

Timber Creek High School Summer Enrichment Activities 2020



Below are the subjects that have **suggested** Summer Enrichment Activities for their course. Please follow the instructions listed for each course. If a course is not listed then the course does not have a Summer Enrichment Activity.

Summer Enrichment Activities this year are **optional**. Teachers will not be collecting or grading the work at the beginning of the year. The activities are designed to introduce students to the content prior to the beginning of the year.

We encourage all of our Wolves to read over the summer! If you are looking for something to read, please visit the TCHS Media Center page on the school website.

You can also take part in the district summer reading program by visiting:
OCPSReads.ocps.net

If you have any questions about a specific course, please contact the instructor.

Summer Computer Science Enrichment

Who:

Students taking or have taken AP Computer Science A.

What:

Weekly online competitive programming training using Java. Students will engage in a one hour live lesson and practice competition weekly. Skills directly prepare you for the AP CSA exam.

When:

**Live Session: Thursdays - Online - 9 PM - 10PM
Competitions: Varies throughout the week.**

Contact:

Kyle Dencker | Kyle.Dencker@ocps.net

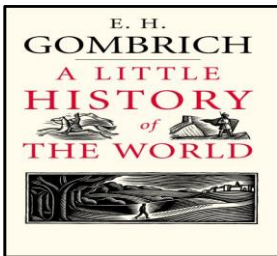
Critical Thinking (PAWS) & AP Comparative Government

Contact: Marius.Tesch@ocps.net

Summer Enrichment Activity 2020

PART I - SUGGESTED SUMMER READING

In your child's Critical Thinking/A.P. Comparative Government and Politics Courses, the students are going to read E. H. Gombrich's *A Little History of the World*! Your child will need to purchase or borrow the approved book below. During the first nine weeks of the school year, students will be learning to write a book review using a standard format for citation. To get a head start, students can read this wonderful book over the summer break.



A Little History of the World

Ernst Gombrich

It is not necessary that the students purchase these books brand new. A used copy will do just fine, and is available for just a few dollars through websites such as abebooks.com and amazon.com. Alternatively, the students may borrow a copy of these books from the Orange County Public Library. I suggest you check for availability online at <http://www.ocls.info/>. Should you be unable to get a copy of the book for whatever reason, I invite you to contact me privately via email at Marius.Tesch@ocps.net.

PART II - TOPICS OF STUDY ON YOUTUBE!

These days, we don't just learn about the world around us through reading. There is also a lot that we can learn by watching the news, checking out some video documentaries, or even listening to PodCasts! With parental supervision and permission, you can check out these cool videos before the first day of class.

- **Censorship & Coercion in Authoritarian Regimes**

In our course, we will learn about countries like China that have what we call an "authoritarian" system of government. In China today, citizens are tracked by the government, communication online is carefully monitored, and many other aspects of everyday life are closely controlled. The government does these things to maintain control and their grasp on power. Check out this VICE documentary on YouTube:

<https://youtu.be/CLo3e1Pak-Y>

- **Brexit: The United Kingdom leaves the European Union**

A particularly interesting current event that comes up a lot in our course is that of Brexit! Haven't heard of it? In 2016, the United Kingdom decided to leave the European Union

(EU), which is kind of like a “government for governments.” Member states of the EU have many of the same laws in terms of immigration and trade. Many of these countries even share a common currency called the Euro! Leaving the EU will have lots of negative economic consequences for the UK, and so many students ask: why did they decide to leave? Check out this video to find out a little bit about Brexit:

<https://youtu.be/JirBvgI8JXA>

- **Theocratic Government in Iran**

One of the countries that we study in our course is Iran. Unlike other democratic systems of government that we study, Iran does not have separation of church and state. In fact, the system of government in Iran is based on the predominant religion in Iran: Shia Islam. This documentary lets us take a closer look at Iran and get a feel for its people, their cultures, and their way of life. <https://youtu.be/voA0cS1JiGQ>

- **Vladimir Putin: Russia’s President**

In 2000, a little-known former KGB agent and Mayor of St. Petersburg named Vladimir Putin was elected president of Russia. Since then, Vladimir Putin has managed to stay in that office, even working his way around a loophole in the constitution that originally limited him to a single term in office. How has Vladimir Putin managed to stay in power for so long? Watch this PBS Frontline documentary to find out!

<https://www.pbs.org/wgbh/frontline/film/putins-way/>

- **Our Class YouTube Channel: Global Chat!**

Want to get to know your Critical Thinking and AP Comparative Government and Politics teachers, Mr. Tesch and Mr. Coleman? We have our very own YouTube channel where we go over many of the concepts that we study throughout the school year. Check it out here:

<http://www.youtube.com/c/GlobalChatwithMrTesch>

AP Human Geography

Contact: Jason.Skinner@ocps.net or Michael.Coleman@ocps.net

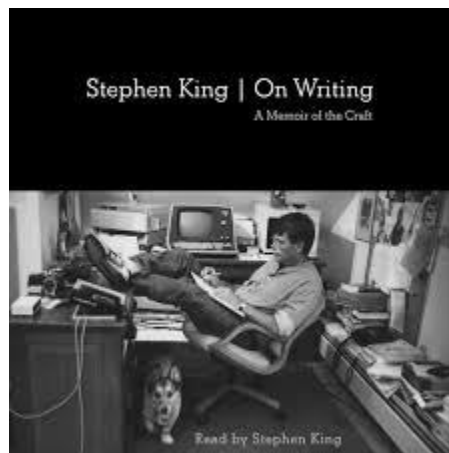
The Advanced Placement Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. This course is fundamentally about the people that make up this planet and how our actions and interactions shape the world around us in a multitude of ways. Students also learn about the methods and tools geographers use in their science and practice to ask and answer these important questions to aid humanity in our quest for sustainability. It is an excellent course for preparing students to become geo-literate youth and adults.

Units of Study: These are the seven units that we will study this school year along with some topics discussed in each. We encourage you to review these items to gain some background on some of the many topics we will discuss. You can read articles or even watch YouTube or educational videos online for these topics. A recommended video resource is listed with each topic for your convenience.

1. **Geography: Its Nature and Perspectives - Why all World Maps are Wrong**
 - map fundamentals, shaping environments for human needs, impacts of technological innovation on transportation and communication, GIS
 2. **Population and Migration - Population Pyramid Powerful Predictions**
 - consequences of population growth, changing fertility rates, and international migration
 3. **Cultural Patterns and Processes - Learn a New Culture**
 - cultural assimilation due to globalization and economic changes, conflicts over the demands of ethnic minorities, language divisions, religious institutions
 4. **Political Organization of Space - It's Time to Draw Borders on the Arctic Ocean**
 - political unity as well as struggles over political power and control of territory, the changing role of women in society
 5. **Agriculture, Food Production, and Rural Land Use - A Corny History of the World**
 - location factors of agricultural land use for both commercial and subsistence farming, industrial development, sustainability in agriculture
 6. **Industrialization and Economic Development - How the Rest of the World Lives**
 - inequalities between developed and developing economies
 7. **Cities and Urban Land Use - Why Cities Are Where They Are**
 - changing role of urban, suburban, and rural land use, income and housing
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AP English Language

Contact: Alison.Callahan@ocps.net or Michael.Dutcher@ocps.net



The first assignment in AP English Language and Composition will be to read Stephen King's On Writing, so if you want to take the opportunity over the summer to get ahead, then here it is! The purpose of reading this book is to understand where King gets his inspiration for writing and basic concepts of good writing.

Within the first few weeks we will discuss the memoir, so you may want to annotate or take notes while reading. The annotations or notes will not be graded, but they will prepare you for both the discussion and the test.

If you have any questions please do not hesitate to contact either Michael.Dutcher@ocps.net or Alison.Callahan@ocps.net.

AP English Literature

Contact: Trevor.Brosseau@ocps.net or Michelle.Kee@ocps.net



Advanced Placement Literature Summer Preview Opportunity 2020-2021

Throughout the year in AP Literature we will study various poetry and prose. There is no summer assignment/reading this year. Instead, you can prepare for AP Literature by reading Salinger's *Catcher in the Rye*, which will be our first novel of the year.

This is just a method of advanced exposure to one facet of our AP Literature course, **but we will not begin working with the book until the third week of school so you will have the option of reading the novel once the year starts.** There are no graded annotations for this novel, so you do not need to worry about that.

We will cover a range of texts (in terms of time period, writing style, plot, etc.) throughout the year. Don't think of *Catcher* as indicative of the whole class, but it will give us an excellent jumping off point for discussion and analysis.

Contact Trevor.Brosseau@ocps.net or Michelle.Kee@ocps.net with any questions regarding the course.

AP Spanish Language

Contact: Ida.Vincenty-Rolon@ocps.net

Saludos,

Bienvenido(a) al curso de Español avanzado. Estoy bien contenta que hayas seleccionado este curso. Estaremos repasando lo ya aprendido y estarás adquiriendo conocimiento sobre cultura latina y lenguaje. Adjunto se encuentra el trabajo para el verano. Por favor lee esta obra para discutirla en el mes de agosto. Necesitas contestar las preguntas antes y después de haber leído el cuento. En cada página encontrarás las instrucciones detalladas para cada actividad.

Reading is, per se, a true teacher, since in it we find many details of orthography and grammar. It is also very necessary to amplify the reader's vocabulary. For that reason, the Summer Enrichment Activities consists of much reading and answering questions about what was read. Try to watch TV, listen to music, read the news in Spanish and practice speaking as much as you possibly can.

Espero verte pronto 😊

Sra. Vincenty

ida.vincenty-rolon@ocps.net

Use the link below to access the document that needs to be completed. The link to the document is on the website below. If you have issues accessing the document, please email the contact above for a direct copy.

<https://tchsapchoiceprogram.weebly.com/summer-enrichment-2020.html>

AP Spanish Literature

Contact: Viviana.Abbati@ocps.net



AP Spanish Literature & Culture

Summer Enrichment Activity:

To appease their gods, the Aztecs practiced human sacrifice. To do this, they hunted down members of enemy tribes, brought them alive to Tenochtitlan where on to the top of a pyramid/temple, Aztec priests extracted their hearts, and then burned the rest of their organs in offering to their gods. The fight to get victims to sacrifice was called "The Flower War"...

Think about this for a moment...

- Have you ever experienced any moment of *Deja vu*, that is, the feeling that what you are experiencing has already happened to you exactly the same on another occasion?
- Some cultures believe that, when you die, you will reappear in another life, and in another way; what do you think about this possibility?

Please, watch this animated short film by following this link, and then answer the following questions:

<https://www.youtube.com/watch?v=EgU-Vlf1od0>

1. What happens to the motorcyclist at the beginning of the story?
2. Where are they taking him and what do they do to him?
3. To what other world and moment does the character travel in his dream?
4. What happens when the motorcyclist is a "moteca" indian?
5. What we discovered at the end of the story?
6. What is your reaction to this manipulation of time and space?

The author of this short story is Julio Cortázar and the title is "La noche boca arriba" ("Night on your back"). He belongs to the "Latin-American Boom". If you want to read it, follow this link:

<https://genius.com/Julio-cortazar-la-noche-boca-arriba-annotated>

This activity is not mandatory, but if you want to complete, I would love to read your answers; please, email them to viviana.abbati@ocps.net

AP US History

Contact: Robin.Silvergate@ocps.net, Ashley.Rosenberg@ocps.net or Joseph.Prater@ocps.net

AP U.S. History Summer Enrichment

1. Students can watch the following videos on YouTube from the musical Hamilton that have relevance to the content we will cover in Periods 3 & 4 of our curriculum:
 - a. "Alexander Hamilton":
https://www.youtube.com/watch?v=VhinPd5RRJw&list=OLAK5uy_nRAj82ywkJ_YHiRh-sXKAbpiCiUfSx0-k
 - b. "Guns and Ships" : https://www.youtube.com/watch?v=WOb8-C6jw0M&list=OLAK5uy_nRAj82ywkJ_YHiRh-sXKAbpiCiUfSx0-k&index=18
 - c. "Non-Stop":
https://www.youtube.com/watch?v=DPgE7PNzXag&list=OLAK5uy_nRAj82ywkJ_YHiRh-sXKAbpiCiUfSx0-k&index=23
 - d. "Cabinet Battle #1":
https://www.youtube.com/watch?v=dSYW61XQZeo&list=OLAK5uy_nRAj82ywkJ_YHiRh-sXKAbpiCiUfSx0-k&index=25

- e. "Cabinet Battle #2" :
https://www.youtube.com/watch?v=jWVKYjy7E8&list=OLAK5uy_nRAj82ywkJ_YHiRh-sXKAbpiCiUfSx0-k&index=30
- f. "Election of 1800":
https://www.youtube.com/watch?v=WrfPvuNUBg8&list=OLAK5uy_nRAj82ywkJ_YHiRh-sXKAbpiCiUfSx0-k&index=42

2. Students can complete elements of this student work packet created by EduHAM, an educational student practice program put together by Lin Manuel Miranda and the producers of Hamilton, that dives into how they used History and Historiography to turn American History into a massively appealing musical:
<https://drive.google.com/file/d/1hQMZ4D6sXXoxKPJ5Y5ItWGf-ZBCNbnAQ/view?usp=sharing> (Students should use their OCPS login to access)
- a. Students should **print the packet** for ease-of-use
 - b. Students should read the backstory written by Lin Manuel Miranda on how he put together Hamilton
 - c. Students should read the timeline of events to get an understanding of the time period.
 - d. For practice, students should complete the document analysis assignment on pages 9-15. **AP US History involves a great deal of analyzing primary source documents and other historical resources. Students who want to succeed in APUSH should practice these document analysis skills over the summer, and this is a great resource to do so. This assignment will not be collected for points, however, students who complete a printed packet and turn it in to their teacher can receive feedback on their analyses.**

Algebra II- APC+, Honors and Regular

Contact: Kevin.Woodward@ocps.net

Students taking Algebra II-APC+ can complete the summer assignment below. Students taking regular and honors Algebra II can also complete the assignment below in preparation for the course.

Use the link below to access the document that needs to be completed. The link to the document is on the APC+ website below. If you have issues accessing the document, please email the contact above for a direct copy.

<https://tchsapchoiceprogram.weebly.com/summer-enrichment-2020.html>

APC+ Pre-Calculus

Contact: JulieAnne.Halsey@ocps.net

Dear Future Pre-Calculus Honors Student,

Congratulations on your successful completion of Algebra 2! Below you will find the summer enrichment assignment. It is assumed that these concepts, along with many others, have been mastered by you, the incoming Pre-Calculus student. This enrichment will be an indicator of your foundation for the course.

All material in this enrichment will be assessed during the two-three weeks of the quarter, therefore it is strongly recommended that you take some time to review the concepts over the summer. If you find yourself unable to answer a question, try not to skip it – research it! That research can be in the form of a parent, a friend, free online help such as Khan Academy and Math Nation, or your old Algebra 2 notebook!

Enjoy your summer and we look forward to hopefully being back in the classroom in the Fall!

Ms. Halsey

Use the link below to access the document that needs to be completed. The link to the document is on the APC+ website below. If you have issues accessing the document, please email the contact above for a direct copy.

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Note: Students must be accepted into the AP Capstone program.

AP Capstone Seminar

Contact: Margarete.Bermudez@ocps.net

AP Seminar Summer Activity

The AP Seminar course is founded on the concept of QUEST:

Question and explore
Understand and analyze arguments
Evaluate multiple perspectives
Synthesize ideas
Team, transform, and transmit

To prepare for our studies next year, please do the following two activities which will give you a glimpse into the types of questions we will ask, the research we will conduct, and the arguments we will write.

Part I:

Watch the following three movies – feel free to get together with other students who will be taking the class and watch as a group. As you are viewing each movie, think about the question that follows each title and take notes that will help you discuss these topics by using solid evidence from the films. During our first few days of class we will discuss how these questions relate to the movies and to the research we will be doing in the Seminar class.

- ***Inception*** (2010): Directed by Christopher Nolan, rated PG-13, 148 min.

Question: Where do ideas come from?

- ***Vantage Point*** (2008): Directed by Pete Travis, rated PG-13, 88 min.

Question: To what extent does subjectivity and human perspective shape what we see?

- ***Miracle*** (2004): Directed by Gavin O'Connor, rated PG, 135 min.

Questions: How is an individual made stronger by a team? How is a team made stronger by individuals?

Part II:

Think about an arguable topic or issue that you would be interested in researching.

Read at least three articles that provide different perspectives on the topic.

Be ready to discuss the issue and differing perspectives during the first week of school.

If you have questions over the summer, please email Mrs. Bermudez at margarete.bermudez@ocps.net.

AP Capstone Research
Contact: Margarete.Bermudez@ocps.net

Transition to AP Research Activities

Part 1:

The following assignment is based on Chapter 1 of *Practical Research: Planning and Design*. The reflection questions below are purposefully driven to help you make the transition from AP Seminar to AP Research. If you have any questions over the summer or if you misplace your copy of Chapter 1, you may email me at margarete.bermudez@ocps.net. I will check my email weekly.

Title of Reading	Pages	Questions for Reflection
“What Research Is Not”	1-2	<ul style="list-style-type: none"> • How has your understanding of the term “Research” changed after reading this section? • Based on this section, how is AP Research different from AP Seminar?
“What Research Is”	2-7	<ul style="list-style-type: none"> • What part of this section interests you? Why? • Based on this section, how is AP Research an extension of AP Seminar?
“Tools of Research”	7-11	<ul style="list-style-type: none"> • Explain the difference between “research tools” and “research methods.” • Summarize what the authors say about each of these tools: <ul style="list-style-type: none"> ○ The Library and Its Resources ○ Computer Technology ○ Measurement ○ Statistics
“Tools of Research” <ul style="list-style-type: none"> • Language 	11-16	<ul style="list-style-type: none"> • Consider what you learned about reading and writing in AP English Language and AP Seminar. How do the ideas from these classes relate to what the authors say in this section?
“Tools of Research” <ul style="list-style-type: none"> • The Human Mind 	16-21	<ul style="list-style-type: none"> • Summarize what the authors say about each of these strategies: <ul style="list-style-type: none"> ○ Critical Thinking ○ Deductive Logic ○ Inductive Reasoning ○ The Scientific Method ○ Theory Building ○ Collaboration with Other Minds • Which do you think is most critical to Research? Why?
Figure 1.3 “Common Pitfalls in Human Reasoning”	23	<ul style="list-style-type: none"> • Choose one pitfall that you are familiar with (either because you have experienced it yourself or you have seen it in others). Explain how you will avoid this pitfall in AP Research.

Part 2:

Spend some time over the summer considering what you might want to research next year. Think, wonder, explore, read, write, watch, jot down ideas, talk to people in the field, do some preliminary research (make sure you save links so you can find them later). You do not need to decide on an exact research question until the end of the first 9 weeks, but you should have a few ideas about what direction you might want to go in. Be ready to share these ideas during the first week of school.