The following is the list of summer assignments that students should complete prior to the start of the 2016-17 school year. There is not summer work for each and every course.

Most assignments require the purchase of specific books, the titles and ISBN numbers of which are listed with each assignment. These books are available for order through our online bookstore as of June 23rd, or you may order them yourself through a local bookstore or online retailer. If you choose to purchase from other retailers, please confirm that you are ordering the correct book with the correct ISBN number, as there are often multiple editions and various translations of a text.

Arts

NONE

English

Ninth Grade Freshman English Seminar

Read *Purple Hibiscus* by Chimamanda Ngozi Adichie (ISBN 9781616202415)

As you move through the novel, take notes about parts of the text that stand out to you. When you are finished reading, please write a 350-500-word reflection on the process you had for reading the novel. We are interested to know about you as a reader.

Use these questions to guide you:
1. What challenged you about reading this book?
2. What type of notes* did you take?
3. What did you notice about yourself as a reader?
**Note-taking Strategies:**

- Marking in your book and taking notes at the ends of chapters and in the margins.
- Writing on a separate piece of paper with comments, page numbers, and quotes included.
- Using a graphic organizer or chart with comments, page numbers, and quotes.

**10th Grade Sophomore English Seminar**

Read *Rite of Passage* by Richard Wright (ISBN 9780064471114)

As you read, take notes* so that you can answer the following questions in writing:

1. Would you recommend this book? Why or why not?
2. Consider a decision that a character made in the book that reveals something about who she or he is or helps you understand her or his role in the story, as you did in ninth grade when you wrote your empathy journal assignment. Use at least one quote from the text to explain what you think about this character and the choice they made.

Your response should be 400-600 words, 12-point font, double spaced, printed with your name at the top, stapled in the top left-hand corner, and ready to hand in at the first class meeting.

**Note-taking Strategies:**

- Marking in your book and taking notes at the ends of chapters and in the margins.
- Writing on a separate piece of paper with comments, page numbers, and quotes included.
- Using a graphic organizer or chart with comments, page numbers, and quotes.

**11th Grade Junior English Seminar and Honors Junior English Seminar:**

Eleventh graders are required to read *The Glass Castle* by Jeannette Walls (ISBN ) and to take notes* in preparation for a seminar and for writing an original memoir. You will need to read The Glass Castle TWICE to do well.

As you read *The Glass Castle*, take notes* on three things:

1. A personal connection might be a character, a relationship, a problem, or a situation in the story that reminds you of something from your own experiences (lenses 1 and 2).
2. A revealing moment is a point in the book when you learn something significant about a character: something he or she does or says, or something another character says or thinks about him or her (lens 2).
3. A pattern is a repeated image, word, phrase, situation, or idea (lens 3).

Here is a reminder about what the three lenses are:

- Lens 1: Reader Lens: your personal reactions to the text; what the text reminds you of from your own experience; an idea the text inspires in you; what you liked and didn’t like in the text; how the text connects to other books, movies, songs, or local or world events.
- Lens 2: Character Lens: the main characters and what you know about them; what you think makes them act the way they do; their inner lives and motivations.
- Lens 3: Writer Lens: what the writer is trying to get you to think about and the ways she uses structure, word choice, patterns in imagery, and language to show ideas without telling them. Remember: Never assume the narrator and the writer are the same person!
* Note-taking Strategies:
  • Marking in your book and taking notes at the ends of chapters and in the margins.
  • Using Post-its instead of writing in your book.
  • Writing on a separate piece of paper with comments, page numbers, and quotes included.
  • Using a graphic organizer or chart with comments, page numbers, and quotes.
Your reading notes will be checked and graded and counted as one of your first grades of the year.

**Honors Writing**


As you read *On Writing* and *The Elements of Style*, pay particular attention to what each text tells you about your own writing. Take notes* on details you want to remember, questions you want to clarify, and points you want discuss.

* Note-taking Strategies:
  • Marking in your book and taking notes at the ends of chapters and in the margins.
  • Using Post-its instead of writing in your book.
  • Writing on a separate piece of paper with comments, page numbers, and quotes included.
  • Using a graphic organizer or chart with comments, page numbers, and quotes.

**12th Grade Honors Literature**


As you read *The Odyssey* and *Huckleberry Finn*, identify a pattern you see in each book and trace that pattern throughout the text. Take notes* on the pattern you have noticed by marking each instance in which it occurs in your book and taking notes in the margin.

* Note-taking Strategies:
  • Marking in your book and taking notes at the ends of chapters and in the margins.
  • Using Post-its instead of writing in your book.
  • Writing on a separate piece of paper with comments, page numbers, and quotes included.
  • Using a graphic organizer or chart with comments, page numbers, and quotes.

**12th Grade Senior English Seminar**

Seniors in this course are required to read one memoir, autobiography, or biography that tells the story of a person's life. Please bring the book with you to class on the first day of school.

As you read the story of someone else's life, prepare to describe and explain the person at the heart of the book. Take notes* in your book by marking significant passages, words, or phrases that reveal important details about this person, and be sure to write about the significance of what you have marked either in the margin, on Post-its, or on a separate piece of paper. You may not choose a book you have read for another course.
* Note-taking Strategies:
• Marking in your book and taking notes at the ends of chapters and in the margins.
• Using Post-its instead of writing in your book.
• Writing on a separate piece of paper with comments, page numbers, and quotes included.
• Using a graphic organizer or chart with comments, page numbers, and quotes.

International Students in the ESL Program
If you are an international student enrolling in ESL classes for the coming year, you are to follow the instructions outlined for ESL summer assignments below.

Extra Credit
Please read as many additional books as you can; your teachers are interested in seeing what kinds of books you like to read. Be prepared to have a one-on-one conversation with your teacher about what you liked and disliked about the extra credit book(s) and why you would or would not recommend it/ them.

The English and NGP teachers have made a list of suggestions, consisting of a wide range of books (see list below). You may choose books that are not on the list as well, but you will not receive credit for reading a book that is required reading for a course. If you have any questions, please contact Laura Moore at lmoore@lacademy.edu.

NOTE: The books below are NOT available through the online bookstore.
Can’t think of what to read? Here are some of our favorites…

Mr. David Smith
*Tales of Mystery and Imagination,* Edgar Allan Poe
*Moby Dick,* Herman Melville
*Lord of the Flies,* William Golding

Mrs. Moore
*Jane Eyre,* Charlotte Bronte
*Just Mercy,* Bryan Stevenson
*Crow Lake,* Mary Lawson

Dr. Haman
*Waiting for Teddy Williams,* Howard Frank Mosher
*Return of the Native,* Thomas Hardy
*Little, Big,* John Crowley
*When Breath Becomes Air,* Paul Kalanithi

Ms. Lawler
*Middlesex,* Jeffrey Eugenides
*Petty,* Warren Zanes
*The Art of Fielding,* Chad Harbach
Mr. Igoe
*Hey, Rube*, Hunter S. Thompson
*The Orphan Master’s Son*, Adam Johnson
*The World According to Garp*, John Irving

Mrs. Smith
*The Lord of the Rings Trilogy*, J.R.R. Tolkein
*The House of Spirits*, Isabel Allende
*The Year of Magical Thinking*, Joan Didion

Ms. Carney
*The Cider House Rules*, John Irving
*Stone Butch Blues*, Leslie Feinberg
*Their Eyes Were Watching God*, Zora Neale Hurston

Mr. Mitchell
*Great Expectations*, Charles Dickens
*Flowers for Algernon*, Daniel Keyes
*Watership Down*, Richard Adams

Mr. Barker
*Billy Lynn’s Long Halftime Walk*, by Ben Fountain
*The Alchemist*, by Paulo Coelho
*I’ve Got Things to Do with My Life*, by Mike Towle
ESL

Required Reading
All students entering the ESL program must read the short story “The Last Lesson” by Alphonse Daudet. Click here to reach the story online [http://www.englishlibrary.org/story_lastlesson.html](http://www.englishlibrary.org/story_lastlesson.html)

HOW TO READ THE STORY
The Lawrence Academy ESL department recommends that you read the story twice. Please print out the story first.

During the FIRST READ, you will seek to understand the plot and characters, and should underline any words you don’t know. For the SECOND READ, you should read more thoroughly and thoughtfully, looking up definitions in English of the words you underlined and writing them on notebook paper. Your definition of a word should be the one best suited within the context of the story.

Also during the second read, you may take ACTIVE READING NOTES in the page margins. Active reading notes include observations about characters, events, symbols, and language; questions that arise during your reading; and comments that relate any aspect of the story with your own life or with contemporary issues (the world outside the book).

You will find that your knowledge of this story will be integral to your English course in the fall, so be prepared to discuss it, to be tested on it (during the first week of the fall term), and to relate it to other works read over the course of the coming year.
History

Honors U.S. Government and Politics


1. Read “The Declaration of Independence” in *A Guide to the United States Constitution*. Using that as your starting point, write a brief essay that describes the definition of the word “democracy.” Don’t go to a dictionary (even as a starting point); rather, share how you would explain the meaning and significance of this word and the concept(s) it represents: What conditions would be necessary for a society and government to call itself a democracy? (If it helps: Try to imagine having to explain democracy to someone who has never heard of the word.)

2. Read pp. 3-33 in *A Guide to the United States Constitution* and *How Democratic Is the American Constitution*. Then, write: Is the U.S. Constitution consonant with your definition of democracy as explained in your essay above? Why or why not? Please explain in detail, and please explain with evidence from current events.

Honors Senior History: Of Nukes and Commies


Write a 2-3 page review of the book.
Language

CHINESE (MANDARIN)

NONE

FRENCH

French 2


1. Join the “Summer HW for FR 2” Quizlet class.
   https://quizlet.com/join/QEBdmSu9h
   a. Complete “learn” or “speller” on each of the card sets in that class before the first day of class. (NOTE: Please do the Quizlet work FROM YOUR COMPUTER, NOT from the phone app. The phone app does not show me your work, so you can only get credit for the work you do from your computer.)
   b. Be prepared for a summer vocabulary assessment on the first day of class. Studying well in advance is a great way to start the year with an A!

2. Read pages 6 and 7 in your new Discovering French Blanc 2 textbook. Bring your written work to class on the first day of school.
   a. Answer each of the 18 questions in a complete sentence, making up your own option if it applies.
   b. Then, use your sentences to create a letter about yourself that will be addressed to your new teacher. This letter should also be on a separate piece of paper.

French 3 or Honors French 3

Easy French Reader by R. de Roussy de Sales (ISBN: 978-0071850179)

1. Read Chapters 1-15 in the Première Partie.
   a. Do “Après la lecture” A and B for each chapter. Please write your answers on a separate sheet of paper.
   b. Do the Révision questions and crossword on pages 9-10, 25-26 and 44-45.

2. Choose four (4) history chapters from the Deuxième Partie.
   a. Summarize each chapter in French in 1-2 sentences. Please write your summaries on a separate sheet of paper.
French 4 or Honors French 4


**LIRE:**
2. Pour chaque histoire, il y a des questions auxquelles il faut répondre. Je peux vous envoyer les questions par courriel. Écrivez vos réponses sur une autre feuille de papier, pas sur la feuille donnée.

**APPRENDRE:**
1. Join the “Summer HW for FR 4 / 4H” Quizlet class.
   [https://quizlet.com/join/hTF46c5ST](https://quizlet.com/join/hTF46c5ST)
   a. Complete “learn” or “speller” on each of the card sets in that class before the first day of class. (NOTE: Do all summer Quizlet work from your computer, NOT from the phone app. The phone app does not show me your work, so you can only get credit for the work you do from your computer.)
   b. Be prepared for a summer vocabulary assessment on the first day back. Easy way to start the year with an A!

French 5 or Honors French 5

*Jean de Florette* by Marcel Pagnol (ISBN: 978-8723904232) (NOTE: Since Pagnol’s book is out of print, it is not available from Lawrence Academy’s online book store. It is, however, available as a used book through Amazon and other online booksellers.)

1. Please read *Jean de Florette*. You can break it up into about 10 pages a week.
2. Answer all of the questions for each Chapter. These questions are found in the back of the book. Please answer these questions on a separate sheet of paper.
3. Look up five (5) words per chapter in the dictionary. Mark these words down with the definition and page number.
LATIN

Latin 2
Read *Lord of the Silver Bow* by David Gemmell (ISBN 978-0345494573)

Latin 3 or Honors Latin 3
Read *Mythology* by Edith Hamilton (ISBN 978-0316223331)

Latin 4 or Honors Latin 4
*Aeneid* by Virgil (ISBN 978-0679413356)

Write a one-page summary for each chapter of the book. This will be handed in on the first day of class.

SPANISH

Spanish 2

1. Read Chapters 1-16. Respond to all reading comprehension questions, exercises A and B, at the end of the readings. Also, complete “Repaso 1, 2, and 3,” excluding the “crucigramas 1, 2, and 3.” (NOTE: Please do all work in a composition notebook. Responses should be in complete sentences. For true and false questions, correct the false statements and make them true.)

2. Go to this Quizlet link [https://quizlet.com/MsPietsch/folders/spanish-2-summer-work](https://quizlet.com/MsPietsch/folders/spanish-2-summer-work) and study the “verbos – verbs” set.

Spanish 3
*DESCUBRE Level 3 w/ Supersite Code* by José A. Blanco (ISBN 978-1618572387). (NOTE: We recommend that you order this book through the Lawrence Academy online bookstore or directly from the publisher because of the need to get the edition with the Supersite code.)

If you need to look up words as you do the following assignments, you may either use a Spanish-English book dictionary or the online dictionary at www.wordreference.com. You MAY NOT use any translation programs. Some of the exercises instruct you to work in pairs, but in this case, you will write all answers on your own.

1. In *Descubre*, read page 35, complete the exercise *Oraciones incompletas*, and, in complete sentences in Spanish, answer all the questions posed throughout the page.

2. After finishing page 35, read the article *Sonia Sotomayor: la niña que soñaba* on pages 36 and 37. Complete exercise 1 (*Comprensión*), exercise 2 (*Interpretación*), and exercise 4 (*Modelos de vida*) on page 38, in complete sentences in Spanish.
Honors Spanish 3

DESCUBRE Level 3 w/ Supersite Code by José A. Blanco (ISBN 978-1618572387). (NOTE: We recommend that you order this book through the Lawrence Academy online bookstore or directly from the publisher because of the need to get the edition with the Supersite code.)

If you need to look up words as you do the following assignments, you may use either a Spanish-English book dictionary or the online dictionary at www.wordreference.com. You MAY NOT use any translation program.

1. In Chapter 1, go to the CULTURA section on page 35. Complete all of the activities under Antes de Leer. Look at the vocabulary and do Oraciones incompletas, Conexión Personal, and Contexto cultural. Answer all questions in complete sentences.

2. After you have completed the Antes de Leer activities, read Sonia Sotomayor: la niña que soñaba on pages 36 and 37.

3. Then, go to the Después de Leer section on page 38 and complete exercise 1 (Comprensión), exercise 2 (Interpretación), and exercise 4 (Modelos de vida). Exercise 2 will instruct you to work in pairs, but in this case, you will write answers on your own.

4. After you have completed the reading selection and the required activities in the textbook, research and write in Spanish a brief profile (150 words minimum) of another politician in the U.S. of Hispanic heritage. Your profile should be typed and double spaced. This assignment will be collected the first day of classes.

Spanish 4 and Honors Spanish 4


1. In Album, read the story Preguntas. Note that the words in the margin are vocabulary for the words that are marked with a little circle in the same line of the text. There are also footnotes at the bottom of the page to explain some of the expressions. You can also use a good Spanish-English dictionary, but you are not to use any online translation programs nor read a copy of the story in English.

2. After you have read Preguntas, answer all the questions listed under the sections “Comprensión,” “Resumen,” and “Análisis.” You should answer in complete sentences, on a separate piece of paper, and in Spanish.

3. Choose a recorded song of any genre (rock, pop, folk, merengue, etc.) with words originally in Spanish (iTunes Latino is a good place to find one). Listen to the song. Find the lyrics in Spanish on the internet, and print or write out a copy (this is easy to do by Googling the name of the song or a line of the lyrics). Using a good Spanish dictionary or www.wordreference.com (do not use any online translation programs), write your own translation of the song into English. In September, you will hand in both the Spanish and the English copy.

Spanish 5

Album, 4th ed. by Joy Renjilian-Burgy and Rebecca M. Valette (ISBN: 978-1133941040). (NOTE: If you are entering this class after having taken Spanish 4/4H at Lawrence Academy, you can use the third edition of Album you purchased for that class.)

1. Read the following short stories: El tiempo borra, Cajas de cartón, and La conciencia.

2. Refer to the section at the end of each story titled Interpretación.
   a. Ensayos: FOR EACH STORY, choose one and write a 150-word response. Use separate paper.
   b. Discusiones: FOR EACH STORY, respond to each numbered question with at least 25 words. Again, please use separate paper.
Honors Spanish 5

*Album, 4th ed.* by Joy Renjilian-Burgy and Rebecca M. Valette  (ISBN: 978-1133941040). (NOTE: If you are entering this class after having taken Spanish 4/4H at Lawrence Academy, you can use the third edition of Album you purchased for that class.)

1. Read the following short stories: Mi caballo mago, Casa tomada, Bernadino
2. Refer to the section at the end of each story titled Interpretación.
   
   a. *Ensayos*: FOR EACH STORY, choose one and write a 150-word response. Use separate paper.
   b. *Discusiones*: FOR EACH STORY, respond to each numbered question with at least 25 words. Again, please use separate paper.
Math

Math 2 or Honors Math 2

Students in Math 2 or Honors Math 2 must have a mastery of Algebra 1 topics and beginning geometry. The Mathematics Department has prepared a document, at the link listed below, that highlights the major concepts and ideas taught in Math 1, which is required to enter Math 2 or Honors Math 2. The summer work contains a topics list, definitions, examples, and links to Screencasts that can be used to review topics and work exercises.

Students enrolling in Math 2 or Honors Math 2 must complete the summer work outlined below. Students are expected to bring their work with them on the first day of classes in September. If after reviewing the summer work you feel that Math 2 or Honors Math 2 is not the correct placement, please contact Krista Collins, Mathematics Department Chair, via email at kcollins@lacademy.edu.

Math 2 Link:

Honors Math 3

Students enrolling in Honors Math 3 must complete the summer work listed at the link below. These pages are intended to review the topics of linear, absolute value and quadratic functions, complex numbers, and transformations of functions. It also covers domain and range, exponent properties, algebraic properties, and rational expressions.

Students enrolling in Honors Math 3 must bring their work with them on the first day of classes in September. If after reviewing the summer work you feel that Honors Math 3 is not the correct placement, please contact Krista Collins, Mathematics Department Chair, via email at kcollins@lacademy.edu.

Honors Math 3 Link:
[www.lacademy.edu/uploaded/2015_Graphic_Files/PDFs/Math_3_Honors_Summer_Work_2016.docx](www.lacademy.edu/uploaded/2015_Graphic_Files/PDFs/Math_3_Honors_Summer_Work_2016.docx)

Science

NONE