2015-2016 AICE Summer Assignments

9th Grade Pre-AICE English Literature
Summer Assignment

Choose one of the following novels to read:
• No Longer at Ease by Chinua Achebe
• Spies by Michael Frayn
• The English Teacher by R.K. Narayan

PROJECT

WHILE you are reading, you will keep a reflection journal. This should be hand-written. Handwriting MUST be legible in order for your journal to be graded. Reflections are thoughts, so as you are reading you should record your thoughts in your journal. Journals may be set up by chapter or by page numbers, but the entire novel should be covered without skipping parts. THIS SHOULD NOT BE A SUMMARY OF EACH SECTION OF THE NOVEL! Here are some questions to consider as you are reading:
• What questions or thoughts come to you as you are reading?
• What is the author’s purpose in this passage?
• Did your thoughts or feelings change as you read?
• Any surprises?
• What point is the author trying to make?
• What do you think of the author’s writing style?
• Is there a literary element used in this section and if so, what is its significance?
• What do you notice about the character(s)? Actions? Speech? Descriptions?

Be sure to include examples from the novel (with page numbers) to support what you say. The questions listed above are to help you get started. Thoughts are not limited to what is listed above.

AFTER you have completed the journal, do the following:
• Create a chart with a detailed description of each main characters in the novel (include cited textual evidence with page number(s))
• Create a chart to identify the mood(s) and include textual evidence with page numbers to support your claims.

<table>
<thead>
<tr>
<th>Mood (with description)</th>
<th>Textual evidence with page number</th>
</tr>
</thead>
</table>
• Choose five quotes from the novel that you consider to be significant. Create a two column chart. In the left column, write the quote including the page number and in the right column, write an explanation on the significance of the quote to the themes addressed in the novel.
• In a paragraph or two explain your impressions of the opening of the novel. Use textual evidence with page numbers in parentheses to support your impressions.
• In a paragraph or two explain how effective the conclusion of the novel was. Use textual evidence with page numbers in parentheses to support your explanation.
AICE General Paper Summer Assignment

The following assignments are due on the first day of school.

Assignment:

1. On a weekly basis, watch a major news network or visit their website to learn about current events. You can use a variety of sources, just make sure that they are credible and they can be referenced.

2. Each week write a paragraph explaining one thing happening in the world. This should follow a journal style entry but you must provide your source either in APA or MLA format. You should have a minimum of 10 entries from various sources. Do NOT rely on the same news source each week.

3. Choose one of the events and complete additional research outside of what is presented from that news source.
   a. Using the brief research you have completed on your topic:
      i. Write an introductory research paper on that topic. The paper should provide a brief explanation about the topic.
      ii. No more than 500 words
      iii. 12 point font; Times New Roman
      iv. MLA or APA style (whichever you are used to)

4. Come to class with your journal entry paragraphs and introductory research paper. Be prepared to discuss and present your findings to the class.

News Source Ideas (Of course you have CNN, FOX News, and MSNBC but these may help you think outside the U.S.):

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AICE EUROPEAN HISTORY SUMMER ASSIGNMENT: “European Personalities Biography Book”

Reason for this particular assignment: The European History curriculum covers the French Revolution, the Industrial Revolution, Italian and German Unification, World War One, and the Russian Revolution. The span of years is from 1789 to 1922. In these 133 years of history the overriding theme is the change in systems of government from absolute monarchy to the struggle between constitutional monarchy and republicanism. The debate was over which form of democratic government would prevail and be utilized in the countries of France, Italy, Germany, Austria, and Russia. Many influential individuals were involved in these struggles and feature prominently in the course throughout the year. So, going into the course, it would be very helpful to have a solid familiarity with each of them. The course concludes with a deep analysis of the causes behind World Wars One and Two.

The assignment: Create a “European Personalities Biography Book” of the rulers and diplomats listed below. Use cardstock or construction paper and your imagination. Use 8.5” x 11” paper. Create one page for each person. On that page include the following:

- A picture
- A quote
- A biographical textbox of information that includes family name, educational background, political struggles, and legacy.
- An “anecdote” from the person’s life. Anecdotes are interesting tidbits of information that help make these people real and human. For instance, Wilhelm I was born with a deformed right arm. This arm caused him all kinds of strife and anguish as a child and a teenager. His parents subjected him to gruesome medical rituals in an attempt to fix the arm. His aggressive and brutal personality was attributed to the shame he felt over his arm.

Please make every attempt to use your own words. Do not copy and paste from any website. You are free to use any type of research material. You will refer to this booklet many times throughout the course, so your efforts will not go without reward or future use.

1. King Louis XVI of France
2. Maximilien Robespierre
3. Napoleon Bonaparte I
4. King Victor Emmanuel of Italy
5. Count Camilo Benso Cavour of Italy
6. Giuseppe Garibaldi
7. Napoleon III
8. Kaiser Wilhelm I (2nd Reich)
9. Otto von Bismarck
10. Kaiser Wilhelm II (2nd Reich)
11. Czar Nicholas II of Russia
12. Vladimir Lenin
10/11th Grade AICE English Language

Criteria for Book Selection:
The AICE English Language Instructor believes this list...
- Represents a variety of genres and a balance of classical and contemporary literature;
- Pays attention to general student interests as well as to specific gender interests;
- Contains books that have received favorable reviews and awards;
- Supplements the core curriculum, includes title of interest, and exposes students to important issues within American History and Literature
- Includes books that the instructor finds to be exceptionally well-suited to assist the students with their intellectual, emotional, and character development.

What Research Says About Reading:
The following points are from Reading In and Out of Schools, a publication prepared by the Educational Testing Service for the US Department of Education, and Patterns of Reading Practice, a publication of The Institute for Academic Excellence.
- The amount of reading that students do for school, and do out of school are both positively related their reading achievement.
- Students who reported discussing their reading had higher average reading achievement than students who reported never having this opportunity,
- When ranked according to the amount of reading they do, students in the top 5 percent read 144 times more than students in the bottom 5 percent.

Summer Reading Directions
Accountability: Students will submit one typed 300 word essay for each of the three titles (3 titles = 3 papers).
  a. These (3) papers must be MLA formatted…
     i. Size 12 font
     ii. Black “ink”
     iii. Double Spaced
     iv. 1 inch margins
     v. NO COVER PAGE
     vi. MLA heading on page 1 in the upper left hand side of the paper
  b. Each paper must address
     i. the style and language used by the author to convey his/her meaning as well as the effectiveness of that style and language
     ii. analytical insight as to why the author wrote the work, why the work is important to literature and how the reader is affected by the work

Literature Titles:
1. Ethan Frome by Edith Wharton (Early American)
2. The Great Gatsby by F. Scott Fitzgerald (American)
3. The Great Santini by Pat Conroy or The Things They Carried by Tim O’Brien

a. All of the abovementioned titles can be found at the TCHS book fair (media center), local libraries, used book stores, book stores, or can be ordered online (in new or used condition).
10/11th Grade AICE English Language

In order to be prepared for AICE English Language, it is imperative that students be familiar with each of the following terms/concepts by the first day of school.

**Literary Terms:**

1. Main Idea
2. Author’s Purpose
3. Cause/Effect
4. Foreshadowing
5. Point of View
6. Imagery
7. Setting
8. Theme
9. Irony
10. Plot
11. Irony
12. Flashback
13. Symbol/Symbolism
14. Personification
15. Metaphor/Simile
16. Exposition
17. Climax
18. Denouement
19. Resolution
20. Conclusion

**Writing:**

1. Expository

**Grammar:**

1. Simple and Compound Sentences
2. Sentence Structure
3. Subject/Predicate
4. Subject/Verb Agreement
5. Parts of Speech
6. Clauses
7. Verb Usage
8. Punctuation
9. Spelling
10. Usage
AICE U.S. History Summer Reading:
*A People’s History of the United States* by Howard Zinn
Online location: [http://www.historyisaweapon.com/zinnapeopleshistory.html](http://www.historyisaweapon.com/zinnapeopleshistory.html)

Assignment:

- Read Chapters 1-6 (pages 1-124).
- As you read each chapter highlight important information and take marginal notes.
- After reading each chapter, write a well-developed answer with detail and examples from the book for each question. Use complete sentences and proper grammar.
- Be prepared for an assessment on each of these chapters after school begins.

Study Guide Questions for Chapters 1-6:

**Chapter 1**
1. How does the story of Columbus illustrate that the purpose of history is ideological?
2. What does Zinn mean when he refers to: “the excuse of progress”?  
3. What is Zinn’s purpose for writing about history?

**Chapter 2**
4. Why were the early Virginians in such desperate need for labor?  
5. Why were Africans enslaved and sent to the Americas? Why not enslave the natives or other whites?  
6. How did African slaves resist their enslavement?  
7. Was the development of racism in America a natural occurrence or was it a historical occurrence? Explain.

**Chapter 3**
8. Describe the policy of indentured servitude?  
9. Did Europeans sign indentures because of “choice” or because of “historical circumstance”?  
10. What happened to indentured servants once they became free?  
11. Why did Bacon’s rebellion create so much fear among the colonial elites?  
12. How did wealthy elites use racism and a growing middle class to their advantage?

**Chapter 4**
13. Which groups of people are omitted from the Declaration of Independence? Why?  
14. Why were the leaders of the American Revolution so afraid of mass Anti-British demonstrations?

**Chapter 5**
15. During the American Revolution, on whose side did the Native Americans fight? Why?  
16. To what extent did the common people of the thirteen colonies support the American Revolution?  
17. After the Revolution, what happened to Loyalist property that was confiscated?  
18. What is Zinn’s thesis for Chapters 4 and 5? (Hint: Why is Chapter 5 titled “A Kind of Revolution”?)

**Chapter 6**
19. Describe two roles that women were expected to play in early America.  
20. What does Zinn mean by “the Cult of Womanhood”?  
21. Describe how the Industrial Revolution changed the role of women in America?
AICE Global Perspectives Summer Assignment

The following assignments are due on the first day of school.

Assignment:

1. On a weekly basis, watch a major news network or visit their website to learn about global events. I have provided a list of news sources below but feel free to go outside of these. Each week write a paragraph explaining one thing happening in the world that is NOT United States specific, although it may involve the US. This should follow a journal style entry but you must provide your source either in APA or MLA format. You should have a minimum of 10 entries from various sources. Do NOT rely on the same news source each week.

2. Choose one of the events and complete additional research outside of what is presented from that news source.
   a. Using the brief research you have completed on your topic:
      i. Write an introductory research paper on that topic. The paper should provide a brief explanation about the topic.
      ii. No more than 500 words
      iii. 12 point font; Times New Roman
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3. Come to class with your journal entry paragraphs and introductory research paper. Be prepared to discuss and present your findings to the class.

News Source Ideas (Of course you have CNN, FOX News, and MSNBC but these may help you think outside the U.S.):

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AICE Environmental Management - Summer Reading Assignment

Your summer assignment has 3 parts.

PART I: Choose one book from the list below to read over the summer.

- Collapse: How Societies Choose to Fail or Succeed by Jared Diamond.
- The Sixth Extinction: An Unnatural History by Elizabeth Kolbert.
- Silent Spring by Rachel Carlson
- Six Degrees: Our Future on a Hotter Planet by Mark Lynas
- State of the World 2015: Confronting Hidden Threats to Sustainability by The Worldwatch Institute

PART II: Using a composition notebook or spiral notebook record your thoughts as you read. Your notes can be on something you found interesting while reading, or a question you have that you would like to research further. You should have at least five thoughts/questions per chapter. Also, make sure to record the page number in the book that corresponds to your note.

PART III: You will write an essay on the book you have chosen (750 word minimum). The paper should be in MLA format (no title page) and should contain the following sections:

- An opening and overview of the book you chose. (Approximately 15% of total paper).
- Subsections separated by chapter title. Each subsection should be a chapter summary that discusses the major points of the chapter.
- A conclusion that gives your overall thoughts on the book (approximately 15% of total paper) and summarizes the environmental issue (i.e. water pollution, pesticide use, loss of biodiversity, etc.).
  - Within your conclusion a brief update (2-3 paragraphs) should be provided on the environmental issue discussed in the book. Is the situation better, worse, the same? Remember, some of these books were written more than 30 years ago.
- The paper will be graded on how accurately you describe the chapter, how well you followed the directions above, as well as spelling/grammar/style of writing.

SUGGESTIONS

*Do not put this assignment off. It is too difficult and important to your grade to do so. Either read it early or do a chapter a week.

TURNING THE ASSIGNMENT IN

- Your essay and composition notebook are due on the first day of school, no exceptions.
- Bring a paper copy with you to class on the first day. This work should be your work only. Copying of someone else’s work/thoughts/ideas without proper citation will result in a zero and disciplinary action. This assignment will count as a project grade.

*If you have questions about the assignment I can be reached at Alan.Emerson@stlucieschools.org
12th Grade AICE Literature in English

Summer reading projects for AICE literature 2015-2016. Read the following two works and have the assignments prepared for the beginning of the school year:

Absurd Person Singular – Alan Ayckbourn

Directions: Answer both ‘A’ and ‘B’. ‘A’ can be created as a visual (powerpoint, poster, Prezi, etc.) if you prefer. If you choose to create a poster you can submit it the first day of school but please acknowledge that you will do so when you send the rest of the project by email.

A. Create a timeline of the major events from the play. Write a brief description of the events and then place them into one of the following categories as part of the plot line.

   Exposition (setting, development of characters, introduction, development of conflict)
   Rising Action (plot development that leads to the climax, often have cause and effect attributes)
   Climax
   Falling Action (plot developments after the climax that lead to the resolution of the story, also often have cause and effect attributes)
   Resolution (outcomes of the play, impact on society, outcomes for characters)

B. Create a characterization of the main characters and include: (actions, motivation, ethics, impact on other characters, and common descriptions, items, and words that are associated with the character). Then find one good quote from the play that shows characterization for that character. This can be a quote said by, or about that character.

The Namesake – Jhumpa Lahiri

Directions: These are three extended response questions. Each should be about 6 to 8 sentences long and should use examples from the play to support.

A. Discuss the importance of culture in the development of themes within this novel. What are some major themes that are developed?
B. Find four examples from the story of unique uses of language. Explain what is unique about it and why the language helps develop the action, outcomes, or themes.
C. Discuss the unique structure of this novel. Does this structure impact or connect to any themes or character development?
**AICE Photography Summer Assignment:**

Students are to create a portfolio of things they photographed during the summer. It can be a digital portfolio or a printed and bound.

**Guidelines for Portfolio:**
1) All photos should be artistic in nature (no candid or vacation photos)
2) Art Elements and Design Principles should be evident.
3) An explanation of what the artist’s intent should accompany each series. For instance: Maybe you were photographing architecture and you wanted to work on abstract views of a particular type of architecture. Maybe you decided to experiment with different types of lighting.
4) You should have at least 6 sets of series (i.e.; architecture, portraiture, still life, abstract, black and white, action... or any other types of photography).
5) Student should demonstrate experimentation.

For clarification or questions, please email Ms. Stark @ stephanie.stark@stlucieschools.org.

Research photography ideas before you start... use those ideas to get started. Here is your rubric:

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### AICE Photography Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Qualities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High Scope of Vitality</td>
<td>personal ideas, subjects and themes. Degree of imagination and inventiveness is very high. Student was not afraid to experiment.</td>
<td>20</td>
</tr>
<tr>
<td>Good Scope of Vitality</td>
<td>personal ideas, subjects and themes. Degree of imagination and inventiveness is good. Student adequately experimented.</td>
<td>15</td>
</tr>
<tr>
<td>Inadequate Scope of Vitality</td>
<td>personal ideas, subjects and themes. Degree of imagination and inventiveness is very low. Student had to be prompted experiment.</td>
<td>10</td>
</tr>
<tr>
<td>Student turned work in but there was no scope of Vitality of personal ideas, subjects and themes. There is a minimal degree of imagination and inventiveness. Student did not experiment.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Manipulative, Artistic, and Analytical Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student successfully uses media (camera, photoshop), process and techniques to and investigate intentions.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Student adequately uses media (camera, photoshop), process and techniques to and investigate intentions.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Student inadequately uses media (camera, photoshop), process and techniques to and investigate intentions.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Students works with bare minimum of media, process and techniques to investigate intentions.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Aesthetic Qualities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student successfully uses chosen elements to emphasize and communicate intention.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Student adequately uses chosen elements to emphasize and communicate intention.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Student inadequately uses chosen elements to emphasize and communicate intention.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Student does not use chosen elements to emphasize and communicate intention.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge and Critical Understanding</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student successfully selects and evaluates photos for presentation as a means of developing intentions. Student gives a strong critical appraisal of the work of others; There is a strong evidence of awareness of other cultural influences as displayed in their work.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Student adequately selects and evaluates photos for presentation as a means of developing intentions. Student gives a good critical appraisal of the work of others; There is adequate evidence of awareness of other cultural influences as displayed in their work.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Student inadequately selects and evaluates photos for presentation as a means of developing intentions. Student gives a mediocre critical appraisal of the work of others; There is insufficient evidence of awareness of other cultural influences as displayed in their work.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Student does not successfully select and evaluate photos for presentation as a means of developing intentions. Student gives a little or no critical appraisal of the work of others; There is no evidence of awareness of other cultural influences as displayed in their work.</td>
<td>5</td>
<td></td>
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</table>