



THE Paulding County High School's Academy of Science, Research, & Medicine Summer Enrichment & Preparation Assignments

April 23, 2015

Dear Academy Students and Parents:

We are excited that your child will be a part of THE Paulding County Academy of Science, Research, & Medicine! Attached you will find your supply list and your summer enrichment and acceleration activities. Please read these pages thoroughly, but **DO NOT PANIC!** While these assignments LOOK daunting, they really are not! ☺ We have simply provided you with lots of detailed instructions to help you navigate through your summer enrichment activities.

These assignments will be foundational for many future units in our educational endeavors throughout the school year. We want to encourage you to approach these assignments with diligence and eagerness. These are your first opportunities to demonstrate your critical thinking abilities and to make your first academic impressions!

In the meantime, please make note on your calendar of the following important dates:

- First Day of School: August 3, 2015
- Summer Assignment Deadline: August 3, 2015

We look forward to being with you on August 3, 2015 for the start of an awesome and rigorous school year!

Sincerely,

THE Paulding County Academy of Science, Research, & Medicine Instructional Team

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Academy Supply List

AP Human Geography (APHG)	AP Biology	Honors 9th Literature	Honors Math (Algebra and Geometry)	Intro to Healthcare
1.5" 3-Ring Binder	1.5" 3-Ring Binder	1.5" 3-Ring Binder	1.5" 3-Ring Binder	2" 3-Ring Binder
Set of 10 Notebook Dividers	Set of 5 Notebook Dividers	Set of 3 Notebook Dividers	Set of 5 Notebook Dividers	Set of 10 notebook dividers
College Rule Notebook Paper	College Rule Notebook Paper	College Rule Notebook Paper	College Rule Notebook Paper	College Rule Notebook Paper
Writing Utensils	Writing Utensils	Writing Utensils	Pencils	Writing Utensils
Internet Access	Internet Access	Internet Access	Internet Access	Internet Access
Colored Pencils	Colored Pencils	Colored Pencils	Colored Pencils	Colored Pencils
Red Pens	Composition Book	Multicolor Highlighters	Graph Paper	Optional: Clear Page Protectors
Post-It Notes		Clear Page Protectors	Calculator	Optional: Face Watch with Second Hand
Notecards (3x5 or 4x6)		Notecards (3x5 or 4x6)		
Dry Erase Marker (fine point)				
Optional Strongly Recommended APHG Resources (select one): <ul style="list-style-type: none"> • Barron's AP Human Geography, 4th Edition • AP Human Geography: A Study Guide, 3rd edition by Ethel Wood • Cracking the AP Human Geography Exam, 2013 Edition by Princeton Review • Kaplan AP Human Geography 2013-2014 • 5 Steps to a 5 AP Human Geography, 2012-2013 Edition 			Optional Calculator Recommendations: <ul style="list-style-type: none"> • TI-305X Multiview • TI-30X Pro • TI-84 Graphing 	Flash Drive Set up folders for each class as this jump drive will be used for all courses
Optional APHG Resource: <ul style="list-style-type: none"> • <u>Study Guide</u> for <i>The Cultural Landscape: An Introduction to Human Geography</i> (10th edition) Available on Amazon.com, www.mypearsonstore.com, B&N.com, etc. • <i>Barron's AP Human Geography Flashcards</i> 			Professional Gmail Account Students should have/create a Gmail account so that they will have access to Google Drive throughout the year	

* If your family is unable to obtain any of these supplies, please make the teacher aware and we will work with our counselors to ensure that your student is able to have all necessary supplies ☺

Academy Summer Enrichment Project Assignment Checklist:

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> AP Human Geography <ul style="list-style-type: none"> <input type="checkbox"/> Set Up Nicenet Blog <input type="checkbox"/> Join Remind101 <input type="checkbox"/> Weekly Map Review Assignments <input type="checkbox"/> Read Chapter 1 + Complete Packet <input type="checkbox"/> Vocabulary Notecard Project <input type="checkbox"/> 9th and 10th Grade Literature & Composition <ul style="list-style-type: none"> <input type="checkbox"/> Double Entry Journal & Work Cited | <ul style="list-style-type: none"> <input type="checkbox"/> AP Biology <ul style="list-style-type: none"> <input type="checkbox"/> Chapter 2 guided reading notes <input type="checkbox"/> Chapter 3 guided reading notes <input type="checkbox"/> Chapter 4 guided reading notes <input type="checkbox"/> Chapter 5 guided reading notes <input type="checkbox"/> Bozeman videos & questions for unit 1 |
|---|--|



AP Human Geography

Summer Preparation & Acceleration

Mrs. Heidi Leonard, Ed.S. HLeonard@paulding.k12.ga.us

Class Website <https://sites.google.com/site/mrsleonardsworld>



The learning structure for AP Human Geography is considered a “flipped classroom.” In a traditional classroom, students take notes in class and then practice at home without teacher support. Where as in a flipped classroom, students are exposed to new materials outside of the class via text, video, & research, and then apply the knowledge in the form of activities and discussions while in the classroom. Below are some informational websites regarding the structure of flipped classrooms:

- ☆ <https://net.educause.edu/ir/library/pdf/eli7081.pdf>
- ☆ <http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/>

The expectation of the student then becomes one of daily preparedness for class via homework. It is critical that students become acquainted with terms and concepts before class so that our limited class time can be focused on clarifying ideas and applying them to real world scenarios. The flipped classroom allows students to become familiar with material at their own pace as opposed to being given the material too quickly in a lecture setting. The expectation for being prepared for AP Human Geography is that the assigned material has been read as well as watched, not that students will have a full understanding of everything the first time they are exposed to new terminology and big ideas. Multiple exposures will result in full understanding. By “flipping” our learning, this will allow for multiple exposures and concept applications.

□ **Obtain AP Human Geography Textbooks & Packets.** Pick-up day options:

- Tuesday 5/19 from 3:30-6:30 p.m. at PCHS in Room 243 (back of the school)
- Wednesday, 5/20 from 3:30-6:30 p.m. at PCHS in Room 243 (back of the school)
- Saturday, 5/23 from 10 a.m. – 12 p.m. at PCHS in Room 243 (back of the school)



□ **Set up AP Human Geography (APHG) Class Blog**

1. Log onto www.nicenet.org
 2. New Students: Go to New Users / Students / Join a Class (right hand screen)
 3. Enter the **Class Key: 6366844A62** and click JOIN THE CLASS
 4. Add your Username/Password/E-mail/Name:
 - Your Username needs to be your first and last name...this will identify you on the blog. *Do not use obscure usernames like BigDaddy23x.* If your first and last name is already used, modify some form of your name – first initial and last name, etc.
 - Your password needs to be something you will easily remember. **WRITE DOWN YOUR USERNAME and PASSWORD SOMEWHERE SAFE!!!** Mrs. Leonard cannot look up your password for you, so it is imperative that you remember it!
 - Should you forget your password for some crazy reason, if you do not include your e-mail, there will be no way to access that, so please include your e-mail address*.
 - This blog will be used on an on-going basis in this course.
- * You can create a free Gmail account if you do not have an account of your own.*

□ **Label Dividers in Notebook as Follows:**

• HW Calendars	• Unit 3
• Student Growth Data	• Unit 4
• Syllabus & Course Info	• Unit 5
• Unit 1	• Unit 6
• Unit 2	• Unit 7

□ **Complete Chapter 1 Guided Reading Packet**

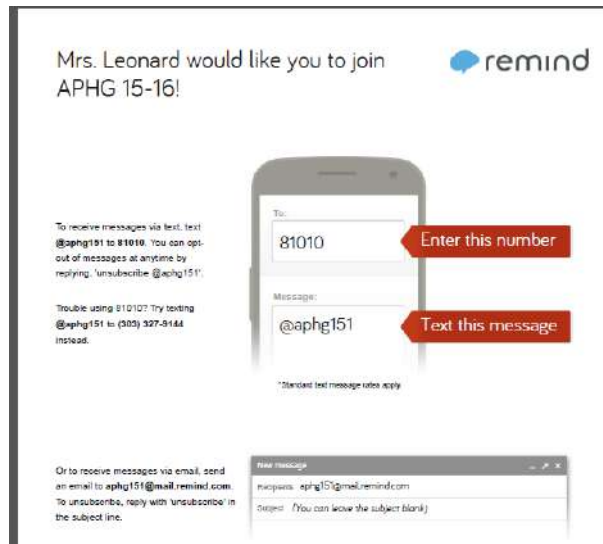
- This assignment can be found at <https://sites.google.com/site/mrsleonardsworld/summer-reading-assignments-1> or by scanning the QR Code above – attachments under **AP Human Geography Summer Enrichment 2015-2016**, but will also be made available on the Textbook Distribution Days noted above.

- **Join Remind to receive weekly/daily course updates via text or e-mail.**

Send Text to: **81010**
 Enter Message: **@aphg151**

Or to receive messages via email, send an email to aphg151@mail.remind.com. To unsubscribe, reply with 'unsubscribe' in the subject line.

WHAT IS REMIND AND WHY IS IT SAFE? Remind is a free, safe, and simple messaging tool that helps teachers share important updates and reminders with students & parents. Subscribe by text, email or using the Remind app. All personal information is kept private. Teachers will never see your phone number, nor will you see theirs. **Visit remind.com to learn more.**



- **Begin (or complete) the Vocabulary Notecard Project.** The due dates on these 2 semester project is not until November 20th and February 12th. However, based on the workload during the school year, the current 9th graders recommend that students complete this over the summer so that they can utilize this project as a study tool during the year and don't have to be bogged down with this assignment at peak academic times.
 - This assignment can be found at <https://sites.google.com/site/mrsleonardsworld/summer-reading-assignments-1> as an attachment under **AP Human Geography Summer Enrichment 2015-2016**, but will also be made available on the Textbook Distribution Days noted above.

- **Map Assignments**

Learn (or refresh your learning on the political maps of the various regions of the world from 6th & 7th grade) by following the suggested pacing calendar for summer assignments. A map quiz will be given the first week of school to test your level 1 knowledge of the political geography of countries around the world. Recommended review websites are included, but additional geography map websites can be found on the class website. Knowledge of the location of these countries and regions is integral to our studies in APHG.

Week	Assignments
6/3-6/7	<ul style="list-style-type: none"> • World Oceans & Continents http://www.lizardpoint.com/fun/geoquiz/worldquiz.html • U.S. states http://www.lizardpoint.com/fun/geoquiz/usaquiz.html • Canadian provinces http://www.lizardpoint.com/fun/geoquiz/canquiz.html
6/10-6/14	<ul style="list-style-type: none"> • Latin America: <ul style="list-style-type: none"> - South America http://www.lizardpoint.com/fun/geoquiz/samericaquiz.html - Central America http://www.lizardpoint.com/fun/geoquiz/centralamquiz.html + http://www.lizardpoint.com/fun/geoquiz/centralamquiz-ver2.html - Caribbean http://www.lizardpoint.com/fun/geoquiz/caribquiz.html
6/17-6/21	<ul style="list-style-type: none"> • Europe http://www.lizardpoint.com/fun/geoquiz/euroquiz.html
6/24-6/28	<ul style="list-style-type: none"> • Africa http://www.lizardpoint.com/fun/geoquiz/afrquiz.html
7/1-7/5	<ul style="list-style-type: none"> • Southwest Asia/Middle East http://www.lizardpoint.com/fun/geoquiz/mideastquiz.html
7/8-7/12	<ul style="list-style-type: none"> • Asia http://www.lizardpoint.com/fun/geoquiz/asiaquiz.html
7/15-7/19	<ul style="list-style-type: none"> • Asia http://www.lizardpoint.com/fun/geoquiz/asiaquiz.html
7/22-7/26	<ul style="list-style-type: none"> • Australia, New Zealand, & Oceania (yes all the little islands...these will help you in APWH next year! ☺) http://www.lizardpoint.com/fun/geoquiz/oceania_quiz.html
Monday 8/3	<ul style="list-style-type: none"> • First Day of School
Tues-Wed 8/4-8/5	<ul style="list-style-type: none"> • Political Geography of the World Map Quiz • Summer Acceleration Assignments Due!

- **Extra Credit Film Analyses** are posted on the class website at <https://sites.google.com/site/mrsleonardsworld/extra-credit>. Due to the mature nature of some of these films, most require parent permissions. Parents, feel free to take time now to review these films at your leisure to determine if you are comfortable with your child participating in these extra credit opportunities.



Summer Assignment for Magnet 9th and 10th English Honors

- **Read *The Immortal Life of Henrietta Lacks* by Rebecca Skloot**
- **Double Entry Journal and Works Cited:**

☞ **As you read, create and maintain a double entry journal for the assigned summer reading text**

☞ **Remember to read all directions and to reference the rubric**

- You are required to record and respond to **10 quotes**. To receive credit, these quotes must be taken from throughout the text. This assignment should be typed (insert a table of 3 columns, 11 rows), or, as a last resort, may be neatly handwritten in blue or black ink.
- On the left side of the journal, directly quote a sentence or passage from the text, including parenthetical citation. Ellipses may be used as needed.
- On the right side of the journal, describe the significance of the quote you've chosen in **at least** 4-7 complete and thoughtful sentences **using the Level 1 and Level 2 prompts**.

Specific Directions

- **Ninth and Tenth Honors:** Your journal must have **at least five** Level 2 entries

Level 1 Prompts (L1) – you may use the same prompt more than once

- ⇒ Make a specific textual or world connection to the text.
- ⇒ Make a prediction using specific evidence from the text to support your reasoning.
- ⇒ What message/moral is the author trying to send the reader through character behavior?
- ⇒ Identify the internal or external conflict. What effect will this conflict have on characters and/or the plot?
- ⇒ Make a specific personal connection to the text. Use an anecdote to help explain the connection.

Level 2 Prompts (L2) – you may use the same prompt more than once

- ⇒ Discuss the author's use of stylistic devices (diction, syntax, imagery, humor, irony, figurative language, sound devices, allusion, flashback, foreshadowing, etc.) and how it helps to develop abstract elements (mood, tone, theme, etc.) in the text.
- ⇒ What effect does the setting (time, place, social and historical background) have on the plot and/or character's thoughts, actions, and choices?
- ⇒ Identify any special language used (dialects, foreign words, slang, etc.) and explain its purpose and the effect it has on the text.
- ⇒ Evaluate the writing style of the author. Does the style help the story line? Could the style be improved? How?
- ⇒ Discuss how indirect characterization helps the reader to better understand major and/or minor characters.
- ⇒ Discuss how a character's personality is molded based on their actions and dialogue.
- ⇒ Discuss how character relationships indirectly help to strengthen the plot.
- ⇒ Analyze the significance of chapter and section breaks in the book. How does the author use transitions to develop continuity between sections that do not appear in chronological order?
- ⇒ Discuss how cultural perspective influence the way history is recorded, taught, and studied. Why is it important to approach history from an objective point of view? Why is this approach sometimes difficult?
- ⇒ Discuss some of the intended and unintended consequences of irresponsible journalism.
- ⇒ Discuss the process of scientific inquiry, and the effects of research on the past, present, and the future.
- ⇒ Discuss the effects of unethical behavior, and the effect it has on the individual and/or on society.
- ⇒ Discuss the concept of immortality, and the role it plays in life and in science.

Summer Assignment for Magnet 9th and 10th English Honors

Double Entry Journal Example

	Direct Quote and Page Number	Quote Significance
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 10px;">Level 2 Prompt</div> <div style="display: flex; justify-content: space-around; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 15%;">Remember to use quotation marks around your "quotes"</div> <div style="border: 1px solid black; padding: 5px; width: 15%; text-align: center;">Parenthetical Citation Author's last name and page number</div> <div style="border: 1px solid black; padding: 5px; width: 15%;">Notice, the punctuation comes after the parenthetical citation.</div> </div>	<p>L2 "A fine crash from the piano greeted the words, interrupted by a shuddering cry from the old man. His wife and son ran toward him" (Jacobs 36).</p>	<p>The author uses the sound of the crashing piano to foreshadow upcoming danger. The danger is emphasized by the old man's screams. The use of the word "shuddering" also tells the reader just how anxious and afraid the old man is. The wife and son also sense the old man's fear and in response run to his aid. The piano could also symbolize the wealth and/or talent of the old man. Thus, the piano falling could foreshadow the end of the lifestyle that the man and his family have been experiencing.</p>

Works Cited

The last page of your Double Entry Journal is the Works Cited. This page will contain the citation for the book you are using to complete the summer reading project.

- The title Work Cited is centered, 12 font, with no bold and no underline.
- The citation must be left justified and have a hanging indent, if needed, for lines after the first.
- The citation for a book with one author should follow the following format:

Author's Last Name, First Name. Book Title. City of Publisher: Name of Publishing Company, copyright year.

➔ The title of a book is **ALWAYS** underlined or in *italics* when typed (NO QUOTATION MARKS).



➔ The Double Entry Journal is a chance for you to show how you interact with literature as you read. The most meaningful responses are going to be those in which you make meaningful connections and carefully examine and evaluate the text for greater meaning.



----- Cut along dotted lines and attach to completed Summer Assignment before submitting. -----

Name: _____ Date Submitted: _____ Period: _____

Rubric

Double Entry Journals	
10 quality quotations with meaningful responses from throughout the book (4-7 sentences per response)	40
Correctly formatted parenthetical citations (all or nothing)	5
Works Cited	
Correct Format	5
<ul style="list-style-type: none"> ▪ Work Cited, centered-.5 ▪ Double Spaced -.5 ▪ Hanging Indent -.5 ▪ Correct Punctuation -.5 ▪ Correct Capitalization -.5 	<ul style="list-style-type: none"> ▪ Author (last name, first name) -.5 ▪ Book Title Underlined/Italicized -.5 ▪ City of Publication -.5 ▪ Publisher-.5 ▪ Copyright Date-.5
Total Points / Grade	_____/ 50





AP Biology Summer Assignment



The learning structure for AP Biology is considered a “flipped classroom.”

In a traditional classroom, students take notes in class and then practice at home without teacher support. Where as in a flipped classroom, students are exposed to new materials outside of the class and then apply the knowledge in the form of lab activities and discussions while in the classroom.

Below are some informational websites regarding the structure of flipped classrooms:

- ☆ <https://net.educause.edu/ir/library/pdf/eli7081.pdf>
- ☆ <http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/>

In AP Biology, students will be provided with guided notes for every chapter covered along with short podcasts to watch before the start of a new concept. It is critical that students become acquainted with terms and concepts before class so that our limited class time can be focused on clarifying ideas and applying them to experiments and real world scenarios. The flipped classroom allows students to become familiar with material at their own pace as opposed to being given the material too quickly in a lecture setting. The expectation for being prepared for AP Biology is that the assigned material has been read as well as watched, not that students will have a full understanding of everything the first time they are exposed to new terminology and big ideas.

In order to complete the summer assignment for AP Biology, students will need the class textbook as well as Internet access. All the materials will be located on my teacher website through Paulding County High School. Students can access the assignments using the website below or the QR code to the right.



Classroom website - <http://www.paulding.k12.ga.us/olc/teacher.aspx?s=1811>

Class textbook - Campbell, N. A, Reece J. B., et al. (2008). *Biology 8th Edition*. San Francisco: Pearson Education Inc.

Summer assignment checklist:

- | | |
|--|---|
| <input type="checkbox"/> Chapter 2 guided reading notes | <input type="checkbox"/> Chapter 4 guided reading notes |
| <input type="checkbox"/> Chapter 3 guided reading notes | <input type="checkbox"/> Chapter 5 guided reading notes |
| <input type="checkbox"/> Bozeman videos and questions for unit 1 | |

While some of the material may seem overwhelming, it is the exposure and factual knowledge that will later help students to apply the knowledge and to be actively engaged in classroom discussions and peer collaboration. Depending on learning styles and preferences students may wish to watch the Bozeman videos first and read the text second, either way is fine.