

SOCIAL SCIENCE DEPARTMENT SUMMER ASSIGNMENTS:

Sophomore: AP WORLD HISTORY

CONGRATULATIONS! You have decided to take on the greatest challenge of your academic career. AP World History is a college level course covering "everything that has ever happened ever." It can sometimes be overwhelming.

Do not take this challenge lightly.

If you think this class is going to be a breeze... *don't take it.*

If you do not complete assignments... *don't take it.*

If you are not dedicated to accruing a wealth of knowledge about the world and its peoples... *don't take it.*

If you are not up to the challenge... *don't take it.*

However, if you are willing to work hard and take a fully comprehensive look at World History; you've come to the right place.

THE ASSIGNMENT: You may think I am going overboard with this assignment, but I assure you, it is necessary. Once you get going on it, it won't be too bad. **Download the textbook immediately.** You may also want to purchase the Princeton Review book *Cracking the AP World History Exam 2017* ed.; you will find it very useful all year, and then of course it will be especially helpful when reviewing for the exam.

Our course textbook is located here:

<https://www.dropbox.com/sh/gg67f3zgz38ahcp/AAAYE2F6ZVCdZxZeJNxRO6iUa?oref=e&n=422522508>

Please read units 1 (ch. 1-6) & 2 (ch. 7-12) carefully and take fact report notes over the information in them¹. There will be a test based on these readings (any and all material is fair game!) the first full 80 minute day of class. It will consist of a multiple-choice section (80 questions, this will include map identifications).

Do not put off the Civilization Fact Reports. You will have 12 TOTAL to do over the summer; start whittling away at the 12 Civilization Fact Reports. *All 12 will comprise a TEST GRADE* and **are due the first day of class. Failure to complete these fact reports will result in a zero to go in as your first test grade in AP World History.** Any assignments turned in late will be penalized seven points per day. Anything *in BOLD below will need to be done as a Civilization Fact Report over the summer. Here is the list of what you'll have to complete:

¹ Chapters 1-12 were part of 9th grade standards and should have been covered in World Geography & Ancient History. USE YOUR CLASS PORTFOLIO to help you.

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CIVILIZATIONS:

- 1) Ancient Era. Origins to 600 BCE.
 - a) ***Africa**
 - i) Egypt (Old, Middle, New Kingdoms)
 - ii) Nubia
 - b) ***Southwest Asia (Mesopotamia)**
 - i) Sumer
 - ii) Akkad
 - iii) Hittites
 - iv) Phoenicians
 - v) Assyria
 - vi) Babylonia
 - c) ***South Asia**
 - i) Indus
 - ii) Aryan (Vedic)
 - d) ***East/Southeast Asia**
 - i) China
 - ii) Xia
 - iii) Shang
 - iv) Zhou
 - e) ***Europe**
 - i) Minoans
 - ii) Mycenae
 - f) ***Americas**
 - i) Olmec
 - ii) Chavin
- 2) Classical Era. 600 BCE to 600 CE.
 - a) Africa – Nothing.
 - b) East/Southeast Asia
 - i) ***Qin Dynasty & Han Dynasty (these go together)**
 - c) Americas
 - i) ***Mayans & Teotihuacan (these go together)**
 - d) Southwest Asia
 - i) ***Persian Empire**
 - ii) **Israel**
 - e) Europe
 - i) ***Greece & Alexander the Great**
 - ii) ***Roman Republic and Empire (separate)**
 - f) South Asia
 - i) ***Maurya Empire & Gupta Empire (these go together)**

Please notice that there are Civilization Fact Reports that have many peoples under one report, and some that are more specific that only have one civilization per report. The reason for this, initially, is that civilizations in the Ancient Era are relatively simple, and therefore can be condensed into one report per area indicated above. Things become a little complex moving into the Classical Era, so more specific reports will be needed.

Junior: AP US HISTORY

CONGRATULATIONS! You have decided to take on one of the greatest challenges of your academic career.

- 1) Download the course textbook.
- 2) Thoroughly read and prepare either Cornell or Harvard notes for each chapter 1-5.
 - Outlines are meant to be short, so you should not be copying the whole chapter. Instead, you should only outline the main ideas for each chapter.
- 3) Be prepared—you MAY have a test over the main ideas of each chapter the first week of school.

Course textbook is located here:

<https://www.dropbox.com/sh/8tuku7ho3veaf50/AABZTM3nLLGR3Rnj8aPKzF8Sa?dl=0>

CORNELL NOTES:		“HARVARD” OUTLINE:
Chapter One: New World Beginnings		New World Beginnings: 33,000 B.C. – A.D. 1769
Shaping of North America	<p><u>Pangaea</u> (evidence = identical fish in lakes on different continents) Appalachian mtns. are formed, others come later. <u>225 million</u> – Pangaea breaks apart <u>10 million</u> – N.A. shaped by nature (Canadian shield) <u>2 million Years ago</u> – Great Ice Age <u>10,000 years ago</u>- ice retreats leaving Great Lakes, Great Salt Lakes, MS river, etc</p>	<p>I. The Shaping of North America A. 225 million years ago – super continent w/all world’s dry land 1. Evidence: nearly identical fish in lakes on diff. continents 2. Breaks apart 225 million years ago B. Mountain ranges 1. Appalachian – oldest, 350 million years ago 2. Rockies, Sierra Nevada, Cascades – 135-25 million years ago C. 10 million years ago – N.A. shaped by nature (Canadian shield) D. 2 million years ago – Great Ice Age E. 10,000 years ago – ice retreats 1. Great Lakes, Great Salt Lakes, MS river formed</p>
<p>Summary: A lot of the geography of NA is recent, forming in last 10k years, especially the Great Lakes, MS river, and Great Salt Lakes.</p>		

*Outlines for each chapter should be approximately three pages in length but not more than four pages.

VOCABULARY AND IDENTIFICATION: Make sure that you incorporate these into your outlines!

CHAPTER 1

Pueblo culture
Mound builders
Mississippian culture
Cahokia
Anasazis
Chaco Canyon
Iroquois Confederacy
Vinland
Marco Polo
Bartholomeu Dias

“Dark Continent”
Vasco da Gama
Christopher Columbus
“Indies”
Hispaniola
“sugar revolution”
Columbian Exchange
Treaty of Tordesillas
conquistadores
Vasco Nunez Balboa
Ferdinand Magellan

Juan Ponce de Leon
“fountain of youth”
Francisco Coronado
Hernando de Soto
Francisco Pizarro
Incas
Encomienda
Hernan Cortes
Aztecs
Tenochtitlan
Moctezuma (Montezuma)

mestizos

John Cabot
 Giovanni da Verrazano
 Jacques Cartier
 St. Augustine, Florida
 Pope's Rebellion
 Robert de La Salle
 Father Juniper Serra
 "mission Indians"
 "Black Legend"
CHAPTER 2
 Henry VIII
 English "sea dogs"
 Francis Drake
 Sir Walter Raleigh
 Roanoke Island
 "Virgin Queen"
 Philip II of Spain
 Spanish Armada
 Elizabeth I
 "enclosure" movement
 joint-stock company
 Virginia Company
 Jamestown
 John Smith
 Pocahontas
 "starving time"
 Lord De La Warr
 Powhatan's Confederacy
 First Anglo-Powhatan War
 "Irish tactics"
 John Rolfe
 Second Anglo-Powhatan War
 tobacco (cash crop)
 King Nicotine
 House of Burgesses
 Lord Baltimore
 St. Marys (Maryland)
 Act of Toleration (1649)
 Barbados slave code
 King Charles I
 Oliver Cromwell
 Restoration colonies
 King Charles II
 Lord Proprietors (Carolinas)
 Willam Penn
 Charles Town
 "graveyard of the Atlantic"
 North Carolina and South
 Carolina James Oglethorpe

"charity colony"
 Savannah, Georgia
 John Wesley
CHAPTER 3
 Martin Luther
 Protestant Reformation
 John Calvin
 Calvinism
 predestination
 conversion
 "visible saints"
 Puritans
 King James I
 Separatists
Mayflower
 Pilgrims
 Plymouth Rock
 Mayflower Compact
 William Bradford
 Massachusetts Bay Colony
 Great Migration
 John Winthrop
 "a city upon a hill"
 Bible Commonwealth
 John Cotton
 "the Blue Law State"
 "Day of Doom" (1662)
 Anne Hutchinson
 Roger Williams
 Rhode Island
 Thomas Hooker
 Fundamental Orders of
 Connecticut Hartford
 New Haven
 Squanto
 Mystic Massacre (1637)
 Metacom (King Philip)
 King Philip's War (1675-76)
 New England Confederation
 (1643) Dominion of New
 England
 Navigation Laws
 Sir Edmund Andros
 Glorious Revolution (1688-89)
 William and Mary
 "salutary neglect"
 Anglo-Dutch wars
 Henry Hudson
 New Netherland
 New Amsterdam

Patroonships
 Peter Stuyvesant
 New Sweden
 Duke of York
 Quakers
 William Penn
 "Penn's Woodland"
 Chief Tammany
 middle colonies
 City of Brotherly Love
CHAPTER 4
 indentured servants
 headright system
 William Berkeley
 Nathaniel Bacon
 Bacon's Rebellion
 middle passage
 slave codes
Gullab
 Stono Rebellion
 FFVs
The Scarlet Letter
 Nathaniel Hawthorne
 Harvard College
 William and Mary College
 "jeremiad"
 Half-Way Covenant
 Salem Witch Trials
 "Yankee ingenuity"
 "New England conscience"
CHAPTER 5
 Pennsylvania Dutch
 Scots-Irish
 "great wagon road"
 Paxton Boys
 Regulator Movement
 triangular trade
 Molasses Act of 1733
 Anglican Church
 Congregational Church
 the Great Awakening
 Jonathan Edwards
 George Whitefield
 "old lights" and "New lights"
 Charles Wilson Peale
 Phillis Wheatley
 Benjamin Franklin
Poor Richard's Almanack
 John Peter Zenger (freedom of
 press

GEOGRAPHY:

Geography is an *essential* part of your understanding of United States history. Using the maps provided in this packet, hand draw, label and color them according to the following directions. These maps will serve as valuable resources for you over the course of the school year. Use colored pencils when asked to color. Submit your maps with the rest of your summer assignment on the first day of school. ***Learn these maps as you complete them.**

Map #1: Political Geography

1. Label all 50 states and their corresponding capitals. Label the state names in *black ink* and each state capital in *blue ink*.

Map #2: Historical maps

1. Outline, label, and shade the original 13 colonies in purple
2. Outline, label, and shade the Louisiana Purchase in green
3. Outline, label, and shade the Independent Republic of Texas in yellow
4. Outline, label, and shade the Oregon Country in brown
5. Outline, label, and shade the territory acquired in the Mexican Cession of 1848 in red
6. Outline, label, and shade the Gadsden Purchase in pink
7. Outline, label, DO NOT shade the Union states during the Civil War in blue
8. Outline, label, DO NOT shade the Confederate states during the Civil War in gray

Map #3: Physical Geography

Label the following features on Map #3

Rivers: (blue)

- Ohio River
- St. Lawrence River
- Hudson River
- Missouri River
- Columbus River
- Colorado River
- Snake River
- Mississippi River
- Rio Grande
- Delaware River

Mountains: (brown)

- Rocky Mountains
- Appalachian Mountains

Cascade Mountains

Sierra Nevada

Coast Range

Lakes & Other Bodies of Water (orange)

- Great Salt Lake
- Chesapeake Bay
- Lake Tahoe
- San Francisco Bay
- Bering Strait
- Strait of Florida

Islands (green)

- Long Island
- Florida Keys

Aleutian Islands

Hawaiian Islands (Hawaii, Maui, Oahu)

Other Physical Features (black)

- Grand Canyon
- Atlantic Coastal Plains
- Great Basin
- The Everglades
- The Bayou
- Great Plains
- Mississippi Delta

Deserts (red)

- Mojave
- Sonora

MAP 1 & 2: http://www.phschool.com/curriculum_support/map_bank/pdfs/us_politicalA.pdf

MAP 3: http://www.phschool.com/curriculum_support/map_bank/pdfs/Phys_Regions_US_A.pdf

Senior: AP AMERICAN GOVERNMENT AND POLITICS**Part I: The United States Constitution****A) Read and Understand:**

We'll be using and referencing the Constitution all year long. Read every word thoroughly -from the beginning of the Preamble to the end of the 27th Amendment. Look up and read commentary on what you don't understand.

B) Summarize:

Create a table of contents for both the Articles and the Amendments of the Constitution. Read each article of the Constitution. Summarize the general purpose of each article and amendment, and then write down any bigger questions you have for discussion. This can be a place for creative "what-if" questions too. This must be typed.

Part II: Current Events**A) Follow:**

Second, start following U.S. Government and politics news stories. Look for daily news stories that portray the national government in action and highlight the issues/crises it must deal with everyday. Especially focus on stories that discuss Congress, the Presidency, Federal agencies, and the Supreme Court. You can also follow stories that involve national elections, politics, and politicians. Being able to discuss "real world" current events will greatly enhance your understanding of the theoretical concepts in this course. In addition, current events knowledge is assumed on the AP Exam free response section.

B) Record:

To document your developing news habit keep a current events journal over the summer. Beginning Monday, June 2nd through Sunday, August 10th, select at minimum ONE major national news story a week to write about. The articles may come from a newspaper (ie. The Washington Post or New York Times) or a magazine (ie. Time or Newsweek). Summaries must be a minimum of one paragraph, eight sentences each. Make sure to cite the articles in CMS Format. This must be typed. Be prepared to share and discuss these articles and events the first week back to school!

C) Watch:

Make a habit of watching any national (not local) evening news program on major TV networks; CBS, ABC, NBC, FOX. Also, check out Sunday morning "interview" shows like Meet the Press (NBC), Face the Nation (CBS) and Fox News Sunday with Chris Wallace. Spend some time watching Watch specialized 24/7 news channels like Fox News Channel (FNC), Cable News Network (CNN), or MSNBC. Check out CSPAN and its affiliates for the latest news from Congress. Try to find one you like above the others. Lastly, spend some time checking out parody news shows like The Daily Show with John Stewart and The Colbert Report. These are comedy shows, but can be very insightful about politics and current events. If you do not have cable, all of these shows can be accessed online and on iTunes.

Part III: Crossover Reading**A) Read:**

Read chapters 1-8 of John Locke's *Second Treatises of Government*. You can read it online at www.constitution.org/jl/2ndtreat.htm, check out a copy at the library, or download an E version for \$0.99.

B) Research & Write:

Find a current event that demonstrates each of the following ideas about government from Locke. Write a brief explanation (a solid eight sentence paragraph) explaining how your different current events relate directly to Locke's ideas. You may use current events from your current event journal as examples of Locke's ideas. You cannot use the same current event to explain two or more of Locke's ideas. If you are having trouble finding articles that relate, you can search archives for articles published in the last three years. As with your other articles, please make sure to cite using Chicago Manual of Style [CMS] Format. This portion must also be typed.

1. *[All men [should remain] naturally in...a state of perfect freedom to order their actions, and dispose of their possessions and persons, as they think fit, within the bounds of the law of nature, without asking leave, or depending upon the will of any other man (Locke II.4).*

2. *[All men should exist in] a state...of equality, wherein all the power and jurisdiction is reciprocal, no one having more than another; there being nothing more evident, than that creatures of the same species and rank, promiscuously born to all the same advantages of nature, and the use of the same faculties, should also be equal one amongst another without subordination or subjection (Locke II.4).*
3. *The state of nature has a law of nature to govern it, which obliges every one: and reason, which is that law, teaches all mankind, who will but consult it, that being all equal and independent, no one ought to harm another in his life, health, liberty, or possession... [As we are] sharing all in one community of nature, there cannot be supposed any such subordination among us, that may authorize us to destroy one another...so by the like reason, when his own preservation comes not in competition, [he ought], as much as he can, to preserve the rest of mankind (Locke II.6).*
4. *The state of war is a state of enmity and destruction: and therefore declaring by word or action, not a passionate and hasty, but a sedate settled design upon another man's life, puts him in a state of war with him against whom he has declared such an intention...and one may destroy a man who makes war upon him, or has discovered an enmity to his being, for the same reason that he may kill a wolf or a lion; because such men are not under the ties of the common-law of reason, have no other rule, but that of force and violence, and so may be treated as beasts of prey, those dangerous and noxious creatures, that will be sure to destroy him whenever he falls into their power (Locke III.16).*
5. *Man being born, as has been proved, with a title to perfect freedom, and an uncontrolled enjoyment of all the rights and privileges of the law of nature, equally with any other man, or number of men in the world, hath by nature a power, not only to preserve his property, that is, his life, liberty and estate, against the injuries and attempts of other men; but to judge of, and punish the breaches of that law in others, as he is persuaded the offence deserves, even with death itself, in crimes where the heinousness of the fact, in his opinion, requires it (Locke VII.87).*

Part IV: Suggested Summer Readings

Most can be found online for free, or on the Kindle/ iPad for free or \$0.99

The Articles of Confederation-- http://avalon.law.yale.edu/18th_century/artconf.asp

The Declaration of Independence--

http://www.archives.gov/exhibits/charters/declaration_transcript.html

Democracy in America by Alexis de Tocqueville--

http://xroads.virginia.edu/~hyper/DETOC/toc_indx.html

The Federalist Papers-- http://avalon.law.yale.edu/subject_menus/fed.asp

The Penguin Guide to the U.S. Constitution ←available online at Amazon and at Barnes and Noble.

Due Date:

ELECTIVES:

AP PSYCHOLOGY (11/12)

“What is a Perspective (School of Thought)?”

A perspective is a school of thought or a way of describing/viewing some phenomenon such as mental illness or behavior.

Many topics in psychology can be viewed in a number of ways. For example, let’s consider the subject of aggression. Someone who emphasizes a *biological perspective* would investigate how the brain and nervous system impact aggressive behavior. A professional who stresses a *behavioral perspective* would investigate how environmental variables reinforce aggressive actions. Another psychologist who utilizes a *humanistic approach* might consider that behavior to be a choice with acceptable consequences, etc.

Complete the following IN A CHART FORMAT: (Typed in a legible font).

- a. Research each using one or more *valid* internet sites.
- b. Define each perspective IN YOUR OWN WORDS.
- c. List any people associated with the founding of each, if any.
- d. In your OWN WORDS create a “real life” example of each using a “real life” problem. (You may have to research a bit to understand the concept enough to do this) Your conclusions may be incorrect – and that is okay – it is your reasoning that I am seeking.

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Example:

- a. Schizophrenia can be described best by the **Biological (Neuroscience)** perspective because research states that the ventricles of the human brain are larger in people with schizophrenia. Also medication can help relieve many symptoms of the disorder.

7 major perspectives in modern psychology

- | | |
|--|---|
| <ul style="list-style-type: none"> 1. The Biological Perspective (Neuroscience) 2. The Psychodynamic Perspective 3. The Behavioral Perspective 4. The Humanistic Perspective | <ul style="list-style-type: none"> 5. The Cognitive Perspective 6. The Cross-Cultural (Socio-Cultural) Perspective 7. The Evolutionary Perspective |
|--|---|

That's it, friends. Do this for all 7 perspectives and have it ready to turn in (hard copy) on the first day of school. I am looking forward to our journey together.

PERSPECTIVE	EXPLANATION OF PERSPECTIVE	WHO IS ASSOCIATED WITH IT?	REAL LIFE APPLICATION/ EXAMPLE
Biological			
Psychodynamic			
Behavioral			
Humanistic			
Cognitive			

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Cross-Cultural (aka Socio-cultural)			
Evolutionary			

AP EUROPEAN HISTORY (11/12)