

# 2016 ADVANCED PLACEMENT (AP) SUMMER ASSIGNMENTS FOR SOCIAL SCIENCE DEPARTMENT

## AP WORLD HISTORY (9<sup>TH</sup> GRADE)

**PURCHASE:** Baron's AP World History Edition 6\*

**READ:** Introduction, Pages 3 - 43. Take notes and understand thoroughly the requirements and rigor of the AP World History exam.

**NOTE:** Students will be tested on their understanding of the requirements and rigor within the first two weeks of the school year.

\*This textbook should be purchased BEFORE the commencement of school to assure a prompt beginning of the course. This textbook may be purchased anywhere the student desires and in electronic format if available.

## AP PSYCHOLOGY (10<sup>TH</sup>, 11<sup>TH</sup> & 12<sup>TH</sup> GRADE)



- **Purpose:** The reasoning behind a summer assignment is to prepare students for the rigorous work that all Advanced Placement classes must complete. To that end the A.P. Psychology summer assignment is designed to allow students to get off to a good start in class. **These assignments are to be turned in on the first day of class and must be handwritten in order to earn credit.** There are no excuses, (including I tried to drop but couldn't) this will be your first *assessment grade* for the marking period.

- The **first assignment** is to purchase the Phineas Gage Book~By John Fleischman and ensure that you read it; you will be tested on it within the first week of school.
- The **second assignment** will incorporate some technology. TED is a nonprofit organization devoted to spreading ideas in short, powerful talks in 18 minutes or less. TED is an acronym for technology, entertainment, and design. I have sifted through the psychology section of TED and found 9 “talks” that could be of interest. Of these 9, you are to watch any **three** of your choosing. After listening to these lectures, you will provide a one paragraph summary **OF EACH LECTURE** consisting of at least seven sentences. Feel free to incorporate your opinion of the talk and discuss terms you were interested in, as well as terms you were unsure about.

- |  |   |
|--|---|
| 1. Philip Zimbardo: The Psychology of Evil         | 6. Angela Lee Duckworth: The Key To Success –       |
| 2. Martin Seligman: New Era of Positive Psychology | 7. Grit Amy Cuddy: Body Language Shapes Who You Are |
| 3. Elizabeth Loftus: How Reliable Is Your Memory   | 8. Dan Gilbert: Surprise Science of Happiness       |
| 4. Susan Cain: Power of Introverts                 | 9. Pamela Meyer: How To Spot A Liar                 |
| 5. Tony Robbins: Why We Do What We Do              |   |

- The **third assignment** is to look through the list below and choose two films to watch. You are to watch two of the films and complete the assignment below.

\* First paragraph will be a review of the movie plots. Get to the point without many of the psychological details. This is where you would briefly identify the main characters in the movies.

\* The second/third paragraphs will be your opportunity to connect the movie to psychology. Each film is filled with psychological topics. You may need to conduct some minor psychological research in fully comprehending the topics discussed. Utilize these paragraphs to compare and contrast the themes in each film. You must discuss at least two topics, so choose wisely.

\* The final paragraph will serve as your conclusion and closing paragraph. In this paragraph, you are to give your opinion of the films. Did you like the films? Why, why not? Also, within this last paragraph, discuss the psychological importance of these films, in an attempt to persuade next year’s students in to watching these films on their own.

- |                               |                                |
|-------------------------------|--------------------------------|
| 1. Benny & Joon - PG-13       | 7. Catch Me If You Can - PG-13 |
| 2. Three Faces of Eve - PG-13 | 8. Black Swan - R              |
| 3. As Good As It Gets - PG-13 | 9. The Breakfast Club - R      |
| 4. Good Will Hunting - R      | 10. Rain Man – R               |
| 5. A Beautiful Mind - PG-13   |                                |
| 6. Girl, Interrupted – R      |                                |

- Supplies needed for this class- \*\*\*\*\*You must have this by the end of the first week of school\*\*\*\*\*
  1. Barron's AP Psychology 6<sup>th</sup> or 7<sup>th</sup> ed. Either one will be fine but cannot be older because of DSM 5 revisions.
  2. 500 index cards 3 x 5 or 4 x6 (either is fine)/ and package of rubber bands.
  3. 1-1.5 inch binder with loose leaf paper
  4. 15 dividers with tabs

## **AP UNITED STATES HISTORY (11<sup>TH</sup> GRADE)**

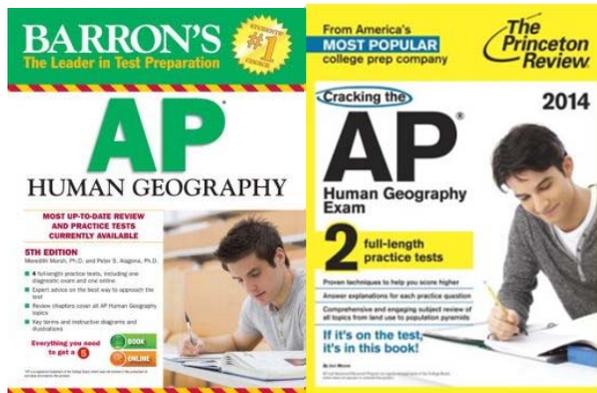
Buy: AP Princeton Review Cracking the AP United States History (Latest version) for AP United States Students and Barron's AP US History (Latest), both available at Barnes and Noble or Amazon.com

- Students will HAND WRITE a one page summary of EACH chapter, so if there are 12 chapters for the 2014 version then students are to write 12 PAGES (or more) OF HAND WRITTEN (NOT TYPED) summaries (for each of the chapters).

## **AP HUMAN GEOGRAPHY(11<sup>TH</sup> & 12<sup>TH</sup> GRADE)**

Buy: Princeton Review Cracking the AP Human Geography Exam (Latest version) or Barron's AP Human Geography.

This can be purchased easily thru an online retail store or your local book store. Typical cost is \$ 10 - \$20. It is possible to obtain a used review book or obtain the 2015 edition with no penalties for using the 2015 edition. Purpose of this assignment is that each student becomes familiar with the material that they will encounter throughout the school year. This subject will most likely be the first time student is exposed to this type of material.



Student is to answer the questions below on the first page followed by a one page summary of each subject area in the book. Each summary is to have 5 (no more or no less) vocabulary words in their summary. The assignment must be typed with APA standards; which are font Times New Roman, size 12, double spaced, and have a running header with your name and subject (AP Human Geography Summer Reading) on the top right hand corner.

1. How is the AP Exam broken down?
2. How is the Exam scored?
3. What is considered a qualified score?
4. What type of school will accept certain score? (example: Score of 2 will be accepted by University XYZ) Will have to search on internet
5. What are the seven subject areas of Human Geography?

**Scoring Rubric**

Proper Format	15 Points
First Page (Questions)	15 Points
<u>Each Subject Summary (7)</u>	<u>10 Points</u>
Total	100 Points

***"They are a limited amount of free copies of the Study Guides at Ronald Reagan. It is a first come first serve bases." Please contact the MAIN OFFICE, to pick up a free copy, once again only a limited number are available.***

# **AP EUROPEAN HISTORY(11<sup>TH</sup> & 12<sup>TH</sup>)**

**Directions:** Research the internet and answer the questions below.

NOTE: You will need to answer the questions thoroughly! Responses to individual questions will need paragraph answers; some may require multiple paragraphs.

**One or two sentences will not cover it!**

## **Section 1: Ancient Times: Greece, Rome, and Christianity**

1. What was the long-lasting impact of Greek civilization?
2. What was the long-lasting impact of Roman civilization?

## **Section 2: The Early Middle Ages: The Formation of Europe**

1. Why did the Roman Empire fall?
2. Discuss the three regions that developed after the fall of Rome.
3. How did Christianity establish itself as the primary religion of Europe?
4. What was the Great Schism of 1054?
5. Why was the Frankish King Charlemagne so important?

Historical Thinking Skill: **Historical Argumentation** – Do you think that it is fair to label the period of 500-1000 C.E. in Western Europe as the “Dark Ages”? Explain why or why not

Historical Thinking Skill: **Synthesis** – What do you think might had happened if the Christian and Frankish armies had failed to defeat the Muslims at the battle of Tours in 732?

## **Section 3: The High Middle Ages: Secular Civilization**

1. Discuss the sweeping changes in Europe during the eleventh century.
2. Why did slavery practically disappear from medieval Europe?
3. How would you define feudalism? What were its origins?

Historical Thinking Skill: **Comparison** - What were the differences between (a) feudalism and the manorial system and (b) the lord-vassal relationship and the lord-serf relationship?

Historical Thinking Skill: **Historical Argumentation** – Was Manorial system truly based on mutual reciprocity? Explain why or why not.

4. Discuss the role of commerce in the towns in the High Middle Ages. What effects did commerce and the growth of towns have on the rural countryside?
5. How did guilds function? What was their role in town life?

#### **Section 4: The High Middle Ages: The Church**

1. How did Pope Gregory VII hope to reform the church? What were his ideals? Who stood in the way of the realization of those ideals?
2. What were the accomplishments of Pope Innocent III and the Council of 1215?
3. What were the origins and nature of the universities in the High Middle Ages?
4. Why was it so important to medieval scholars to resolve the seeming contradiction between faith and reason? Explain the conflict and discuss the solution that scholasticism proposed.
5. Discuss the significance of the Crusades.

Historical Thinking Skill: **Comparison** – Compare Europe with China in 1300.

#### **Section 5: The Disasters of the 13<sup>th</sup> and 14<sup>th</sup> Centuries**

1. Discuss the significance of the Black Death; what were the negative effects? Were there any positive effects? If so explain.
2. Discuss the significance of the Hundred Years War on both England and France? Who won and why? Be sure to discuss the changing nature of warfare and the importance of Joan of Arc.

3. What were the Babylonian Captivity and the Great Schism (1378-1417)?
4. Discuss the significance of the fall of Constantinople to the Ottoman Turks.

# **AP US GOVERNMENT AND POLITICS**

## **(12<sup>TH</sup> GRADE)**

During the first week of class, you will have a quiz on some of these amendments, cases and acts. Create index cards and use them as a study guide. (79 index cards)

- I. Read the 27 amendments to the Constitution, while reading, create index cards that summarize all 27 amendments to the U.S. Constitution in your own words.
- II. Read about the following essential acts, while reading, create index cards that summarize the act and discuss its long term impact:
  1. Americans with Disabilities Act (1990)
  2. Freedom of Information Act (1974)
  3. Federal Election Campaign Acts (1971-74)
  - 4. Hatch Act (1939)**
  5. Civil Rights Act (1875)
  - 6. Civil Rights Act (1964)**
  7. Civil Rights Act (1991)
  8. Sherman Anti-Trust Act (1896)
  - 9. Bipartisan Campaign Reform Act (2002)**
  10. Higher Education Act, Title IX (1972)
  - 11. War Powers Act (1973)**
  - 12. Voting Rights Act (1965)**
- III. Read about the following essential Supreme Court Cases, while reading, create index cards for the following essential Supreme Court cases, on each index card should be:
  - a) A short summary of the decision.
  - b) The Constitutional Topic that it dealt with.
  - c) The significance of the decision.

**The cases are (Pay special attention to the bolded ones):**

1. *Emerson v. Board of Education (1947)*
2. *In Re Gault (1967)*
3. *Schenck v. United States (1919)*
4. *Gitlow v. New York (1925)*
5. *Tinker v. Des Moines (1968)*
6. *Brandenburg v. Ohio (1969)*
7. *Texas v. Johnson (1989)*
8. *New York Times v. Sullivan (1964)*
9. *New York Times v. United States (1971)*

10. *Hazelwood School District v. Kuhlmeier* (1988)
11. *Engel v. Vitale* (1962)
12. **Lemon v. Kurtzman (1971)**
13. *Board of Education of Westside Community School v. Mergens* (1990)
14. *Santa Fe Independent School District v. Doe* (2002)
15. *Wisconsin v. Yoder* (1972)
16. *United States v. Leon* (1984)
17. **Miranda v. Arizona (1966)**
18. *Powell v. Alabama* (1932)
19. *Gideon v. Wainwright* (1963)
20. **Citizens United v. FEC (2010)**
21. *Escobedo v. Illinois* (1964)
22. *Furman v. Georgia* (1972)
23. **Dred Scott v. Sanford (1857)**
24. **Plessy v. Ferguson (1896)**
25. **Brown v. Board of Education (1954)**
26. *Romer v. Evans* (1996)
27. **Korematsu v. United States (1944)**
28. *Regents of the University of California at Davis v. Bakke* (1978)
29. **Marbury v. Madison (1803)**
30. *Church of the Lukumi Babalu Aye v. City of Hialeah* (1993)
31. **McCulloch v. Maryland (1819)**
32. *Gibbons v. Ogden* (1954)
33. *Harper v. Virginia Board of Elections* (1966)
34. *United States v. Nixon* (1974)
35. *Brown v. Louisiana* (1966)
36. *NAACP v. Alabama* (1958)
37. *Griswold v. Connecticut* (1965)
38. **Roe v. Wade (1973)**
39. **Mapp v. Ohio (1961)**
40. *Nix v. Williams* (1984)

## **AP MACROECONOMICS (12<sup>TH</sup> GRADE)**

During the first week of class, you will have a quiz on some of these topics, study!

Watch the KhanAcademy Videos about the following subjects (Please note that some sections are omitted, only take notes on the videos below). For each video, you will complete at least one page of notes, paying special attention to the graphs they utilize and what factors affect the graph.

In total, this will be at least 9 pages of notes (1 per letter below). Label each sheet with the title of the video.

<https://www.khanacademy.org/economics-finance-domain/microeconomics/supply-demand-equilibrium>

- I. Law of Demand
  - a. Law of Demand
  - b. Price of Related products and demand

- c. Change in expected future prices and demand
  - d. Changes in income, population or preference
  - e. Changes in income, population or preferences
- II. Law of Supply
  - a. Law of Supply
  - b. Factors affecting supply
- III. Market Equilibrium
  - a. Market Equilibrium
  - b. Changes in market equilibrium.