MISSION STATEMENT

H. Frank Carey High School strives to create a culture and climate that:
- Promotes learning
- Encourages innovation
- Builds a community of life-long learners among
  - Our students
  - Our staff
  - Our community
This is achieved in a safe environment that recognizes and celebrates our diversity and challenges our students to be 21st Century learners.

BELIEF STATEMENT

*We believe that…*
- All students have the potential to achieve academic success.
- Differentiated instruction is essential for academic success.
- Learning occurs best in a safe, nurturing environment.
- We should continually challenge ourselves as educators and be lifelong learners.
- Open communication amongst stakeholders (administrators, teachers, staff, parents, students) is essential for the success of our mission.
- Students should receive a multi-faceted education that encompasses developing our students’ social, emotional and physical well-being and prepare them to be critical thinkers and problem solvers.
- The community is an essential component in the development of our students.
  - Infusing information technology skills into curriculum helps prepare our students for the challenges of the 21st Century.
- Students should be encouraged to appreciate and respect diversity in preparation for their success in a global society.
- Extracurricular activities and sports are essential components in developing successful young men and women.
PROFILE OF A GRADUATE
Students should be able to:

- Learn how to learn – become problem solvers.
- Use critical thinking and problem-solving skills to deal with real life situations. □ Think analytically. □ Be politically, culturally and environmentally aware. □ Handle life’s challenges and obstacles and to be resilient. □ Use practical skills to live independently.
- Utilize technology in a productive and responsible manner and adapt to the ever-changing advances in technology. □ Demonstrate integrity through moral and ethical decision making.
- Demonstrate tolerance towards others.
Spring 2021

Congratulations on your decision to challenge yourself by stretching your academic pursuits!

The teachers, counselors and administrators fully support you in your quest to master the AP coursework and exam. This handbook contains pertinent information about the course and detailed summer assignments to help you prepare for the AP curriculum.

Due to the administration of the exams in early May, certain courses utilize time over the summer to acquaint students with ideas and concepts that will act as foundational elements and/or initial launching points. Feel free to email teachers at any point over the summer for clarification or critical correspondence.

The assignments will be collected, graded and discussed with you. Please take your time to complete them and get the most out of your experience, keeping in mind that you committed to the course(s) for the 2018-19 academic year.

Here’s to an enjoyable summer with a splash of intellectual growth and curiosity.

In pursuit of excellence,

Christopher T. Fiore
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Overview:
AP Two-Dimensional Design is a college level art course where students will create a portfolio of 24 exhibition quality pieces of artwork. The emphasis in this AP class is on how one interprets the Elements and Principles of Art: (line, color, texture, space, value, shape and form – unity, balance, contrast, repetition, variety, and dominance). This portfolio is intended to address two-dimensional (2D) design issues. Design involves purposeful decision making about how to use the principles of art in an integrative way. For this portfolio students are asked to demonstrate understanding of 2-D design through any two dimensional medium or process, including, but not limited to graphic design, digital imaging, photography, collage, fashion design, painting and printmaking.

Summer assignments will prepare students for the AP portfolio requirements in the coming year. Summer assignments will indicate the student’s ability to work independently. Students will select at least 5 selections from a list of assignments that will be submitted on the first day of classes. The AP teacher will be available on a consistent basis throughout the summer to answer questions via e-mail throughout the summer. There is a high level of commitment that is expected of any student who chooses to take an AP Studio Art course. It is treated as a college level course with opportunities to participate in shows, contests and frequent critiques in class. Assignments are due every two weeks. One half of the coursework will be completed independently by students, in addition to the coursework completed in the classroom.

Summer Assignment:
The most important grading factor in this class will be the weekly photographic evidence of your efforts towards your final AP portfolio. The amount of time required for completion of your AP portfolio will vary as the year progresses. You should expect to do something for this class every day. I hope that you will enjoy the year, work hard, and come out of it with an outstanding portfolio you can be proud of.

Summer homework assignments will prepare you for the AP portfolio requirements for the coming year. Your summer assignments will give me an indication of your ability to work independently.

The emphasis in this AP class is on how you interpret the Elements and Principles of Art as seen through the lens of your camera: (line, color, texture, space, value, shape and form – unity, balance, contrast, repetition, variety, and dominance).
Assignment 1

Instructions: You are to complete at least five **(5)** of the following assignments over the summer and bring them to school in September in a digital format that will be easily viewable. **These photographs may be taken on any camera which allows you to zoom on and out including a point and shoot digital camera, a DSLR camera, a phone camera. You may edit your work using Photoshop or similar apps that allow you to edit digital images.**

** (YES, you may substitute some of these assignments with your own unique photo experiences)

- Shoot a portrait, self-portrait, landscape, or still-life in the style of another artist in which formal aspects of design are emphasized – i.e. Monet/Impressionism, Matisse/Fauvism, Picasso/Cubism, Warhol/Pop, Dali/Surrealism, Van Gogh/Post-Impressionism, etc. You may have to do a bit of research to understand the stylistic tendencies of these artists/movements.

- Shoot a self-portrait, or several different ones, that express a specific mood/emotion – e.g. anger/rage, melancholy/loneliness, happiness/joy, etc. Manipulate light and color to enhance the mood of the photograph. You may want to research the self-portraits of Painters such as: Van Gogh, Rembrandt, Dürer,

- Do a portrait, self-portrait, still-life, or landscape using either a complementary, analogous, or split-complementary color scheme. (Photoshop enhanced)

- Take a series of photographs of a still-life arrangement that consists of reflective objects. To add interest to the composition, you might also want to photograph yourself being reflected in the objects.

- Use an underwater disposable camera and shoot objects and humans in a pool or glass bowl…. Or stay on the surface and use a regular camera

- Take a series of shots looking inside a closet, under a bed, inside a cabinet, refrigerator, inside your car, back pack…use your imagination!

- Developing a Composition that Shows Progressive Magnification of a Subject:
  Select either an organic or inorganic object to photograph.

- Choose a theme and create a series of 5 photographs depicting one of the following:

  ➔ Take a series of 10 SELF PORTRAITS at different times during the day and night …. (using flash and natural light)

  ➔ Photograph store windows (** day or night)
• Helpful Websites
• PINTEREST
• https://www.pinterest.com/
• AP 2D Design Site
• https://apcentral.collegeboard.org/courses/ap-2-d-art-and-design/course
• BOTH ARE GREAT WEBSITES FOR CONCENTRATION IDEAS.

Assignment 2
AP 2D Sustained Investigation (S.I)

IN YOUR SKETCHBOOK:

BRAINSTORM A LIST OF:
- 10 activities that interest you
- 10 objects that interest you
- 5 artists that you like – what do you like about their work that you would like to bring to your own work
- Your favorite 5 artworks (identify with artist)
- Elements of Art that interest you
- 10 images that interest you – there doesn’t need to be a reason they interest you.
- 5 topics that interest you from the list below

THINGS TO CONSIDER:

You will need to create 15 cohesive pieces.
A theme does not mean that they all look the same.
Show a full range of contrast.
Point of View – An interesting point of view can have a powerful impact
Have unique compositions:
- Asymmetry is better than Symmetry
- Create movement that leads to your area of emphasis/interest
- The eye likes thirds
- Diagonals are more exciting than horizontal or vertical lines
- Avoid a central composition – A bull’s eye does not move the viewer’s eye
- Consider both positive and negative space as well as background
- Cropping is your friend

Work with references:
- Best – Observation from life
- 2nd Best – Combine 3 photographs to create a unique composition OR use an image from a shot that you set up.
- 3rd Best – Enlarge a small section from a photograph
- NEVER – Copy an single existing photograph that you did not take.

Read the information below carefully; it provides an in-depth description of the SI section and lists countless resources:
Focusing on a Body of Work
There is no single correct approach to explaining the Sustained Investigation (Concentration) section of the AP Studio Art Portfolio. However, this definition can serve as a guide. Sustained Investigation is the concept of producing a series of sequential visual forms — forms growing from forms — to explore in greater depth a particular visual concern. Here are some strategies to help you understand the concept.

Developing Student Ideas
Identify your personal interests, passions, and likes and dislikes. In the beginning, the responses may be simple — single words or sentences in a list. As you explore further, you can expand on these initial ideas. Consider and explain how other influences are brought into, or become part of, the idea they wish to pursue. That way you can explain why this idea can serve as the basis of an in-depth exploration.

Artwork Requirement: The first week of May you will submit 15 images that demonstrate:
Sustained investigation through practice, experimentation, and revision
Sustained investigation of materials, processes, and ideas
Synthesis of materials, processes, and ideas
2-D/drawing skills (depending on type of portfolio submitted)

Written Statements: Sustained Inquiry Writing Requirements:
State the following in writing:
Identify the questions that guided your sustained investigation
Describe how your sustained investigation shows evidence of practice, experimentation, and revision guided by your questions (1200 characters maximum, including spaces, for response to both prompts)
Questions that guide the sustained investigation are typically formulated at the beginning of portfolio development.
Students should formulate their questions based on their own experiences and ideas. These guiding questions should be documented and further developed by students throughout the sustained investigation.

Identify the following for each image:
Materials used (100 characters maximum, including spaces)
Processes used (100 characters maximum, including spaces)
Size (height × width × depth, in inches)
For images that document process or show detail, students should enter “N/A” for size (see Additional Information About the Sustained Investigation Section on the following page for more details). For digital and virtual work, students should enter the size of the intended visual display.

Ask yourself: What are your goals? What are your standards? What are you striving for? What do you need to do to optimize your success?
Remember:

- A Sustained Investigation is **not** a series of work involving cats, cars, emotions, and so on, appropriated from appealing images found online.
- The Sustained Investigation idea is not discovered one week prior to the submission of a portfolio by searching for commonalities in a group of divergent works.
- A Sustained Investigation is under way when students come to "own" their imagery, whether objective or nonobjective, based on personal observation, experience, ideas, research, and experimentation, or a combination of these.

It is important to feel comfortable with your sustained investigation because you will be spending a lot of time creating a variety of projects around this concentration topic.

**Sustained Investigation (Si) Inquiry Ideas**

Spend a good amount of time developing your ideas for your Sustained Investigation. You will be working on it for the bulk of your AP time and will create 15 works of art regarding a single ‘Big Idea’.

AP Course Skills are looking for you to successfully demonstrate the following:

- **Inquiry and Investigation**
  - Investigate materials, processes and ideas
  - Making through practice, Experimentation and Revision
- **Make works of art and design by practicing experimenting and revising**
- **Communication and reflection**

**TIPS FOR A SUCCESSFUL SUSTAINED INVESTIGATION**

1. It is not enough to focus on a subject (trees) or a medium (charcoal). If trees, why trees? Is it about growth? Negative space in nature? Protective canopies? Strength and endurance? Branch and leaf structures? The “design” of a forest in compositional relationships? Look at Mondrian, van Ruisdael, Courbet, van Gogh and Fairfield Porter.
2. Your exploration should go deeper than merely taking a subject and executing it in a variety of media or styles. Example: Apples rendered in watercolor, stipple, crosshatch, cubism, fauvism and surrealism.
3. Ideally you should develop a visual language that fits your idea, a style and medium and format appropriate to the theme you are investigating.
4. A sustained investigation can be a series of works that are very consistent in theme and approach OR it may evolve and develop as the visual idea is explored, ending in a different place than where it began. In either case it is best to start out with a clear plan of attack; if the idea changes, the change will usually be the natural result of discoveries made in the process of exploration.
5. Do not choose to work in a medium in which you have absolutely no experience. This is not the time to try something completely new. The point of the investigation is to work in depth. This can usually be best achieved in a medium in which you are already familiar. You are developing concept, not technique.
6. Research artists who have worked in styles similar to your own direction or with similar subject matter. Do not rely totally on yourself for inspiration. Look at historical masters, contemporary artists, the world around you and your peers to cross-pollinate your own ideas.
7. If you choose to work in an area rich in cliché or teenage stereotypes your work must be very original. It is strongly recommended that you avoid topics such as blood dripping, skulls, large eyes, hearts, fairies, vampires, emotion through eyes, your girlfriend/boyfriend, sunsets, rainbows & clouds, or sad clowns.

8. ALL images must adhere to copyright laws. By using original imagery or drawing from life you will avoid any issues.

9. Themes such as “my feelings and emotions”, “nature” or “flowers” are much too broad for a concentration. Even the more common concentration themes such as portraits or still life need a specific focus. Still lifes that tell a story or emphasize a certain interest in composition or design will be more successful. If the concentration is “portraits”, you should consider things like format, intent, point of view, lighting, style and expressiveness.

10. Visit the College Board Website. READ the Concentration Statements and then look at the artwork. Really LOOK at how the artwork is connected and the artist developed the idea.

11. Remember that EACH Piece of ART must be tied to or reflected back to your essential question that prompted your sustained investigation that inspired this body of work that you are going to create

- Use the huge, massive, gargantuan list above to help you.
- When looking at the ideas that interest you, what is your “Big Idea” or “Continuing Question”, or Enduring Idea/Understanding, that you want to address?
- Read through all of them and see what sparks your interest
- If you already have an idea before looking, then that is GREAT! But still check out the list to see if it can help you.

I can be reached during the summer at my school e-mail: Jkaufman@sewanhakaschools.org
Overview:
The A.P. Literature and Composition course is designed to provide students with an opportunity to read and analyze a variety of imaginative literature in several genres and to write and discuss critical interpretations of the material read. Focusing on the societal and historical values of the texts available for use in the district leads to a natural division into two major themes for the year: Gender Roles in Society and Man’s Search for Identity. These themes provide both a natural division and an overlap.

The course provides the intellectual challenges and workload that parallel a typical undergraduate course in English literature while providing students with the means to apply concepts in literature to their own lives. As a result, students will use literature as a means to understand self and others as they uncover universal themes about the world and the human condition. Since they are preparing for their futures in college, it is important that they see writing as a tool in communication, both personal and academic. For them, this culminates in their writing of an effective college application essay as well as a properly prepared literary research paper.

AP Literature Summer Reading Assignment:
One novel (with short-response questions) is being assigned for summer reading for AP Literature & Composition. After reading the entire novel, The Kite Runner by Khaled Hosseini, TYPE your answers for each question. Be prepared to hand in this work for credit and expect to share your work aloud during a class discussion. This work will be due the first FRIDAY we return to school in September. (Tip: be sure to annotate your novel and take notes as you read.) These short responses should be about 5-6 sentences each with supporting evidence. Enjoy this literary gem! Feel free to email me any time over the summer at mbruno@sewanhakaschools.org.

By September 7th, please also purchase the CliffsNotes Workbook entitled “AP English Literature & Composition – 2021 Exam.” An amazon link for this workbook is being included for your reference or use: https://www.amazon.com/dp/1328487946/ref=cm_sw_em_r_mt_imm_awdb_CHH3Z5KQ8VZQ8QYCT9W5
THE KITE RUNNER – SHORT-RESPONSE QUESTIONS:
1. At the beginning of the book, what qualities does the reader perceive in the friendship between Amir and Hassan? By the end of the book, what is discovered about their relationship?

2. After the kite-flying festival, when Hassan runs to get Amir’s kite, what happens to him? How does this event impact the boys’ friendship?

3. In what ways is Amir’s birthday party significant? How is his father’s gift of a watch an essential element to the plot and theme of the film?

4. What is the political climate of Afghanistan when Amir and Hassan are boys? Why does Amir’s father leave for Pakistan?

5. As Baba and Amir are escaping to Pakistan, they are stopped by a Russian who intends to molest a young mother on the truck. How does Baba handle the situation? Why is this encounter especially trying for Amir?

6. How does the text characterize the Afghani community of Fremont? Cite specific details of the economic and social dynamics of the expatriates.

7. What is Amir’s wife Soraya’s secret and how does Amir respond to it? What might Amir have told Soraya of his history?

8. Why does Rahim Khan summon Amir to Pakistan? Why does Amir then go on to Kabul?

9. In addition to being a part of the culture of Amir and Hassan’s boyhood, what thematic significance does kite flying have?

10. Identify at least THREE major themes you see emerging throughout the plot. Be prepared to provide evidence of each theme during our class review.

I can be reached during the summer at my school e-mail: mbruno@sewanhakaschools.org
Overview:
Welcome to 11th Grade A.P. Language and Composition! As per The College Board, “The AP English Language and Composition course is designed to help students become skilled readers and writers through engagement with the following course requirements:
• Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects
• Writing that proceeds through several stages or drafts, with revision aided by teacher and peers
• Writing informally (e.g., imitation exercises, journal keeping, collaborative writing), which helps students become aware of themselves as writers and the techniques employed by other writers
• Writing expository, analytical, and argumentative compositions based on readings representing a variety of prose styles and genres
• Reading nonfiction (e.g., essays, journalism, science writing, autobiographies, criticism) selected to give students opportunities to identify and explain an author’s use of rhetorical strategies and techniques
• Analyzing graphics and visual images both in relation to written texts and as alternative forms of text themselves
• Developing research skills and the ability to evaluate, use, and cite primary and secondary sources

• Conducting research and writing argument papers in which students present an argument of their own that includes the analysis and synthesis of ideas from an array of sources
• Citing sources using a recognized editorial style (e.g., Modern Language Association, The Chicago Manual of Style)

With this in mind, we will use a variety of materials throughout the school year, including song lyrics, contemporary and historical speeches, historical documents (ex: The Declaration of Independence), historical fiction works, TED Talks, and others. Not only will we analyze the use of rhetoric and development of argument in these pieces, but we will also write responses to some pieces, as well as create pieces that are modeled after what has been analyzed in class.
**Summer Assignment:**
Students are to read *Just Mercy* by Bryan Stevenson. The reading needs to be completed by Monday, September 13th. We will use the book in class for a variety of assignments.

***While the movie is excellent, it does not cover much of what the book covers. It is imperative that you do read the book, as we will be discussing and using more than just Walter McMillan's story in our class.

I can be reached during the summer at my school email: hrobertson@sewanhaschools.org
Mathematics Mr. Pontecorvo, Chairperson

AP Calculus AB
Ms. Hellen

Overview:
The AP Calculus AB course is a full high school academic year of work that is equivalent to at least a semester of calculus at most colleges and universities. AP Calculus AB is a course in single variable calculus with topics outlined by the College Board. These topics include techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are demonstrated through the unifying themes of derivatives, integrals, limits, approximation, applications, and modeling.

Each student is required to have their own graphing calculator. The calculator required for this course is Texas Instrument TI-84 or TI-84+ or TI-89. A major objective of the class is to prepare students for the AP Calculus AB exam to be given in the spring. Most, but not all universities, will award credit to students based upon their scores on this exam.

There is NO summer assignment required for this course.

AP Calculus BC
Mr. Posillico

Overview:
AP Calculus BC is equivalent to approximately two college calculus courses. It goes beyond the content that is taught AP Calculus AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler’s method, integration by parts, partial fraction decomposition, and improper integrals), and introduces the topic of sequences and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students will also learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. The calculator required for this course is Texas Instrument TI-84 or TI-84+. This course content will prepare students for the AP Calculus BC exam.

There is NO summer assignment required for this course.
Overview:
AP Statistics is the high school equivalent of a one semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance phenomena. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests.

Students use a TI-84 Plus graphing calculator and computer based statistical software to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data. Students will also work in groups to complete projects based on real world statistical applications. Projects will require them to collect, analyze and interpret data.

AP Summer Assignment:
There is NO summer assignment required for this course.
Music Mr. Cassara, Chairperson

AP Music Theory (Elmont HS, zero period)
Mr. Pesenti

Overview:
AP Music Theory is a college level survey course on the written and aural theory of Western Classical Music. In this course, students discover and analyze the compositional techniques used by the great composers of classical music. As students uncover the magic behind what makes certain music work so well, students then apply these skills to improve their own compositions. In this class, students will develop a complete vocabulary of harmony, and they will also train their ears to be able to pick apart any piece of music they hear.

Summer Assignment:
Thank you for visiting this page in preparation for taking AP Music Theory next year. In order to succeed in this course, you should have a solid understanding of the following topics prior to entering the AP class:

- Pitch Notation in Treble, Bass, and Alto clef
- Notation of all rhythms and common key signatures
- Construction of Major Scales and their key signatures
- Construction of Minor Scales and their key signatures
- Intervals (and how to hear them)
- Construction of all triads
- Basic understanding of 7th chords
- Solfege using movable Do
- Basic understanding of Roman Numeral Analysis

We will review many of these topics at the beginning of the school year, but to make this process easier you will review Scales, Key Signatures, and Intervals for your summer assignment. If you can familiarize yourself with every single scale and be able to identify intervals quickly then you will be set up for success in my class.

Please download and complete the following worksheets.

AP Summer Assignment
Please watch the following YouTube videos for help if you've forgotten anything.

Major scales:  https://www.youtube.com/watch?v=hs6086iRlnQ
Minor Scales:  https://www.youtube.com/watch?v=xpeZhP9Lqp8
Scales and intervals:  https://www.youtube.com/watch?v=gKKYNj68aCM

You can also find assistance on musictheory.net:  https://www.musictheory.net/lessons

Your work will be collected on the first day of school.

I can be reached during the summer at my school e-mail: bpesenti@sewanhakaschools.org
Science Dr. Maser, Chairperson

AP Biology
Ms. Speranza

Overview:
1) Your goal is to familiarize yourself with the AP Biology curriculum. Watch the 7 science practices videos- see links below- and complete the worksheets. Bring them day 1 of school for full credit. We will begin class with a discussion on what it means to be a scientist.
2) Join the Google Classroom
   https://classroom.google.com/c/MzU2MDI4NTQ3OTc2?cjc=sa5yhza
   Code: sa5yhza
3) Access all documents you need in Google Classroom

AP Biology Big Ideas:

- **Big Idea 1**: The process of evolution drives the diversity and unity of life. (approximately 15% of course instructional time)
- **Big Idea 2**: Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis. (approximately 30% of course instructional time)
- **Big Idea 3**: Living systems store, retrieve, transmit, and respond to information essential to life processes. (approximately 30% of course instructional time)
- **Big Idea 4**: Biological systems interact, and these systems and their interactions possess complex properties. (approximately 25% of course instructional time)

Science Practices for AP Biology:
A practice is a way to coordinate knowledge and skills in order to accomplish a goal or task. The science practices enable students to establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. These science practices capture important aspects of the work that scientists engage in, at the level of competence expected of AP Biology students.

- **Science Practice 1**: The student can use representations and models to communicate scientific phenomena and solve scientific problems.
- **Science Practice 2**: The student can use mathematics appropriately.
- **Science Practice 3**: The student can engage in scientific questioning to extend thinking or to guide investigations within the context of the AP course.
Science Practice 4: The student can plan and implement data collection strategies appropriate to a particular scientific question.

Science Practice 5: The student can perform data analysis and evaluation of evidence.

Science Practice 6: The student can work with scientific explanations and theories.

Science Practice 7: The student is able to connect and relate knowledge across various scales, concepts, and representations in and across domains.

Video items to watch: click on the link below and watch the AP Biology Science practices # 1-7…while watching videos- answer the questions on the attached worksheets (find below). These must be printed out and answered/ written in your own handwriting.

Link for video is here: http://www.bozemanscience.com/ap-biology/

Items to purchase: marble bound NB (for lab work) , 5 steps to a 5 Elite edition- 2021…Test Prep Book (see pic) ISBN 978-1260464412

Watch the videos. Answer the worksheets. Obtain your supplies. And… Enjoy the summer. We will hit the ground running in September!

I can be reached during the summer at my school e-mail: k speranza@sewanhakaschools.or

AP Chemistry
Dr. McGuinness/Mr. Gutlaizer

Overview:
Advanced Placement Chemistry is the equivalent of a first-year college Chemistry course with the same expectations. Students are expected to complete all assignments as given and to spend time reading and preparing for class on their own. Class periods are focused on problem solving and participation in labs. Lecture periods are held daily with lab periods given on alternate days. The course is strongly recommended for students wishing to pursue a career in the sciences, medical field, and/or engineering. Students should have a strong mathematical background and, at a minimum, be taking Pre-Calculus.
AP Summer Assignment:
The AP Chemistry Summer Assignment and reference materials will be posted to our Google Classroom. The join code for this Google Classroom is: xdyb3dl. Teachers can be reached during the summer through their school e-mail: kmcquiness@sewanhakaschools.org, jgutlaizer@sewanhakaschools.org.

AP Environmental Science
Mr. Princi

Overview:
The AP Environmental Science course is the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

Summer Assignment:
There is NO summer assignment required for this course.

I can be reached during the summer at my school e-mail: mprinci@sewanhakaschools.org
AP Physics I
Ms. Sabbatino

Overview:
AP Physics 1 is the equivalent of a first-year college Physics course with the same expectations. Students are expected to complete all assignments as given and to spend time reading and preparing for class on their own. Class periods are focused on problem solving and participation in labs. Lecture periods are held daily with lab periods given on alternate days. The course is strongly recommended for students wishing to pursue a career in the sciences, medical field, and/or engineering. Students should have a strong mathematical background and, at a minimum, be taking Pre-Calculus.

Summer Assignment:
1. Sign up for the AP Physics Summer Assignment Google classroom using the code t2jdjp or the link https://classroom.google.com/c/MzU1ODU1MzU4NTIy?cjc=t2jdjp
   Please do this by the END OF JUNE so I can communicate with you over the summer.
2. Complete the “Skills Assignment” (linked here) and also posted to the classroom.
   To be successful in physics, you need to be proficient in:
   a. Solving equations and systems of equations algebraically.
   b. Using trigonometry when dealing with triangles.
   c. Using the factor label method to convert units.
   d. Graphing data correctly and using a slope calculation to analyze the data.
   e. Creating a simple experimental design to investigate the relationship between two variables

   ** This is an assessment of where you stand. It is not expected that you are perfect at everything, but it is expected that you try your best ON YOUR OWN. My job is to highlight which parts are not proficient yet, and to work together with you to raise your level of understanding as the year goes on. AP Physics is a journey in learning and growth, not a memorize and reproduce class.**

Start of the Year Schedule:
**September 2nd & 3rd (first 2 days of class):** Work in small groups to compare summer assignment answers and raise the understanding level of the entire group. If you come to class with an incomplete summer assignment, you will not be able to work with a group
**September 4th - 8th (Labor day and Rosh Hashanah):** Review your summer assignment and make your first TIWR sheet (Things I Will Remember)

**September 9th & 10th:** Skills Assessment - graded as a test

I can be reached during the summer at my school e-mail: nsabbatino@sewanhakaschools.org

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**AP Physics 2**

Mr. Odynocki

**Overview:**
AP Physics 2 is the equivalent of a first-year college Physics course with the same expectations. Students are expected to complete all assignments as given and to spend time reading and preparing for class on their own. Class periods are focused on problem solving and participation in labs. Lecture periods are held daily with lab periods given on alternate days. The course is strongly recommended for students wishing to pursue a career in the sciences, medical field, and/or engineering. Students should have a strong mathematical background and, at a minimum, be taking Pre-Calculus.

**Summer Assignment:**
There is NO summer assignment required for this course.

I can be reached during the summer at my school e-mail: aodynocki@sewanhakaschools.org
AP European History
Ms. Doyle

Overview:
The AP European History course focuses on developing students’ understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individual and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

AP Summer Assignment:
There is NO summer assignment required for this course.

AP Government & Politics
Mr. Vanni

Overview:
This course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

AP Summer Assignment:
There is no summer assignment required for this course.
AP Human Geography
Mr. Frino

Overview:
The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Upon successful completion of the course, students will be able to:

- Interpret maps and analyze geospatial data
- Understand and explain the implications of associations and networks among phenomena in places
- Recognize and interpret the relationships among patterns and processes at different scales of analysis
- Define regions and evaluate the regionalization process
- Characterize and analyze changing interconnections among places

AP Summer Assignment:
There is NO summer assignment required for this course.

AP Psychology
Mr. Luzzi

Overview:
AP Psychology is an Advanced Placement level Psychology course. AP Psychology blends elements from several disciplines including social studies, math and science. Topics include the effect of our environment, biological predispositions, scientific research and statistics. This is your first exposure to AP Psychology and your opportunity to start off on the right foot.

AP Summer Assignment:

“What is Psychology?”

For your AP Psychology summer assignment, you have an opportunity to start at the very beginning of this fascinating subject. You will read two short articles and/or watch “The Social Dilemma” and then in a minimum of 400 words, you will answer and analyze the question: “What is Psychology and how does it impact us everyday?”

Psychology is the scientific study of human behavior and mental processes.
This short definition above can be further broken down into its three aspects:

1. **Psychology is a science.** Although you will be getting a social studies credit for this class, Psychology is a science because it uses the scientific method to carefully craft creative experiments and meticulously compute complex data. Psychology requires that you have an intricate understanding of our brain, our nervous and endocrine systems, how they are interconnected and how this biology affects our behavior. Psychologists study something that is extremely complex – humans.

2. **Psychology studies human behavior.** In an attempt to understand people, we use observation and we try to understand what we’re observing to come to certain conclusions. Behavior is certainly something you can observe. From a child’s temper tantrum to an adult’s body language during a first date, psychologists use human behavior for their research and hopefully that research helps explain, or even predict, future behaviors.

3. **Psychology is the study of mental processes.** Have you ever texted while walking, and thought “how did I get here?” Maybe you had a really wild dream last night...did you ever think about why? It’s seventh period and you’re thinking about your afternoon, but you’re still nodding along with your teacher’s lecture as if you were listening. Well, that’s the type of behavior vs. mental process disparity you’ll be analyzing. Human behavior is really only half the equation - mental processes make up the other half.

**In our class we’ll focus on the following approaches to Psychology:**

1. Biological
2. Evolutionary
3. Psychodynamic
4. Behavioral
5. Cognitive
6. Humanistic
7. Socio-cultural

**Assignment Guidelines:**

a) Read and analyze the articles provided **AND/OR** watch the movie **“The Social Dilemma”** on Netflix.

b) Think about how to answer the question, **“What is Psychology and how does it impact us everyday?”**

c) In a minimum of 400 words, write a paper that responds to the above question.

d) You must meaningfully incorporate your understanding of the articles and/or movie in your response and use that information to help you answer the above question.

e) **Format:** 11 or 12 point font, double-spaced, default margins.

f) Please join the course in Google Classroom to upload your work. The class code is: **Izk5ksc.** If you have an issue with this method, e-mail **pluzzi@sewanhakaschools.org**

g) **THIS ASSIGNMENT IS DUE BY FRIDAY, AUGUST 20, 2021!!!**
Is Screen Time Toxic for Teenagers?
Screen time is a likely cause of the ongoing surge in teen depression, anxiety, and suicide.

BY CHRISTINE CARTER - AUGUST 27, 2018

Some days, I can see how profoundly anti-social technology makes my family, adults and teens alike. We joke that our kids get “screen stoned”—spacey and despondent, or irritable and aggressive. We may laugh, but it isn’t that funny. I know what all that screen stimulation is doing to my teenagers’ brains, and it’s concerning.

I know I’m not alone in worrying; half of parents surveyed in 2018 said that they were concerned that their “child’s mobile device use is negatively affecting his or her mental health,” and nearly half thought their child was addicted to the device.

Here is what we know: The spike in the amount of time teenagers spend on screens is a likely cause of the ongoing surge in depression, anxiety, and suicide that began shortly after smartphones and tablets became widespread among teenagers, around 2012. By analyzing multiple data sets—all large-scale, long-term scientific studies, not one-off surveys—demographer and psychologist Jean Twenge has clearly shown that American teens who spend more time online are more likely to have at least one outcome related to suicide, like depression or making a suicide plan.

The numbers are enormous: Nearly half of teens who indicated that they spend five or more hours a day on a device (like a phone or laptop) said they had contemplated, planned, or attempted suicide at least once—compared with 28 percent of those who have less than an hour of screen time a day.

Twenge, who has analyzed the data more closely than anyone, writes that “the results could not be clearer: Teens who spend more time on screen activities are more likely to be unhappy, and those who spend more time on non-screen activities are more likely to be happy.” Obviously, there is a toxicity to screen time—although not everyone agrees with this message.

The smartphone controversy

All the research I’ve seen on new media and teens indicates, in one way or another, that there does in fact seem to be a “dosage effect.” Some smartphone use, for example, is totally fine, but after a certain point it can become toxic.
And yet sometimes even the researchers themselves deny this toxicity. For example, Candice Odgers, a psychologist at the University of California-Irvine, wrote in *Greater Good* magazine recently that “there is no compelling evidence that spending time online has a deleterious effect on teens’ mental health.” I was surprised by this, and so I took a look at the large-scale study published in *Psychological Science* in 2017 that she references.

It was loaded with evidence that spending a lot of time online is correlated with lower well-being in 15 year olds. As you can see from the graph, taken directly from the study, the more “daily digital screen engagement” (here, that’s smartphone use), the lower the teen’s mental well being (which includes how happy, connected, resilient, and self-confident they feel). The relationship is very clear, and very linear: After a little less than an hour a day of time spent on a smartphone, their well-being begins to decrease.

Doubters are quick to suggest that depression may cause teens to spend more time online rather than the other way around. But Twenge and other researchers have considered that possibility, and they hold that it just isn’t the case.

For one thing, a fair bit of research suggests that screen time (especially social media usage) leads to unhappiness. For example, there are several studies that have all found basically the same thing: The more people use Facebook, the lower their happiness (and the higher their loneliness and depression) when researchers assess them again later. It wasn’t that people who were feeling unhappy used social media more; it’s that Facebook likely *caused* their unhappiness.

The other thing is the timing of it all; if feeling depressed causes people to spend more time on their devices and not the other way around, then why did depression and suicidality increase so suddenly after 2012, when smartphones became much more widespread? “Under that scenario,” says Twenge, “more teens became depressed for an unknown reason and then started buying smartphones—an idea that defies logic.”

Logic-defying or not, the idea that unlimited technology use is not harmful will always have its staunch defenders. “Drawing a causal link from such correlational evidence requires a bit of a leap,” Peter Etchells, a lecturer at Bath Spa University, told *Wired* magazine:

> You’d never be able to account for all the factors that might impact on things like depression and suicide, so you can’t say definitively that, if social media goes up over a period of five years and depression and suicide go up over a period of five years, one is causing the other.

Etchells posits (puts forward as a basis for argument) that people are becoming more open to talking about their experiences with depression and suicide, and so they are
more likely to report them to researchers. But this reasoning still doesn’t explain the twin spikes in screen time and angst. Surely a hypothetical shift in attitudes toward talking about depression wouldn’t show up as the largest mental health crisis we have ever seen.

When we resist the idea that new technologies can be harmful, we rule out a more full understanding of their toxicity. And if we don’t understand how they are shaping us and our kids, we can’t adapt to them in healthy ways.

Attention Young People: This Narcissism Study is All About You

The widespread belief that young adults are more self-absorbed may have been fueled by the fact that social media has made today’s narcissists much easier to find, the study’s lead author said.
Credit Rolf Vennenbernd/DPA, via Agence France-Presse — Getty Images

BY NIRAJ CHOKSHI - MAY 15, 2019

Kids these days.

For more than two millennia, older adults have claimed that their younger counterparts are uniquely self-absorbed. Young people today, it seems, agree. That’s according to new research published on Wednesday, which found that adults between the ages of 18 and 25 believe theirs is the most narcissistic and entitled living generation.
“They genuinely believe that,” said Josh Grubbs, a psychology professor at Bowling Green State University and the lead author of the paper, published in the journal PLOS One. “And they’re offended by it.”

But just because they believe it, doesn’t make it true, he said. Young millennials and members of the generation that follows may just be buying into a stereotype that is perpetuated by the news media, and for which scholars carry some blame.

“That narrative, in part, started with us,” Dr. Grubbs said. “Psychologists were the ones that talked about the narcissism epidemic to begin with.”

That idea began gaining traction about two decades ago as a few psychologists argued that historical data stretching back a generation showed that young adults had grown increasingly self-absorbed. The news media picked up on the findings, but not on the pushback. Further research suggests that the claims may have been overblown, Dr. Grubbs said. But he and his colleagues weren’t interested in joining that back-and-forth, anyway. They wanted to focus on a part of the discussion that they felt had been otherwise ignored.

“There’s this huge debate in psychology and there has been for years,” he said. “But no one had taken the time just to basically say, ‘Well, how do these kids feel about that?’”

So they set out six years ago to conduct the research outlined in Wednesday’s paper. In one round of questioning, researchers asked hundreds of college students about their personality traits, age-group stereotypes, and their opinions of narcissism and entitlement both as traits and as labels for their generation.

In an experiment, the researchers also collected student reactions to various insulting generational labels, including that they are overly sensitive, easily offended, narcissistic or entitled. In another, the researchers collected reactions to the narcissist and entitled labels, when couched in positive or negative terms.

Dr. Grubbs said he was surprised to find that young adults had come to accept the label. “I expected more denialism or skepticism, if you will,” he said.

And whether or not they are more narcissistic than other generations, the findings suggest that, at the very least, young adults are not universally narcissistic.

Generally, people with such tendencies are more inclined to view narcissism positively. That was also true of individuals with narcissistic traits in the study. But the fact that young adults were broadly distressed by the label — and that they were unlikely to be swayed when researchers framed narcissism positively — suggests that the generation is generally not especially self-absorbed.
“Maybe the whole generation isn’t more narcissistic, there’s just variability between folks,” he said.

The widespread belief that young adults are more self-absorbed may have been fueled by the fact that social media has made today’s narcissists much easier to find, Dr. Grubbs said.

And while the findings don’t answer how the egos of young adults compare to those of other generations, Dr. Grubbs hopes that they will at least encourage people to be more thoughtful about being so quick to label broad groups in the first place.

“Maybe being a little more cautious and kind could be one implication,” he said.

I can be reached during the summer at my school e-mail: Pluzzi@sewanhakaschools.org

AP US History
Mr. Phillips

Overview:
Welcome to 11th Grade AP U.S. History! The goal of this AP U.S. History course is to guide students through the organic and constantly evolving discipline of history by presenting a vivid sense of the astonishment and the anguish, the passion and the perplexity with which Americans have confronted their lives and their times. The AP U.S. History curriculum traces the human experience in the United States from the earliest settlement to present-day. It gives special emphasis to themes and motifs related to American diversity and identity, economic trends and transformations, the development of political institutions and the components of citizenship, social and religious movements, war and diplomacy, and finally, the place of the United States in an increasingly global arena. At the conclusion of this course, students will have learned to appraise information and make relevant connections by developing a critical lens towards historical evidence.

AP Summer Assignment:
There is NO summer assignment required for this course.
AP World History
Ms. Doyle

Overview:
The AP World History course focuses on developing students’ understanding of world history from approximately 8000 B.C.E. to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion; creation, expansion, and interaction of economic systems; development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania.

AP Summer Assignment:
There is NO summer assignment required for this course.

World Languages Ms. Greiche, Chairperson

AP Italian
Ms. Brunetti

Overview:
This Advanced Placement Italian course stresses culture and communication. Students are exposed to a wide range of authentic language and cultural materials including books, newspapers, websites, and audio-visual resources. This course is conducted exclusively in Italian and is designed for highly motivated students. Each student has a copy of the main texts, Immagina and Crescendo, for use inside and outside of the classroom.

Throughout this course students continue to develop their listening, speaking, and reading and writing skills in Italian through cultural and literary readings, music, films, media and classroom activities. This course is designed to expose students to complex grammar structures and cultural materials across the three communicative modes: interpersonal, interpretive, and presentational. Each lesson focuses on student-centered and interactive activities that include pair or group work, role plays, debates and class presentations.
AP Summer Assignment:
There is NO summer assignment required for this course.

AP Spanish Language and Culture
Ms. Cruz

Overview:
The AP Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. The teacher uses the target language almost exclusively in class and encourages students to do likewise. The course prepares students to use the target language in real-life settings.

The course is divided into thematic units which are further based on recommended contexts and guided by essential questions. Corresponding cultural elements are integrated into the study of the units, and activities are directed with those cultural connections in mind. Discussion of the topics completely in Spanish is a requirement for this course. It is assumed that students have previously been exposed to advanced language structures in the courses leading up to the AP Spanish Language and Culture course; however, review of the mechanics is done within the contextual framework of each unit as needed. Real-Life Language and Culture. Students are required to engage in real-life activities outside the classroom to enrich their Spanish language and culture experiences. They complete entries that interest them throughout the year for their Language and Culture Portfolio.

AP Summer Assignment:
There is NO summer assignment required for this course.