your own experiences. Describe how this experience has impacted your life or your attitudes. This essay must be turned in to the teacher at the beginning of the first day of scheduled classes (not during the Freshmen Orientation Day). A test will be given sometime within the first couple of weeks of school.

Junior College Preparatory Courses

American History 2CP – *The Killer Angels* by Michael Shaara (ISBN: 0345348109)

Assessment: Prepare a 500 word essay comparing the Battle of Gettysburg as described in online historical accounts with the description of that battle in Michael Shaara's *The Killer Angels*. Is Shaara's account accurate? Where does it seem that he invented incidents? Did he leave out significant events? Be sure to support your arguments by citing the online resources that you used.

Computer Science – *Digital Fortress* by Dan Brown (ISBN: 0312995423)

Assessment: Read *Digital Fortress* in its entirety. **You will be tested on the book during your second class meeting in September (whenever that day falls). Your test will consist of 25-40 objective-type questions and two essay questions (see below).**

Two of the following questions will appear as essay questions on the summer reading test. You may prepare each question over the summer; however, you may NOT bring any notes with you when you take the test.

1. Did you enjoy *Digital Fortress*? What was your favorite part of the book?
2. Describe the workings and functions of the National Security Agency (NSA). How big is the agency? What does it do? How was it formed?
3. What is cryptography? What is the NSA's function in relation to cryptography?
4. Discuss the issues of privacy raised in *Digital Fortress*. Do you think the government really reads our e-mail? Why or why not? Does it have the capability? Is the government breaking the privacy laws that it enacted?
5. Do you feel that the government should read the email of U.S. citizens? Why or why not?

6. List a few examples of how we as citizens are spied on? How are we spied on by others besides the U.S. government?
7. How can one protect himself/herself from prying eyes?

Junior Honors Courses

AP Biology – *Biology, 7th Edition* by Neil A. Campbell & Jane B. Reece (ISBN: 080537146X)

Assessment: Welcome to AP Bio!! I am looking forward to working with you in September.

This is a college level course taught to those students meeting specific requirements. In order to help us complete the tremendous amount of material and in order to help you do well on the AP exam in May, please complete this summer assignment.

Read the following chapters in **Biology, 7th Ed.** by Neil A. Campbell and Jane B. Reece:

Chapter 26: The Tree of Life: An Introduction to Biological Diversity

Chapter 27: Prokaryotes

Chapter 28: Protists

Chapter 29: Plant Diversity I: How Plants Colonized Land

Chapter 30: Plant Diversity II: The Evolution of Seed Plants.

Chapter 31: Fungi

Chapter 32: An Introduction to Animal Diversity

Chapter 33: Invertebrates

Chapter 34: Vertebrates

Complete the corresponding chapters in the Study Guide Book. Answer the interactive questions and “Test Your Knowledge” multiple choice sections directly in your Study Guide. All “Structure Your Knowledge” responses must be hand written in your notebook. After each set of responses please include a concept map for that chapter. Construct a detailed concept map for the kingdom that is described in that particular chapter. Emphasize the evolutionary significance of the characteristics used to classify the various organisms into different taxons. This material will be checked!

A Unit Test on the above chapters will be given when you return in September.

Please purchase your copy of the Campbell text and the Study Guide Book from Mr. Powers at the Bookstore before you leave school for the summer. I encourage you to utilize the CD-ROM that comes with the text to study these chapters.

If you have any questions or concerns please do not hesitate to contact me, you can find me in the Science office after exams during finals week or you can E-mail me at dtrunfo@bergencatholic.org. If you prefer to leave a voice mail I will be checking my messages periodically, the phone number is 201-261-1844 EXT 327.

American History 2 Honors – *The Great Gatsby* by F. Scott Fitzgerald (ISBN: 0743273567)

Assessment: Before reading the novel research the biographical information on the author and his wife, Zelda Fitzgerald. The character Daisy Buchanan in the novel is believed to be modeled after Zelda. While reading the novel compare what you know about Zelda with the character of Daisy. Please include specific quotes from the text and cite the page numbers properly. Be sure to also cite the biographical information on F. Scott and Zelda Fitzgerald that you researched. The paper should be at least two-pages in length, and will be due on Tuesday during the first full week of classes.

AP STUDIO ART – Junior Year

Assessment: **For NEW AP Studio Art students, I want you to:**

1. Visit an art museum over the summer and discover an artist who you would like to emulate.
2. You must save and hand-in the receipt to get credit for this assignment.
3. Create a work of art, preferably in the same medium the artist used, that has been influenced by the style or technique of that artist. You can use a subject matter that the artist uses or find your own but the style must be similar.
4. Then write a one-page paper on that artist. Include a SHORT bio, describe the artwork in art terms (not just I like it) and what inspired you about the work. Then write about your work in depth and what you have learned from both seeing art in a museum versus the internet and how making the art has changed you.
5. Keep and work on a sketchbook of ideas, doodles, drawings and potential works of art for next year. Fill at least 15 – 20 pages.

AP U.S. History – *Grapes of Wrath* by John Steinbeck (ISBN: 0142000663)

Assessment: In conjunction with reading the *Grapes of Wrath* by John Steinbeck students are required to access the Library of Congress website (www.loc.gov). Students are to use the American Memory resource and chronicle how the depression impacted the following groups of people: migrant workers, laborers, artists, the wealthy, and farmers.

The assessment will take the form of a three-page paper. The paper will reflect how each group of people was impacted by the depression. Examples and quotes should be used from your research to illustrate your point. Students are not restricted to the Library of Congress website. A work cited page must be included in addition to the three-page minimum requirement. The assignment is due on September 28th, 2007 and any questions should be e-mailed to Mr. Bell at dbell@bergencatholic.org.

English 3 Honors – Choose any paperback publication of the following titles and complete the assessment below.

***Frankenstein* by Mary Shelley**

***Dracula* by Bram Stoker**

***Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson**

Assessment: Read the book and view the film for the book that you have selected. Then, compare and contrast the two media in a two-page report. If the film was different, why did the director make the changes? Explain how these changes strengthened or weakened the plotline of the book. Which medium did you prefer? Why? Be sure to cite specific examples from both media.

French 3 Honors – *Moi Voiture à Moi* by Lisa Ray Turner & Blaine Ray

This title is available at the following link: <http://www.carlexonline.com/prodinfo.asp?number=2701>

Assessment: Please read the first three chapters of *Moi Voiture à moi*. Make a list of the characters and a brief identification of each. Write a summary of each chapter, being sure to include all important details. Also, make a list of 20 vocabulary words which are new to you. You may want to use wordreference.com for this. Also, research Haiti, focusing on any one of the following: history, social customs and religion, geography. Prepare a five-minute class presentation of your own design on this topic. This assignment is due on the first full day of class. Any questions please e-mail me at ibayard@bergencatholic.org.

Italian 3 Honors – *Christ Stopped at Eboli: The Story of a Year* by Carlo Levi

(ISBN: 0374530092)

Assessment: Complete one of the following three activities listed below. Be sure to cite examples from the reading.

1. Write a well-developed three-page book report detailing your reaction to the book you read (be sure that it is clear you read the entire book). Did you enjoy the book? Why? What was your favorite part of the book? Who is your favorite character and why?
2. Write detailed character sketches of at least three characters from your book and emphasize how the character changed through the course of the book.
3. Compare and contrast the culture being described in the book with your own culture. Discuss similarities and differences.

Physics Honors – *Why a Curveball Curves: The Incredible Science of Sports* by Frank Vizard (ISBN: 9781588164759)

Assessment: Pick three sports covered in the book and demonstrate how Gravity and Force are used in those sports. Create a PowerPoint presentation to show your work. Please feel free to do some outside research on the topic.

Spanish 3 Honors – *Momentos Hispanos* by Louis Cabat & Robert Cabat

(ISBN: 1567654673) This book is available at AMSCO Publishers at:

http://www.efastcom.com/AMSCOPUB/control/productdetails?&item_id=9781567654677

Assessment: Read Chapter One (Pages 1-6) and complete the following exercises on loose-leaf paper (handwritten, **not** typed):

“Selección”
“¿Cierto o falso?”
“Para completar”
“Para contestar”
“Composition”

Please label each exercise and number each item. Write neatly and legibly. Each exercise is to be written out, **not** typed, in **complete Spanish sentences**. This assignment must be turned in to the teacher at the beginning of the first day of scheduled classes (**not** during the Orientation Day). A test will be given sometime within the first couple of weeks of school.

Senior College Preparatory Courses

Religion: World Religion assessments are due in September. Christian Lifestyle assessments will be collected or presented in January after Midterm Exams.

World Religion – *Abraham: A Journey to the Heart of Three Faiths* by Bruce Feeler

(ISBN: 9780060838669) Students must purchase the P.S. edition of this book available at your local Barnes and Noble as well as online at www.bn.com.

Assessment: Students are to read the entire text and answer the 15 Discussing **Abraham** questions found on pages 4—6 in the P.S. section found at the end of the book. Students are to type well-developed answers for each question citing information from the text. Be sure that you quote the text properly using MLA formatting. Students will continue to use this book throughout the World Religions course and will be tested on the life of Abraham as detailed in the book.

Christian Lifestyles – *The Last Lecture* by Randy Pausch (ISBN: 9781401323257)

Assessment: Students are to read the entire text and complete one of the following options.

Option #1- *"We cannot change the cards we are dealt, just how we play the hand." R. Pausch*

"A lot of professors give talks titled "The Last Lecture." Professors are asked to consider their demise and to ruminate on what matters most to them. And while they speak, audiences can't help but mull the same question: What wisdom would we impart to the world if we knew it was our last chance? If we had to vanish tomorrow, what would we want as our legacy?"

The quote and statement above are taken from the synopsis of the book. Option #1 asks students to type a three page reflection paper answering the two questions above. What

wisdom would you impart to the world and what legacy you would leave behind? The questions should be thoroughly explored in the paper with connections to the reading or examples from Randy Pausch.

Option #2-Time Capsule Oral Presentation

Similar to Option #1 you are asked the question—what legacy would you leave behind? What would be the stories, images, materials, memorabilia, etc. that you feel best describe who you are? Students are asked to create a time capsule, box, or suitcase with those items that would best define the legacy they wish to leave behind. The time capsule, box or suitcase should include a minimum of fifteen items that define who you are. These materials will then be presented in class as your *“lecture”* to your classmates. Students should be able to describe why these items were included and the story behind them. Students will be assessed on their creativity and ability to follow the model presented by Randy Pausch in *The Last Lecture*. Students should be able to cite how their examples relate to stories presented by Randy Pausch. A two page summary of your lecture should be presented prior to your presentation for approval by your teacher.

Mathematics:

Analysis – *The Mathematician Reads a Newspaper* by John A. Paulos (ISBN: 038548254X)

Assessment: Find five examples in the print media where a math concept was stated incorrectly and explain the mathematical correction. For example, Ann Landers printed the following letter from a reader:

“Dear Ann. If you were to count a trillion one-dollar bills, one per second, twenty-four hours a day, it would take thirty-two years.” And then she commented: “It’s a real eye-opener.”

Physicist’s comments: “In fact, it would take about thirty-two thousand years to do so, while it would take about thirty-two years to count a billion one-dollar bills.”

Compare and/or contrast your findings with specific examples that are outlined in the book.

Senior Advanced Placement and Honors Courses

AP Studio Art – Senior Year

Assessment: For the current **Junior AP Studio Art students who are registered in Senior AP Studio Art** next year:

1. Sketch out no less than 15 pages of sketches, ideas, notes, magazine ideas, photos for your Concentration for next year (33% of a grade).

2. Write a one-page Artist Statement reflecting the direction you want to take for your Concentration section of the portfolio. A concentration is a body of related works that share a single theme or idea and must show a sense of investigation, risk taking and exploration. It will be graded on technique, concept and design (33% of a grade).
3. Do a thumbnail concept series for your 12 works. This means you must visualize and draw each of your pieces in small sequential thumbnail sketches (2" x 3" each). The thumbnails page can be found on Edline and you can also get them in class (33% of a grade).
4. Complete ONE finished Concentration piece for your series for a full grade due the first week we return.

AP Biology – Biology, 7th Edition by Neil A. Campbell & Jane B. Reece (ISBN: 080537146X)

Assessment: Welcome to AP Bio!! I am looking forward to working with you in September.

This is a college level course taught to those students meeting specific requirements. In order to help us complete the tremendous amount of material and in order to help you do well on the AP exam in May, please complete this summer assignment.

Read the following chapters in **Biology, 7th Ed.** by Neil A. Campbell and Jane B. Reece:

Chapter 26: The Tree of Life: An Introduction to Biological Diversity

Chapter 27: Prokaryotes

Chapter 28: Protists

Chapter 29: Plant Diversity I: How Plants Colonized Land

Chapter 30: Plant Diversity II: The Evolution of Seed Plants.

Chapter 31: Fungi

Chapter 32: An Introduction to Animal Diversity

Chapter 33: Invertebrates

Chapter 34: Vertebrates

Complete the corresponding chapters in the Study Guide Book. Answer the interactive questions and "Test Your Knowledge" multiple choice sections directly in your Study Guide. All "Structure Your Knowledge" responses must be hand written in your notebook. After each set of responses please include a concept map for that chapter. Construct a detailed concept map for the kingdom that is described in that particular chapter. Emphasize the evolutionary significance of the characteristics used to classify the various organisms into different taxons. This material will be checked!

A Unit Test on the above chapters will be given when you return in September.

Please purchase your copy of the Campbell text and the Study Guide Book from Mr. Powers at the Bookstore before you leave school for the summer. I encourage you to utilize the CD-ROM that comes with the text to study these chapters.

If you have any questions or concerns please do not hesitate to contact me, you can find me in the Science office after exams during finals week or you can E-mail me at dtrunfio@bergen catholic.org. If you prefer to leave a voice mail I will be checking my messages periodically, the phone number is 201-261-1844 EXT 327.

AP Calculus BC

Assessment: Students who are taking AP Calculus BC during 2007—2008 have been given an AP Calculus Summer Assignment Booklet. Read this material thoroughly and relearn topics that you may have forgotten. Your success in AP Calculus is dependent upon all the material covered the past three years. Answer the questions contained at the end of the booklet. A test, similar to those questions, will be given during the first week of classes in September. Evaluation of your responses will contribute 10% to your first quarter grade.

AP Chemistry – Absolute Zero: And the Conquest of Cold (ISBN: 0618082395)

Assessment: Create a Power Point presentation of at least 10 slides illustrating:

- a) The chronology of cold (timeline of discoveries);
- b) Applications of specific discoveries to modern society;
- c) Difficulties inherent in reaching absolute zero;
- d) Your opinion on whether or not absolute zero will ever be reached (supported by fact or theory). Presentations will count as a first quarter quiz grade.

AP Computer Science – Due: Monday, September 14, 2009

Assessment: You are given a sequence of n distinct integers in the range k to $k + n$, for some k , in arbitrary order. In other words, one of the $n + 1$ integers in the range is missing from the input. Your goal is to find the missing number.

Your input will look something like this:

19 13 17 12 16 15 18

Your program should output 14 which is the missing number in the sequence.

This program should work for any size sequence. The example above is an 8-number sequence. Before you even begin to write Java, solve this problem by hand. If you put the above numbers in order, you get:

12 13 15 16 17 18 19

Obviously, the missing number is 14.

You will write a program in Java that takes an out-of-order sequence as input, determines the missing number, and outputs the missing number. You are certainly encouraged to use outside help/resources. You cannot, however, plagiarize code from any source.

You will print a hard copy of your Java and submit one to the Drop Box that will be on Edline.

AP English – All students MUST read: *Beloved* by Toni Morrison (ISBN: 1400033411), ***Slaughterhouse Five* by Kurt Vonnegut** (ISBN: 0385333846) and ***How to Read Literature like a Professor* by Thomas C. Foster** (ISBN: 006000942X)

Be prepared to take a test, write a paper and discuss these selections.

Students must choose ONE of the following plays or novels to read and prepare a dialectical journal (instructions are outlined below) to be handed in on first full day of school in September. Titles are listed below by author's name first and then the title of the novel or play.

Albee, Edward.	<i>Who's Afraid of Virginia Woolf?</i>
Beckett, Samuel.	<i>Endgame</i> <i>Waiting for Godot</i>
Burgess, Anthony	<i>A Clockwork Orange</i>
Chopin, Kate	<i>The Awakening</i>
Doctorow, E. L.	<i>Ragtime</i>
Ellison, Ralph.	<i>Invisible Man</i>
Erdrich, Louise.	<i>The Last Report on the Miracles at Little No Horse</i>
Faulkner, William.	<i>As I Lay Dying</i>
Garcia Marquez, Gabriel.	<i>A Hundred Years of Solitude</i>
Goldsmith, Oliver.	<i>She Stoops to Conquer</i>
Hardy, Thomas.	<i>Tess of the D'Urbervilles</i>
Irving, John.	<i>A Prayer for Owen Meaney</i>
Martel, Yann	<i>The Life of Pi</i>
McCarthy, Cormac.	<i>The Crossing</i>
O'Connor, Flannery.	<i>Wise Blood</i>
Oates, Joyce Carroll.	<i>We Were the Mulvaney's</i>
Shaw, George Bernard.	<i>Heartbreak House</i>
Woolf, Virginia.	<i>Mrs. Dalloway</i>

Assessment: Follow all directions listed below and any student who has questions regarding the following assignment please e-mail Ms. Conley at jconley@bergencatholic.org. Set up a

dialectical journal (see example and instructions for format below) using Chapters 1-26 as a starting point for your analysis. Your goal is to find examples of the kind of pattern, symbols or “memory” in 15 of the 26 chapters in the three books that you’ve read this summer (***Beloved*, *Slaughterhouse Five*, *How to Read Literature like a Professor***, and a selection of your choice). You should have one journal (15 entries each minimum) for EACH of the readings.

Summer Dialectical Journal:

The purpose of a dialectical journal is to identify significant pieces of text and explain their significance. It is another form of highlighting/annotating text and should be used to think about, digest, summarize, question, clarify, critique, and remember what is read. It is a way to take notes on what is read, using the actual text, so that when you are asked to write an essay about or utilize the information from the text, you do not have to reread the entire piece

To set up a dialectical journal, fold a piece of paper in half. On the left hand side of the page, title the column, Note Taking. On the right hand side of the page, title the column, Note Making. The left hand column (Note Taking) is where you will write the sentence/s or phrase/s from the text that illustrates a significant idea. Put quotation marks around the sentence/s to show that they are someone else’s words. If the passage is more than one or two sentences, you may abbreviate it in the following manner, using ellipses (three dots in place of the words that are missing at the end):

“Like the keeper of the lighthouse, she regarded it as a mooring, a checkpoint, some stable visual object that assured her that the world was still there; that this was life and not a dream...” Song of Solomon, p. 11

In the right hand column, right next to the sentence/s or phrase/s that you chose, explain **in your own words** what is significant about the ideas represented in those sentence/s or phrase/s. Draw across the page underneath the entries so that the reader can see that they belong together.

An example of a dialectical journal:

TITLE OF TEXT: SONG OF SOLOMON
STUDENT NAME

AUTHOR: Toni Morrison
DATE

SAMPLE DIALECTICAL JOURNAL

Note Taking
(exact sentence/s or phrases from the text, reference to Foster)
“A fully dressed woman walking out of the water.... Sopping wet and breathing shallow she spent those hours trying to negotiate the weight of her eyelids... no one saw her emerge or came accidentally by. If they had, chances are they would have hesitated before approaching her. Not because she was wet, or had what sounded like asthma, but because amid all that she was smiling. P 60 Foster: Chapter 18. “If She Comes Up, It’s Baptism”

Note Making
(my original ideas about the significance of the text)
Beloved makes her first appearance fully grown, representing rebirth; also a reference to an old African religious belief about obanje, a changing child who constantly dies and is reborn, haunting the birth mother. Water also represents the middle passage, an event that Morrison alludes to several times in the novel. Asthmatic breathing is a reference to Beloved’s gruesome death; it is only fitting that when she “comes back” to haunt her family, she reminds them of her death, and their subsequent guilt with every breath.

“When the four horsemen came- schoolteacher, one nephew, one slave catcher and a sheriff, the house on Bluestone Road was so quiet, they thought that they were too late. Three of them dismounted, one stayed in the saddle, his rifle ready, his eyes trained away from the house to the left and to the right. P174

“I am Beloved, and she is mine.” P248

Foster: Chapter 7 ... “Or the Bible”

An allusion to the Four Horseman of the book of the Apocalypse. The four un-named men ride up together to take Sethe and her children back to Sweet Home and slavery. Sethe will, most likely, be punished severely and her children will be sold if they are captured alive. It is truly “judgment day” for Sethe, and she responds accordingly, killing her child by sawing through her neck, and attempting to kill the newborn by bashing her head against the wall. The fourth horseman stays on his horse, waiting patiently while the other dismount- direct reference to Death, who is always waiting and always patient.

The second quote is a double allusion- to the Biblical “Song of Solomon” – & also the title of another of Morrison’s novels. The “Song of Solomon” is a psalm that celebrates the natural beauty of black women and a loving, caring mutual relationship. This can also be read in an ironic manner- while Beloved and Sethe and Denver all care for each other, there are elements of a growing negative and parasitic relationship among them. Sethe loses her appetite and will to live; Denver eventually is driven from the house, unable to cope with living with the embodied past.

Dialectical Journals earning a grade of 93-100 will have the following elements:

1. Covers more than 15 of the 24 chapters in Foster for each text.
2. Should have MORE than one quote for each of the Foster chapters.
3. Uses meaningful and significant quotes (in terms of the book as a whole)
4. Quotes should be scattered around the whole of the book, not taken from a few chapters.
5. Explanation examines quotes in terms of Foster, and in terms of book as a whole.

Journals are due on the first Monday of class. Please submit INDIVIDUALLY to Turnitin.com BEFORE the due date. Please PRINT a paper copy of your journals before class to hand in to me. Late work either submitted late to Turnitin or submitted the day after the due date will be given half credit only. No work will be accepted after that date.

AP Government – *HARDBALL* by Chris Matthews (ISBN: 0684845598)

Assessment: Students registered for AP Government were sent a rubric from Mr. Drower regarding the paper assignment that is due at the start of school. Any student in need of the rubric or in need of further information on the assignment should e-mail Mr. Drower at pdrower@bergencatholic.org.

AP Language and Composition – *Titus Andronicus* by William Shakespeare (Students may choose any edition of the play.)

Assessment: Students are to read William Shakespeare’s *Titus Andronicus*. This play, Shakespeare’s first attempt at tragedy, is widely considered his worst. The reading of

Shakespeare's early attempt at tragedy will provide a basis for comparison when *Hamlet*, Shakespeare's most heralded tragedy, is read during the school year.

Students are to write a 3-4 page essay, in adherence to MLA guidelines, which argues in favor of the value and merit of *Titus Andronicus*. If the majority of critics and scholars have decided this play is Shakespeare's worst, it is the student's assignment to prove otherwise. Students are to utilize textual quotations as the most potent weapon in making their case. The essay should be argumentative, scholarly, and cited accordingly. The "Work Cited" page should contain only the citation for the *Titus Andronicus* edition you use (unless you use outside sources which are *not* required).

AP French – ***SCHAUM'S OUTLINES: FRENCH VOCABULARY, THIRD EDITION*** by Mary E. Coffman Crocker (ISBN: 9780071546072)

Assessment: Please complete chapters 1-4. All exercises are due the first day of class. Additionally, the last question of each chapter, which entails a brief essay, should be typed and ready to hand in on the first day of class. Any questions please e-mail ibayard@bergen catholic.org

AP Spanish

The World Language Department would like all of its students to devote some time during the summer to maintain the skills they developed over the course of the academic year which has just ended. Therefore, you were asked to purchase the reader entitled --***Cuentos de hoy (Nine contemporary short stories for intermediate students)*** before the end of this school year. The exercises which you will be doing are geared to maintain and even improve your reading and writing skills and to reinforce the vocabulary and grammar concepts you acquired during this year. Please read the two stories carefully and complete the exercises to the best of your ability. Also, it is a very good idea to read these stories more than once. When you return to class in September, you will be held responsible for having completed this assignment. You will either be given some additional work related to the exercises listed below or you will be tested on this material. It is our hope that the completion of these exercises will help to get you off to a successful start in the fall. These exercises will be collected the first day of class.

Your assignment is to read the following **two** short stories and to complete the indicated exercises:

1. "El embrollón" por José Milla. (Read pages 1-4 and answer the seven questions in "Para discusión" in complete sentences in Spanish on loose-leaf paper.)
2. "La Viudita" por Ricardo Palma. (Read pages 5-9 and answer the thirteen questions in "Para discusión" in complete sentences in Spanish on loose-leaf paper.)

In addition to the books you will be purchasing for this course, also bring to class with you in the fall:

Conversación y repaso (used in both the Spanish 3 Honors and 4 Honors courses)

Momentos Hispanos (used in the Spanish 3 Honors course)

Do **not** discard the video guide for ***La Catrina: el último secreto***, if, as a junior, you purchased it for the Spanish 4 Honors course last year.

AP Statistics – ***How to Lie with Statistics*** by Darrel Huff & Irving Geis (ISBN: 0393310728)

Assessment: Students are to read the above title and answer the questions in the AP Statistics Summer Assignment Booklet based on their reading. This booklet must be returned to your teacher during the first week of classes in September. Evaluation of your responses will contribute 10% to your first quarter grade.

English 4 Humanities Honors – Choose one of the novels from the list below and complete one assignment from the assessments listed below.

Antigone by Sophocles (ISBN: 0872205711)

Oedipus Rex by Sophocles (ISBN: 1420926039)

Assessment: Sometimes authors create a minor character whom, if given the chance to speak or expand his/her role in the book, would affect the book's outcome or provide an interesting or humorous perspective on an event that took place during the story. Briefly summarize that part of a chapter that would be "retold" from the point of that minor character. Then "retell" (according to the directions above) that part of the story, without changing the character from his/her assigned role in the book. Conclude with the reason(s) for altering this character's role.

French 4 Honors – ***The Ultimate French Review & Practice (Book + CD-Rom)*** by David M. Stillman & Ronni L. Gordon (ISBN: 9780071492423)

Assessment: Please read and do all exercises pages 3 – 35. Remember that a good reference for unknown vocabulary is www.wordreference.com. Also, use the CD-ROM to practice these sections. It will correct your work and let you see how much you understood and retained. This work will be due the first day of class. After review of questions, it will be tested during the first full week of class. Any questions please e-mail me at ibayard@bergencatholic.org.

Italian 4 Honors – ***Schaum's Outlines: Italian Vocabulary*** 2nd edition by Luigi Bonaffini
This title is available at the Bergen Catholic bookstore or online at Barnes & Noble.com.


Assessment: Please complete Chapters 1-6 & study the vocabulary. These exercises will be collected on the first day of class. Test on the material will be administered the first week of school.

20th Century U.S. History – *The Translator: A Tribesman's Memoir of Darfur* by Daoud Hari (ISBN: 9781400067442)

Assessment: Students are to summarize each chapter of the book in 3 – 5 sentences. Please type your chapter summaries in MS Word. Students will be given a Multiple Choice test on the book. The chapter summaries will be due in class on the Tuesday we return to school and the test will be administered that day.

Spanish 4 Honors

Go to www.cvc.cervantes.es/aula/lecturas Click on LECTURAS PASO A PASO, **NIVEL**

INTERMEDIO, then click . Next click on **ANTES DE LEER** after you finish the activity 1, click on SOBRE EL LIBRO. Read and do the activities. Then click on TEXTO. While your reading you must click on the red underlined words in the text (this will give you definitions of the vocabulary and short writing samples (usage of the words). After you finish reading the story click on **Actividades** and complete 1, 2, 3, and 4. Lea la lectura no tiene que comprar el libro puede hacer la lectura en su computadora, después de terminar la lectura **escriba un papel de dos páginas**, espacio doble (double space) explicando su reacción con respecto a “la batalla del tomate”, (Les gusto, creen que es apropiada, es divertida, es absurda, etc.) Por favor este proyecto tiene **que ser entregado el Segundo día de clases**. También tienen que tomar **un examen escrito el primer día de clases** sobre la lectura. **Gracias y les deseo unas vacaciones veraniegas muy felices. Nos vemos en Septiembre. Mantengan a Jesus en sus corazones.**