

AP English Literature and Composition Summer Reading for the 2009-2010 School Year

Mrs. Vinette

Room 239

Ext. 222

This summer you will be required to read two novels and one play and complete an essay that integrates all three. Due to the fact that active, close reading is an essential skill to develop for college, it is highly recommended that you purchase your own copy of each text and write in the margins, making notes to yourself about passages that are particularly striking or that relate to the components of the essay requirements. Write questions in the margins and evaluate the text as you read so you will be able to participate immediately when we return to school in the fall.

Novels/Play –

- | | |
|------------------------------------|--------------------|
| 1. <i>A Raisin in the Sun</i> | Lorraine Hansberry |
| 2. <i>Wuthering Heights</i> | Emily Bronte |
| 3. <i>Cry, the Beloved Country</i> | Alan Paton |

Writing Situation:

Each of the pieces you read this summer is a classic, and should be considered as such when approaching each text. The stories you will read and consider are very different in their own right, and the reader may be hard pressed to find any material that could be considered parallel. When in fact, there are quite a few similar aspects to each of these pieces including characterization and/or theme.

Choose **ONE** of the following prompts:

1. Find the protagonists/heroes in each of the three pieces and compare and contrast them using specific instances from the text for support. The protagonist from each text faces a definite struggle against one or many opposing forces and or people. Be sure to explain these instances and show how they are similar and/or different from one another in each text.
2. Find the antagonists/villains in each of the three pieces and compare and contrast them using specific instances from the text for support. The antagonist from each text faces a definite struggle against one or many opposing forces and or people. Be sure to explain these instances and show how they are similar and/or different from one another in each text.

Requirements:

1. Your essay must meet the length requirement of 1100-1300 words.
2. Follow MLA format.
3. Type your essay using 12 pt. font and double space!
4. Credit the authors in your introduction.
5. Quotations are required for support. Correct parenthetical documentation is part of your grade.
6. Include a Works Cited page that follows MLA format. You must include all three primary sources as well as any secondary sources you consult.
7. Write in present verb tense.

Due Date: Friday August 28, 2009
NO LATE PAPERS WILL BE ACCEPTED!

I'm looking forward to working with you all next year!



AP Government & Politics

Summer Assignment 2009

Ms. Babione

Jensen Beach High School

AP Government requires different thinking and writing skills than you used in U.S. History. Writing for government requires the understanding and analysis of abstract concepts and principles. You will depend less on recitation of facts than on your interpretation of the facts. The Washington, D.C. area is a most exciting place to live and study government. Throughout the year you will become aware of politics in general and specifically, have an opportunity to explore your political self and where you fit into our political world.

This summer assignment is designed to help you transition from thinking historically to thinking and writing from a political perspective.

DUE DATE:

Both assignments are due on the second **Monday of school, August 31**. They should be submitted in a folder, each assignment separately stapled with a cover sheet. Index cards should be completed and turned in on the due date as well. Your name & period should be written on the front of your folder. You should also have an electronic copy available, so remember to save it.

Grade:

This summer assignment is worth **one test grade and one quiz grade**. Read below to see how grades are broken up. Failure to turn in this assignment on due date will result in two zeros.

No summer assignments will be accepted late! No Excuses!

Part I – Constitution (Test Grade):

Complete the five page review that covers the Constitution & John Locke. All answers must be written on the worksheet. Where necessary, answers should be in complete sentences and spelling does count. There will be a quiz the first week of school on the information contained in this packet.

Part II – Vocabulary (Quiz Grade):

It is important to have a good understanding of certain political terms before entering AP Government & Politics for the year. Attached you will find a list of 106 words. For each word you will need an index card. On the Blank side you will write the term & on the lined side you are to write the definition. Remember that there can be several definitions for one word. Do your best to find the definition that corresponds with the government term. Expect a vocabulary quiz on this information the second week of school.

AP GOVERNMENT VOCABULARY

1992, 1994, and 1996	Fiscal policy	President pro tempore
---elections	Fiscal year	Primary
16th, 17th, 22nd, 25th,	Formal /informal	Prior restraint
26th, and 27th -----	Franking	Prospective election
--amendments	Gatekeeper role	Realignment
"Imperial Presidency"	Gender gap	Rehnquist court
"Solid South"	Great Society	Reserved powers
Amendment X	Gov. Cabinet Ethics Act	Retrospective election
American with Disabilities	1978	Revenue sharing
Act	Hard money	Riders
Amicus Curiae Brief	House Ways and Means --	Republican National
Appellate Courts	Committee	Commission
At large election	Implied powers	Roe v. Wade
Bench trial	Impoundment	Rule of Four
Bill of attainder	Incrementalism	Rule of Propinquity
Blanket primary	Incumbency	Rules Committee
Block grants	Independent regulatory--	Rustbelt
Brady Bill	--Commissions	Securities and Exchange-
Brown v. Board of	Interest groups	----Commission
Education	Intergovernmental lobby	Select committee
Budget and Impoundment	Sophomore surge	Selective Incorporation
control ----Act	Issue ads	Senate Judiciary
Categorical grants	Judicial activism	Committee
Caucus	Judicial restraint	Senate Majority Leader
Christmas Tree Bill	Judicial review	Separation of powers
Civil Rights Act of 1964	Line item veto	Shays' Rebellion
Clean Air Act	Logrolling	Single member district
Clinton Coalition	Majoritarian politics	Soft money
Closed primary	Mandates	Solicitor General
Closed rule	Mandatory spending	Split ticket voting
Cloture motion	Marbury v. Madison	Spots
Coattail effect	Markup (bills)	Standing
Conference committee	Marxist theory	Standing committee
Congressional Budget	McCain-Feingold Act	Stare decisis
Office	McCulloch v. Maryland	Straight ticket voting
Contract with America	Medicaid	Sunbelt
Critical election	Medicare	Super majority
De facto segregation	Minor party/3rd. parties	Swann Case
De jure segregation	Miranda Case	Symbolic speech
Open seat election	Monetary policy	Valence issue
Dealignment	Motor Voter Act	Visuals
Debt	N. Y. Times v. Nixon	Voting Rights Act of -----1965
Deficit	(Pentagon -----Papers	War Powers Resolution
Delegated	Case)	(Act)
Democratic National	National Security Council	Warren Court
Committee	Necessary and proper	Winner takes all
Discharge petition	Clause---revolving door	
Discretionary spending	New Deal Coalition	
District Courts	New Federalism	
Division of powers	Off year election	
Double tracking	Office of Management	
Elites	and Budget	
Elites/activists	Open primary	
Entitlements	Open rule	
Environmental Protection	Occupational Safety	
Agency	Health Act	
Ethic in government Act	Oversight	
----of 1978	Party vote	
Ex post facto	Patronage	
Exclusionary Rule	Plea bargaining	
Executive agreements	Plessy v. Ferguson	
Executive orders	Plurality	
Factions	Pocket veto	
Federal Communication	Political Action	
Commission	Committee	
Federal Reserve System	Pork barrel	
Federalism	Position issue	
Filibuster	Post restraint	

**AP American Government & Politics
Summer Assignment 2009**

THE US CONSTITUTION

Available at: www.constitutioncenter.org

Directions: Read the U.S. Constitution and complete the following questions on a separate sheet of paper (typed or hand written). You will be responsible for this information on our first test.

PART I: THE OVERALL STRUCTURE OF THE CONSTITUTION

1. Read each article of the Constitution. Summarize the general purpose or subject of each article in one or two complete sentences.

Article I:

Article II:

Article III:

Article IV:

Article V:

Article VI:

Article VII:

2. What eligibility requirements does the Constitution establish for members of the House?

3. What eligibility requirements does the Constitution establish for members of the Senate?

4. What eligibility requirements does the Constitution establish for the President?

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5. The powers of the Constitution that are specifically granted to the branches of government or to office holders are called *expressed* powers.

- a. Identify two expressed powers of the president.
- b. List the expressed powers of the vice president?
- c. Identify two expressed powers of Congress.

6. According to the principle of checks and balances, each branch of government must have control over the other branches. Look at the first three articles of the Constitution and identify one of each type of checks and balances. Indicate where each power is listed in the Constitution.

- a. A power that the executive branch has over the legislative branch:
This can be found in what article and section of the Constitution:
- b. A power the executive branch holds over the judicial branch:
This can be found in what article and section of the Constitution:
- c. A power the legislative branch holds over the executive branch:
This can be found in what article and section of the Constitution:
- d. A power the legislative branch holds over the judicial branch:
This can be found in what article and section of the Constitution:
- e. A power the judicial branch holds over the executive branch:
This can be found in what article and section of the Constitution:
- f. A power the legislative branch holds over the judicial branch:
This can be found in what article and section of the Constitution:

7. According to Article I of the Constitution, who has the power to declare war?

8. What power does the Constitution give the President in the area of war?

PART II: MAJORITY AND SUPERMAJORITY

The Constitution requires a simple majority for some actions and a supermajority for others. A simple majority means more than half, while supermajority requirements can involve a 2/3 majority or ¾ majority. Most elections in the US require a plurality, or the most votes, but not necessarily a majority. Answer the following questions based on information in the Constitution.

1. Veto Power
 - a. What bodies have the power to override a presidential veto (2)?
 - b. What margin is required to override a presidential veto?
 - c. Where in the Constitution is the veto power described (Article/Section)?
2. Ratifying
 - a. What body has the power to ratify treaties?
 - b. What margin is required to ratify treaties?
 - c. Where in the Constitution is the ratification power described (Article/Section)?
3. Impeaching
 - a. What body has the power to impeach the president?
 - b. Where in the Constitution is the impeachment power described (Article/Section)?
4. Removing the President
 - a. What body has the power to convict the president of charges brought against him in the impeachment process and thereby remove him from the presidency?
 - b. What margin is required to convict and remove the president?
 - c. Where in the Constitution is the removal power described (Article/Section)?
5. Nominations
 - a. What body has the power to accept or reject a president's nomination to the Supreme Court?
 - b. What margins are required to elevate a president's nominee to a seat on the Court?
 - c. Where in the Constitution are judicial nominations described (Article/Section)?
6. Electing the President
 - a. If no candidate for the presidency wins a simple majority of the total number of electoral votes, what body has the power to choose the president?
 - b. What margin is required to choose the president?
 - c. Where in the Constitution is the Electoral College described (2 Articles/2 Sections)?
7. The Constitution specifies a three-fourths majority for just one process. What?
8. See Article VI. Explain the supremacy clause in your own words.
9. What are two ways the amendments to the Constitution can be proposed?
10. What are two ways that amendments to the Constitution can be ratified?

PART III: AMENDMENTS TO THE CONSTITUTION

The first ten amendments to the Constitution, the Bill of Rights, protect citizens from the will of the majority. In other words, no majority could vote to take these rights away. Read each amendment to the Constitution and answer the questions below.

1. Outline the general purpose of the first ten amendments in one sentence each.
2. Which amendment(s) of the Constitution protect the rights of women?
3. Which amendment(s) of the Constitution protect the rights of African Americans?
4. How were US Senators chosen before the Seventeenth Amendment?
5. The Twenty-fifth Amendment describes the sequence of events that would install the vice president as acting president against the will of the president. Outline the events.

Welcome to Advanced Placement Macroeconomics!

Economics tries to address the following problem:

How do people, with their constantly increasing desire for more goods and services, exist in a society that has limited resources? More specifically, how do individuals, households, business and nations go about making decisions concerning what to produce, how to produce it and who gets it? Your summer reading assignment for this course takes a look at how some of these decisions are made.

Here is your summer reading assignment for 2009:

1. **It is highly recommended that you purchase the following book (or you can check it out from a library):**

Naked Economics: Undressing the Dismal Science, by Charles Wheelan,
(2003/paperback/ISBN 0-393-32486-9)

This book strips away the math and graphing from economics and brings it to you in real life terms. It is an interesting read for anyone, but is particularly useful for AP students. Its real life applications will help you no matter what you study after high school.

2. **Read this book. All of it.**

In a perfect world, I would ask you to read the book. You would read it, be entertained, learn valuable information and get points/credit. However, to prove to me that you read the book, you will need to answer the questions listed below. You do not need to restate the question. Use common sense and complete sentences. Your responses should be typed (12-14 font) or neatly handwritten. The questions will count as a test grade (total = 100 points). The point(s) value for the CORRECT response is noted at the end of each question. Please include your name and block at the top.

3. **Due Date:**

Your responses to the questions are due on *Thursday, 9/03/2009 (if your class meets with me on Thursday, 9/03/2009) OR Friday, 9/04/2009 (if your class meets with me on Friday, 9/04/2009)*. If you would like to turn it in sooner, you may do so. You can even e-mail it to me!

Please feel free to contact me with any questions or concerns via e-mail (friedmh@martin.k12.fl.us). Please do not call the school because I will not have access to the school phone over the summer break. I will *periodically* check my e-mail to read messages and respond to them. Being that I am allowing students to contact me throughout the summer, I will not accept any late work. Your work should also reflect YOUR own work and plagiarism/cheating of any sort will result in a zero for this assignment.

Good luck and enjoy your summer! I look forward to meeting you!

Ms. Friedman :>)

Ms. Friedman
AP Macroeconomics

Please answer the following questions (there are 10 questions – 10 points each):

1. **Chapter 1:**

In a paragraph, summarize the main points of chapter one. Note that simply listing the bolded statements will get you zero points. There are key ideas and assumptions in this chapter.

2. **Chapter 2:**

Explain why incentives matter. Explain what you think about the author's ideas on black rhino conservation. Explain what perverse incentives are and give examples from a high school student's life.

3. **Chapter 5:**

A. What does information asymmetry have to do with the hiring process, in regards to gender? What does the author feel about this discrimination? Do you agree with him? Explain. What do you feel about his long term solution to this problem?

B. Explain the problem of private health insurance? Why do the costs continue to rise? What is the problem with public health insurance. Discuss adverse selection, as it relates to this chapter.

4. **Chapter 6:**

The author discusses the symptom of being poor, and the illness of being poor. What does the author mean? Do you agree with him? Explain. How does the poverty line right now compare to 100 years ago? Why is America like a real life version of "Revenge of the Nerds?" What's so important about Human Capital?

5. **Chapter 7:**

What does the efficient market theory have to do with financial markets? Discuss the positives and the negatives of the theory. Why do Wall-Street types not like it? Explain the coin flipping experiment, as it relates to investment diversification.

6. **Chapter 9:**

Explain how the average American is three times as rich as they would have been in 1950. Explain the most effective "knock" on GDP. What does the author think about the effectiveness of fiscal policy? Explain how a current account surplus/deficit can be good and bad.

7. **Chapter 10:**

What is the drastic consequence of poor monetary policy the author discusses at the start of the chapter? Do you agree with this argument? Explain. What is the relationship between governments who owe money, government policies to fight inflation, and monetary policy?

8. **Chapter 11:**

What is the relationship between specialization and productivity? Discuss your opinion(s) on globalization after reading this chapter. Cite data from the book to prove your point. Finally, discuss the problem of "good intentions" on globalization and "sweatshops". What do you propose to solve this problem?

9. **Chapter 12:**

After reading this chapter, explain and discuss what we can do to help developing nations. What do these nations need to do to help themselves?

10. What was your favorite chapter? Why?