




# PINE VIEW SUMMER READING

Reading on a regular basis helps maintain and improve reading skills such as comprehension, vocabulary and fluency.

Student reading assignments will provide the basis for instructional activities in August 2023.

Questions about summer reading should be directed to Tricia Allen at 941-486-2001.

## Elementary Book List

Grade	Course	Title	ISBN	Alignment
2	Reading	Flat Stanley by Jeff Brown	9780060097912	Best Standards Reading across Genres ELA.2.R.1.1.
3	Reading	Any SSYRA 23-24 Book		Best Standards Reading across Genres ELA.2.R.1.1.
4	Reading Choose one	Flush By Carl Hiaasen	9780375861253	These texts address the Florida B.E.S.T. Standards in English Language Arts and Social Studies; and the NGSS Science Standards including: SS.4.G.1.1, SS.4.G.1.2, SS.4.G.1.3, ELA.K12.EE.2.1, ELA.K12.EE.3.1, SC.4.L.16.4, SC.4.L.17.4.
		Hoot By Carl Hiaasen	9780440419396	
		Chomp By Carl Hiaasen	9780593177662	
		Squirm By Carl Hiaasen	9780593177679	
		Scat By Carl Hiaasen	9780375834875	
5	Reading	The Watsons Go To Birmingham, 1963 By Christopher Paul Curtis	9780385382346	BEST ELA Sample Text and ELA 5.R.3.3



## Middle School Book List


Grade	Course	Title	ISBN
6	Lang Arts 1 Adv	Ungifted By Gordan Korman	9780061742675
	World History Adv	Gods and Heroes: Mythology Around The World By Korwin Briggs	9781523503780
	Science (Optional)	Space!: The Universe As You've Never Seen It Before By DK	9781465438065
7	Lang Arts 2 Adv	The Outsiders By SE Hinton	9780142407332
8	Lang Arts 3 Adv	The House on Mango Street By Sandra Cisneros	9780679734772
	US History Adv	Unbroken: A World War II Story Of Survival, Resilience and Redemption By Laura Hillenbrand	9780812974492





# PINE VIEW SUMMER READING

High School English Department		
Course	Title	ISBN
Eng Honors 1	The Adventures Of Huckleberry Finn By Mark Twain	9780486280615
Eng Honors 2	Into The Wild By Jon Krakauer	9780385486804
Eng Honors 3	In Cold Blood By Truman Capote (please call Tricia Allen for a copy of the annotation requirements)	9780679745587
Eng Honors 4	1984 By George Orwell	9780451524935
AP Lang	The Last Lecture By Randy Pausch	9781401323257
AP Lit	All The Light We Cannot See By Anthony Doerr	9781501173219
AP Seminar	See Attached List on Slide 5	
AR Research	The Checklist Manifesto By Atul Gawande	9780312430009





# PINE VIEW SUMMER READING

## AP Seminar

### Select a Non-Fiction Text of Interest

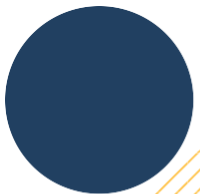
#### Suggestions for Non-Fiction Reading

- *I Am Malala* by Malala Yousafzai & Christina Lamb
- *Drowned City: Hurricane Katrina and New Orleans* by Don Brown
- *Flesh & Blood So Cheap: The Triangle Fire and Its Legacy* by Albert Morris
- *Eyes Wide Open: Going Beyond Environmental Headlines* by Paul Fleischman
- *The Other Wes Moore: One Name, Two Faces* by Wes Moore Savage
- *Inequalities* by Jonathon Kozol
- *How Soccer Explains the World* by Franklin Foer
- *Food, Inc.: Mendel to Monsanto* by Peter Pringle [NOT the participant guide by Karl Weber]
- *Silent Spring* by Rachel Carson
- *The Fire Next Time* by James Baldwin
- *Factfulness: Ten Reasons We're Wrong About the World--and Why Things Are Better Than You Think* by Hans Rosling, with Ola Rosling and Anna Rosling Rönnlund
- *On Gold Mountain: One Hundred Year Odyssey of my Chinese American Family* by Lisa See Quiet by Susan Cain
- *The Omnivore's Dilemma* by Michael Pollan
- *In a Different Key: The Story of Autism* by John Donvan and Caren Zucker
- *Being Mortal: Medicine and What Matters in the End* by Atul Gawande



# PINE VIEW SUMMER READING

HS Math Department		
Statistics II	The Flaw of Averages By Sam L. Savage	9781118073759






# PINE VIEW SUMMER READING

## High Social Studies Department

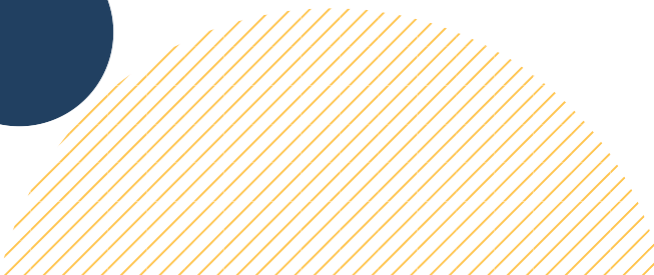
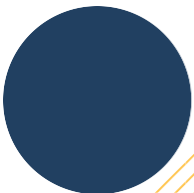
Course	Title	ISBN
World History Honors	A History Of The World in 6 Glasses By Tom Standage	9780802715524
AP Human Geo	Prisoners Of Geography By Tim Marshall	9781501121470
AP World History	An Edible History of Humanity by Tom Standage	9780802719911
AP Euro	The Prince By Niccolo Macchiavelli	9780486272740
AP US History	The Jungle By Upton Sinclair	9780199569717
AP Micro	Freakonomics: A Rogue Economist Explores The Hidden Side Of Everything By Stephen J. Lubner & Steven Levitt	9780060731335
AP Macro	Naked Economics: Undressing The Dismal Science (Fully Revised & Updated) By Charles Wheelan (Foreword By Burton G. Malkiel)	9780393337648
AP Psychology	See Assignment on Slide 8	





# PINE VIEW SUMMER READING

AP Psychology		
Read and/or watch each link	Pinker, Stephen: The Mystery Of Consciousness	<a href="https://content.time.com/time/magazine/article/0,9171,1580394,00.html">https://content.time.com/time/magazine/article/0,9171,1580394,00.html</a>
	Lehrer, Jonah: Don't	<a href="http://www.newyorker.com/reporting/2009/05/18/090518fa_fact_lehrer?currentPage=1">http://www.newyorker.com/reporting/2009/05/18/090518fa_fact_lehrer?currentPage=1</a>
	Rmachandran, V.S. TedTalks, On Your Mind	<a href="https://www.bing.com/videos/search?q=tet+talks+Rmachandran%2c+V.S.+On+Your+Mind&amp;qvvt=tet+talks+Rmachandran%2c+V.S.+On+Your+Mind&amp;view=detail&amp;mid=2D9801633D840BFCA5172D9801633D840BFCA517&amp;&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3Dted%2Btalks%2BRmachandran%252c%2BV.S.%2BOn%2BYour%2BMind%26qvvt%3Dted%2Btalks%2BRmachandran%252c%2BV.S.%2BOn%2BYour%2BMind%26FORM%3DVRE">https://www.bing.com/videos/search?q=tet+talks+Rmachandran%2c+V.S.+On+Your+Mind&amp;qvvt=tet+talks+Rmachandran%2c+V.S.+On+Your+Mind&amp;view=detail&amp;mid=2D9801633D840BFCA5172D9801633D840BFCA517&amp;&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3Dted%2Btalks%2BRmachandran%252c%2BV.S.%2BOn%2BYour%2BMind%26qvvt%3Dted%2Btalks%2BRmachandran%252c%2BV.S.%2BOn%2BYour%2BMind%26FORM%3DVRE</a>
	Cuddy, Amy: TedTalks, Your Body Language May Shape Who You Are	<a href="https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are">https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are</a>
	Gilbert, Dan: The Suprising Science Of Happiness	<a href="https://www.ted.com/talks/dan_gilbert_The_surprising_science_of_happiness">https://www.ted.com/talks/dan_gilbert_The_surprising_science_of_happiness</a>



# PINE VIEW SUMMER READING

HS World Language Department		
AP French	Choose 3 short stories of Maupassant and complete the "Comprehension Du Texte" and "Connaissance Du Vocabulaire" The Collected Stories Of Guy De Maupassant	9780877204688
AP Chinese	Chinese Biographies, Jay Chou, 2nd Edition By Grace Wu	9781622911097
	Answer True/False comprehension questions after reading each chapter on: <a href="https://chinesebiographies.cheng-tsui.com/">https://chinesebiographies.cheng-tsui.com/</a>	<a href="http://cheng-tsui.com">Home   Chinese Biographies 人物传记 (cheng-tsui.com)</a> You will give an oral 2-minute presentation about Jay Chou during The first week when we return to school.
	<b>OPTIONAL 1:</b> -Strongly recommended to improve listening comprehension. -Watch as many episodes as you like/can of Chinese drama: Small Happiness (36 episodes). 看中文电视连续剧 - 小幸福.	<a href="https://youtu.be/iNMHUU9IblE">https://youtu.be/iNMHUU9IblE</a>
<b>OPTIONAL 2:</b> -Extra credits (3 points) add into the test. -Watch movie: Little Door Gods. 小门神. -Write a review in Chinese (critics) 写观后感 (250 words and up).	<a href="https://www.youtube.com/watch?v=Xz6yUs_uzF4">https://www.youtube.com/watch?v=Xz6yUs_uzF4</a>	
Ap Spanish	Please see Page 7	





# PINE VIEW SUMMER READING

To: Students taking **AP SPANISH** for the upcoming school year (2023-2024) - **Señor Mancera**

If you are considering taking the Spanish Language AP Exam in May 2024, there are several suggestions I have for you to help you begin to prepare yourself for the test.

1. Become familiar with EVERYTHING that is published on the AP website about this exam.

[http://www.collegeboard.com/student/testing/ap/spanish\\_lang/exam.html?spanlang](http://www.collegeboard.com/student/testing/ap/spanish_lang/exam.html?spanlang)

2. Look at the tips that the College Board suggests for you:

[http://www.collegeboard.com/student/testing/ap/prep\\_lang.html](http://www.collegeboard.com/student/testing/ap/prep_lang.html)

## ASSIGNMENT

Please write by hand a summary (250 words) in Spanish of what you have learned about this exam to me when you have done this. Include some ideas of how you will be able to study best over the year. You can also include your hopes, plans, areas of concern, etc. This assignment is due 08/10/2023.

Once you have done these steps, you have a better idea of how to prepare yourself in the most efficient way possible. Here are some websites to help you:

- You know that you have grammar issues to deal with (especially verb forms!) There is the ever-famous Barbara K. Nelson site that I just LOVE: <http://www.colby.edu/~bknelson/SLC/index.php>

- For listening comprehension of native speakers. On the site's opening page, you will find a pull-down window option for the level of speech to listen to. They go from beginners to a superior level. If you scroll over to the right after you select a topic to listen to, you will find vocabulary help, useful phrases, and grammar practices to accompany your choice. Then you can listen to a series of people talking about the same topic. In the upper right-hand corner, there are three boxes S E N If you hit the S button, you can read along with the speaker. The E button gives you the English translation. If you hit the N button, you can watch and listen to the speaker without any text appearing. Try practicing first with all text turned off. You KNOW you will read along if the text is there! Feel free to play the clips more than once. At this point, you are just getting your ear attuned. Look at the faces as they speak. Look at the translations ONLY as a last resort. Keep track of the tasks you listen to. <http://www.laits.utexas.edu/spe/index.html>

- Practice grammar and vocabulary by using these reading resources from the BBC Mundo and CNN websites. Make those websites as favorites on your computer. It has a wealth of information in Spanish that you will use: <http://www.bbc.com/mundo> <http://cnnespanol.cnn.com/>

**Espero que tengamos un buen año y trabajemos con empeño para sacar una buena nota!**



# Pine View School

2023-2024 Summer

## ELA Reading & Assignment Rationale Supplemental Information

### 6<sup>th</sup> Grade Summer Reading:

*Ungifted* by Gordon Korman

Rationale: Selection aligns with Unit 1 of *Study Sync: Conflicts and Clashes* – When do differences become conflicts?  
Novel will be used to discuss character development, setting, types of conflict and how all of this contributes to plot and theme. Students will use the novel as a basis for using text evidence in defending a written response.

Standards: ELA.6.R.1.1 - Analyze how the interaction between characters contributes to the development of a plot in a literary text.  
ELA.6.R.1.2 - Analyze the development of stated or implied theme(s) throughout a literary text.  
ELA.6.R.1.3 - Explain the influence of multiple narrators and/or shifts in point of view in a literary text.  
ELA.6.R.3.1 - Explain how figurative language contributes to tone and meaning in text(s).  
ELA.6.R.3.2 - Paraphrase content from grade-level texts.

### Grade 7 ELA Summer Reading:

*The Outsiders* by SE Hinton

Rationale: Selection aligns with Unit 3 of *Study Sync: Past & Present* and the essential question – What makes you, you? (It is the novel study for the unit.)  
Novel will be used to review basic elements of a novel including: protagonist, conflict types, plot development, character development, themes.

Standards: ELA.7.R.1.1 – Analyze impact of setting on character development.  
ELA.7.R.1.2 – Compare 2 or more themes and their development through a literary text.  
ELA.7.R.1.3 – Explain influence of narrators.  
ELA.7.R.3.1 – Analyze how figurative language contributes to the tone and meaning.

### Grade 8 ELA Summer Reading:

*The House on Mango Street* by Sandra Cisneros

Rationale: Selection aligns with Unit 1 of *Study Sync: Divided We Fall* and the essential question – Why do we feel the need to belong?

Novel will be used to review basic elements of a novel including story diagram and literary devices and elements.

Standards: ELA.8.R.3.1 - Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).  
ELA.8.R.3.2 - Paraphrase content from grade-level texts.  
ELA.8.R.3.4 - Explain how an author uses rhetorical devices to support or advance an appeal.

### **Grade 9 ELA Summer Reading:**

*The Adventures of Huckleberry Finn* by Mark Twain

Rationale: Selection aligns with Unit 4 of *My Perspectives: Journey's of Transformation* and the essential questions – How do we learn who we truly are? (It is the novel study for the unit.)  
Novel will be used to: review elements of literature, track a hero's journey, track the development of character and theme in a novel, and to write an essay – using Document-Based Questioning.

Standards: ELA.9.R.1.1 – Explain how key elements enhance or add layers of meaning &/or style in a lit. text  
ELA.9.R.1.2 – Analyze universal themes & development throughout a work.  
ELA.9.R.1.4 – Analyze influence of narrator perspective on text, how author uses satire &/or irony  
ELA.9.R.3.1 – Explain how figurative lang creates mood in texts.  
ELA.9.C.1 – Writing expository texts to explain and analyze information from multiple sources.

### **Grade 10 ELA English 2 Honors:**

*Into the Wild* by Jon Krakauer

Rationale: Students read *Into the Wild* because it aligns with the first unit of study (Unit #2 in Saavas *My Perspectives, English 2*. Unit is entitled “The Cost of Survival” and students grapple with the essential question: What qualities help us survive?)  
The novel gives students a source for their first argument essay of the school year that responds to the essential question of this unit.

Standards: ELA.10.C.1.3 - Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.  
ELA.10.R.2.4 - Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.

### **Grade 11 ELA Summer Reading**

*In Cold Blood* by Truman Capote

Rationale: Selection aligns with Unit 6 of *My Perspectives: The Storyteller's Craft – Spinning Life Into Art* and the essential question – How are stories windows into real life?  
This novel will be used to: review Pathos, Ethos, and Logos, and other elements of rhetoric; author's language choice and how he paints a specific picture of a real-life killer, and persuasive

techniques used writing. The final product of the unit will be a research paper tied to the main topics of the book: the death penalty, victimization as a defense, and Capote's bias.

- Standards: ELA.11.R.1.1 – Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.  
ELA.11.R.1.3 – Analyze the author's choices in using juxtaposition to define character perspective.  
ELA.11.R.3.4 – Evaluate an author's use of rhetoric in a text.  
ELA.11.C.1.4 – Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.  
ELA.11.C.4.1 – Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.

### Grade 12 ELA English 4 Honors Summer Reading

*1984* by George Orwell

- Rationale: Selection aligns with  
Unit 1 of *My Perspectives: Forging a Hero/Anti-Hero* and the essential question – How important are Heroes in the World? and  
Unit 4: Seeing Things New and its essential question - **What Happens when the World Order Shifts?**  
Will be used to: review elements of literature, track the development of character and theme in a novel, track a hero's journey, and generate prompts to write summative essays.

- Standards: BEST standards that will be emphasized include those identified during testing correspond with areas of need based upon item analysis of the Spring 12th grade LEOC:
- 12R.1.2 - Analyze two or more themes and development throughout a literary text.
  - 12R.1.3 - Analyze the development of character development including character perspectives.
  - 12R.3.3 - Analyze the influence of classic literature on contemporary world texts.
  - 12V.1.3 - Apply knowledge of context clues, figurative Language, word relationship.

### AP Language and Composition, Grade 11 ELA

*The Last Lecture* by Randy Pausch

- Rationale: Students read *The Last Lecture* because it helps students to establish an author's voice and perspective in a nonfiction text.  
Students will also utilize the novel for Community Conversation (similar to a Socratic Seminar) where they analyze the author's choices either rhetorically or structurally.
- Standards: ELA.11.R.1.3 - Analyze the author's choices in using juxtaposition to define character perspective.  
ELA.11.C.2.1 - Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.

### Grade 12 ELA AP Literature Summer Reading:

*All the Light We Cannot See* by Anthony Doerr

Rationale: Selection aligns with Unit 1 of *My Perspectives: Forging a Hero* and the essential question – How important are Heroes in the World? and Unit 4: Seeing Things New and its essential question - What Happens when the World Order Shifts?  
This novel will be used to: review elements of literature, track a hero’s journey, track the development of character and theme in a novel, and write summative essays.

Standards: 12R.1.2 – Analyze two or more themes and development throughout a literary text.  
12R.1.3 - Analyze the development of character development including character perspectives.  
12R.3.3 – Analyze the influence of classic literature on contemporary world texts.  
12V.1.3– Apply knowledge of context clues, figurative Language, word relationships.

### **AP Seminar Summer Reading**

*See list of options or select a similar nonfiction text*

Rationale:

1. Reading on a regular basis helps maintain and improve reading skills such as comprehension, vocabulary, and fluency. Student reading assignments will provide the basis for instructional activities in August 2023.
2. This selection aligns with the AP Seminar Course and Exam Description and QUEST Big Idea 2: Understand and Analyze, one of the five big ideas for the course.
  1. Enduring Understanding 2.1: Authors express their ideas, perspectives, and/or arguments through their works. The first step in evaluating an author’s perspective or argument is to comprehend it. Such comprehension requires reading, viewing, listening, and thinking critically.
    1. Learning Objective 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose.

### **AP Research Summer Reading**

*The Checklist Manifesto* by Atul Gawande

Rationale:

1. Reading on a regular basis helps maintain and improve reading skills such as comprehension, vocabulary, and fluency. Student reading assignments will provide the basis for instructional activities in August 2023.
2. Selection aligns with the AP Research Course and Exam Description and QUEST Big Idea 1: Question and Explore, one of the five big ideas for the course.
  1. Enduring Understanding 1.3: The investigative process is aided by the effective organization, management, and selection of resources and information. Appropriate technologies and tools enable the scholar to become more efficient, productive, and credible.
    1. Learning Objective 1.3A: Accessing and managing information using effective strategies.

# Math Reading & Assignment Rationale

## Supplemental Information

### Statistics II

*The Flaw of Averages* by Sam L. Savage

Rationale: Selection “*The Flaw of Averages*” aligns with Chapters 5 and 6 of the textbook *The Practice of Statistics* by Starnes.

The book will serve for a discussion of statistical central tendencies and their associated shortcomings. That is, the need for probability distributions as opposed to simply understanding the “mean” of the distribution is emphasized. A thorough review of the concept of uncertainty is covered with special applications to the world of Finance. Through this reading we are cultivating a community of growth mindset learners.

MA.912.DP.6.7      Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values and standard deviations.  
Evaluate and compare strategies based on the calculated expected values and standard deviations.

Benchmark Clarifications:

Clarification 1:      Instruction includes the relationship between expected values and standard deviations on one hand and the rewards and risks on the other hand.

Clarification 2:      Instruction includes reducing risk through diversification.

MA.912.DP.6      Use probability distributions to solve problems.

MA.K12.MTR.7.1      Apply mathematics to real-world contexts.

MA.K12.MTR.2.1      Demonstrate understanding by representing problems in multiple ways.

# Science Studies Reading & Assignment Rationale

## Supplemental Information

### 6th grade

*Space!: The Universe as You've Never Seen It Before* by DK (Author), Smithsonian Institution (Contributor)

ELA.K12.EE.2.1  
SC.8.N.1.5

Read and comprehend grade-level complex texts proficiently.  
Analyze the methods used to develop a scientific explanation as seen in different fields of science.

# Social Studies Reading & Assignment Rationale

## Supplemental Information

### 6<sup>th</sup> Grade World History Advanced

*Gods and Heroes: Mythology Around the World* by Korwin Briggs

- Standards:
- SS.6.W.1.6 - Describe how history transmits culture and heritage and provides models of human character.
  - SS.6.W.2.3 - Identify the characteristics of civilization.
  - SS.6.W.2.4 - Compare the economic, political, social, and religious institutions of ancient river civilizations.
  - SS.6.W.2.6 - Determine the contributions of key figures from ancient Egypt.
  - SS.6.W.2.8 - Determine the impact of key figures from ancient Mesopotamian civilizations.
  - SS.6.W.3.6 - Determine the impact of key figures from ancient Greece.
  - SS.6.W.3.8 - Determine the impact of significant figures associated with ancient Rome.
  - SS.6.W.4.2 - Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
  - SS.6.W.4.4 - Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
  - SS.6.W.4.6 - Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
  - SS.6.G.2.4 - Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
  - SS.6.G.2.6 - Explain the concept of cultural diffusion and identify the influences of different ancient cultures on one another.

### Rationale:

We have selected this title for rising World History 6th grade students to read:

- Fun read to engage students and introduce them to world cultures that they will be learning in the upcoming year.
- Myths are traditional stories of a culture, and oral history passed down from before written history.
- Myths are the reflection of the people who wrote them, what they thought of the world and themselves, how they were different from us, and how they were the same.
- We question: Why might this culture have thought it was important to continue telling this tale, year after year, generation after generation?
- They teach and explain the ideals that shaped their culture, their history, their practices and ethics.

### 8<sup>th</sup> grade

*Unbroken* by Laura Hillenbrand

- ELA.K12.EE.2.1 Read and comprehend grade-level texts proficiently.
- SS.8.A.1.6 Compare interpretations of key events and issues throughout American History.



## **9<sup>th</sup> – 10<sup>th</sup> Grade World History Honors**

### *A History of the World in 6 Glasses* by Tom Standage

A look at human history through the unusual lens of our favorite drinks. The chapters outline the global rise of beer, wine, alcoholic spirits, tea, coffee and soda, and how they each played into major historical developments as they spread around the world.

Standards: SS.912.G.4.2 Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places  
SS.912.G.4.1 Interpret population growth and other demographic data for any given place  
SS.912.H.3.1 Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture

Rationale:

This book gives an overview of history using drinks as a running theme to show how societies have changed over time. A number of topics covered in the book are addressed in the curriculum. Including, the Opium Wars, the triangle trade, mercantilism, imperialism, the Industrial Revolution, World War II and the Cold War

## **9<sup>th</sup> – 10<sup>th</sup> Grade AP Modern World History**

### *An Edible History of Humanity* by Tom Standage

AP Standard: Continuity & Change

Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

Unit 2: Networks of Exchange

Topic 2.6 Environmental Consequences of Connectivity

Skill 5.A Identify patterns among or connections between historical developments and processes.

Unit 4: Transoceanic Interconnections

Historical Development KC-4.1.V.C

– Afro-Eurasian fruits, trees, grains, sugar and domesticated animals were brought to Europeans in the Americas, while other foods were brought by African slaves.

Historical Development KC-4.1.V.D

– Populations in Afro-Eurasia benefitted nutritionally from the increased diversity of American food crops.

Rationale:

The book gives an overview of history using food as a running theme to show how societies have changed over time. It is a rather novel and light-hearted way of approaching an otherwise dense subject area which makes for a perfect summer read.

A number of topics covered in the book are addressed in the curriculum. A common theme in the curriculum is revolutions. Standage discusses various food revolutions that occurred throughout

history. The First Agricultural Revolution when societies became domesticated is explained and it drastically changed society throughout the world. The Green Revolution which occurred in the 1950s paved the way for abundant food production in the developing countries and changed the course of history in Latin America and Asia.

The book can lend itself to fun projects that the students can do like the history of a particular food item like spices, salt, wheat, bananas. This ties in with The Columbian Exchange that made the diffusion of various foods possible between the Old and New Worlds. The Columbian Exchange is part of Unit 4 Transoceanic Interconnections.

## **9<sup>th</sup> – 12<sup>th</sup> Grade AP Human Geography**

### ***Prisoners of Geography* by Tim Marshall**

**AP Standard:** Unit 1 – Thinking Geographically  
Big Idea 2 – Impacts and Interactions  
– How do geographers use maps to help them discover patterns and relationships in the world?

**Rationale:** The first unit sets the foundation for the course by teaching students how geographers approach the study of places. Students are encouraged to reflect on the “why of where” to better understand geographic perspectives.

By reading the book, students will be provided with a context on what is happening in the real world and how the geography of those countries discussed greatly influences their political and cultural structures.

The book is divided into regions making it a palatable read for the summer. Parents have commented on how informative they have found when reading with their kids over the summer. Students have also found it highly relevant when studying Unit 4 on Political Geography in answering the Free Response Questions which is part of the AP Exam.

## **10<sup>th</sup> – 12<sup>th</sup> Grade AP European History**

### ***The Prince* by Niccolo Machiavelli**

**AP Standard:** Unit 1 - Italian Renaissance  
- Impacts and Interactions  
- Rise in individuals promoting secular models for individual and political behavior.  
KC-1.1.I.C: Admiration for Greek and Roman political institutions supported a revival of civic humanist culture in the Italian city-states and produced secular models for individual and political behavior.

**Rationale:** The first unit focuses on the creation and transmission of knowledge including the relationship between traditional sources of authority and the development of differing world views, had significant political, intellectual, economic, cultural, and social effects on European and world societies.

By reading the book, students will be provided with a context on the Italian Renaissance.

## AP U.S. History

### *The Jungle* by Upton Sinclair

*The Jungle* has been referenced on many AP U.S. History exams in the past. It provides an excellent look at the problems that were caused by the Industrial Revolution and also the experience of immigration around the turn of the century.

Unit 6: Learning Objective:

Explain the various responses to immigration in the period over time.

KC-6.2.I.C Increasing public debates over assimilation and Americanization accompanied the growth of international migration. Many immigrants negotiated compromises between the cultures they brought and the culture they found in the United States.

KC-6.3.I.A Social commentators advocated theories later described as Social Darwinism to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable.

Unit 7: Learning Objective D Compare the goals and effects of the Progressive reform movement.

KC-7.1.II.A Some Progressive Era journalists attacked what they saw as political corruption, social injustice, and economic inequality, while reformers, often from the middle and upper classes and including many women, worked to effect social changes in cities and among immigrant populations.

## AP Macro

### *Naked Economics: Undressing the Dismal Science* by Charles Wheelan

Addresses concepts found in the following units in the AP Macro College Board Curriculum.

Unit 1 Basic Economic Concepts:

Scarcity

Resources/Factors of Production

Importance of Markets

Difference Between Macro & Micro

Unit 2 Economic Indicators:

GDP

Unemployment

Inflation

Units 3 & 5 National Income & Price Determination AND Long-run Consequences of Stabilization Policies:

Fiscal Policy

Role of Government in the Economy

	Physical & Human Capital – Links between productivity & economic growth
Unit 4	Financial Sector: Role of financial markets Role of FED – Central Bank
Unit 6	Open Economy: International Trade Foreign Exchange Market International Trade Global Economy

## AP Psychology

### College Board Standards:

#### **Pinker, Stephen. *The Mystery of Consciousness***

<http://content.time.com/time/magazine/article/0,9171,1580394,00.html>

- 2.H Discuss the influence of drugs on neurotransmitters.
- 2.I Describe the nervous system and its subdivisions and functions in the brain.
- 2.J Identify the contributions of key researchers to the study of the brain.
- 2.O Describe various states of consciousness and their impact on behavior.
- 2.P Identify the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects.
- 2.R Identify the contributions of major figures in consciousness research.

#### **Lehrer, Jonah. *Don't***

[http://www.newyorker.com/reporting/2009/05/18/090518fa\\_fact\\_lehrer?currentPage=1](http://www.newyorker.com/reporting/2009/05/18/090518fa_fact_lehrer?currentPage=1)

- 4.I Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning.
- 6.D Describe the influence of temperament and other social factors on attachment and appropriate socialization.
- 6.F Discuss the interaction of nature and nurture (including cultural variations), specifically social development, in the determination of behavior.
- 7.E Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.
- 7.H Discuss theories of stress and the effects of stress on psychological and physical well-being.

#### **Ramachandran, V.S. *TedTalks, On Your Mind***

<https://www.youtube.com/watch?v=sSUobDi13EY>

- 2.F Identify basic processes and systems in the biological bases of behavior, including parts of the neuron.
- 2.I Describe the nervous system and its subdivisions and functions in the brain.
- 2.J Identify the contributions of key researchers to the study of the brain.
- 2.L Identify the contributions of key researchers to the development of tools for examining the brain.
- 2.M Discuss the role of neuroplasticity in traumatic brain injury.
- 2.O Describe various states of consciousness and their impact on behavior.
- 2.P Identify the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects.

**Cuddy, Amy. TedTalks, *Your body language may shape who you are***

[https://www.ted.com/talks/amy\\_cuddy\\_your\\_body\\_language\\_shapes\\_who\\_you\\_are](https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are)

- 1.A Recognize how philosophical and physiological perspectives shaped the development of psychological thought.
- 4.C Describe the essential characteristics of insight learning, latent learning, and social learning.
- 7.G Describe how cultural influences shape emotional expression, including variations in body language.
- 7.H Discuss theories of stress and the effects of stress on psychological and physical well-being.

**Gilbert, Dan. TedTalks, *The Surprising Science of Happiness***

[https://www.youtube.com/watch?v=4q1dgn\\_C0AU](https://www.youtube.com/watch?v=4q1dgn_C0AU)

- 1.C Describe and compare different theoretical approaches in explaining behavior.
- 1.E Distinguish the different domains of psychology.
- 7.F Compare and contrast major theories of emotion.

**Rationale:**

The following titles have been selected for 10th-12<sup>th</sup> grade students to read/watch prior to taking AP Psychology:

- Interesting reads/TED Talks to engage students and introduce them to topics they will be learning in the upcoming year.
- Research based examples in different areas of the course.
- Allows students to use their knowledge in a variety of real-world scenarios.
- Prepares students for opportunities to practice applying psychological concepts in their explanations.

# World Language Studies Reading & Assignment Rationale Supplemental Information

## 6th-8th Grade, AP French, French 3, French 6th Grade, French Wheel, French Honors

Statement for World Language Summer Work:

Best practices demonstrate that students who complete summer homework retain better the previously taught material. They are also better prepared to transition to more advanced concepts and are more confident in practicing their listening, reading, writing, and speaking skills.