**Summer Assignments: Social Studies AP Courses**

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| **Social Studies Department** | |
| **AP United States History** | **Textbooks:** **John J. Newman and John Schmalbach: AMSCO United States History: Preparing for the Advanced Placement Examination 2020 Edition**  <https://www.amazon.com/Advanced-Placement-United-States-History/dp/1531129129/ref=dp_ob_title_bk>    **Jason Stacy, Stephen Heller: Documenting United States History (buy used)**  <https://www.amazon.com/Documenting-United-States-History-Concepts/dp/145762012X>    **Reading**:  **Amsco AP United States History:**   * Read Introduction Chapter highlight/jot notes or questions in copybook share on class Padlet questions or thought about the chapter: <https://gwynedd.padlet.org/kderstine1/k4mcqnoxbzvz7ji3>      * Chapter 1: Read and take notes     **Documenting United States History:**   * Read Preface chapter and highlight/jot notes or questions in copybook share on class Padlet questions or thoughts about the chapter:   [https://gwynedd.padlet.org/kderstine1/k4mcqnoxbzvz7ji3](https://gwynedd.padlet.org/kdersti%20ne1/k4mcqnoxbzvz7ji3)     * Chapter 1: Read and complete activities in copybook     See you in September!    If you have any questions, comments or concerns please email me directly at [kderstine@gmahs.org](mailto:kderstine@gmahs.org) |
| **AP Human Geography** | Please access the following document for the AP Human Geography Summer Assignment. There are two parts to the assignment, which include viewing four TED Talks and labeling eight maps. Use the link below to access the assignment.  <https://gmahs-my.sharepoint.com/:w:/g/personal/ksteiert_gmahs_org/ESIqPu7pYQ5LrNfkXrkle-wBMGw7rH1wUuPwlPj4dzPB5A?e=cCvRCB> |
| **AP United States Government and Politics** | 1. **News coverage**:   Please follow breaking political news over the summer. For example, the Supreme Court is expected to announce its decisions in some significant cases by the end of June when they end their current session. We are in the midst of the Covid-19 crisis, which has federalism implications as well as implications in the ever-present civil liberties v. safety/security debate. We have a movement rising in the nation to address racial injustice. This leads to questions regarding direct citizen action, the role of interest groups, and appropriate government response. Read newspapers, read news magazines, watch television news channels, and listen to news programs on the radio. Be sure to read or listen to the whole article or segment, and not just the headlines. Take note of any evidence of bias you witness when you read and/or listen to the news. Media bias will be one topic we cover this year. Sometimes it is blatant, and other times it is subtler and more difficult to detect. There is no formal written assignment. Just listen and think about the relevance of government and politics in our everyday lives and come to school ready to discuss important issues respectfully with your classmates.     1. **Declaration of Independence and Articles of Confederation Annotations and Questions in binder**   The course includes nine foundational documents (The Declaration of Independence, The Articles of Confederation, The Constitution, Federalist 10, Federalist 51, Federalist 70, Federalist 78, Brutus 1, and Letter from Birmingham Jail) that will be used throughout the year in various ways, most importantly to provide evidence to back up argumentative essays (one of the four APGOV FRQ types). Eight of the nine documents come up in Unit 1, which means a lot of annotating homework early in the year if we do not get it started early. I will hand out binders before students leave for summer and will ask that you complete the annotations and questions for the first two documents (DOI and AoC). Any transfer student or student who misses the last weeks of school and does not have the physical binder can email me at [ebattisto@gmahs.org](mailto:ebattisto@gmahs.org) and I will provide electronic versions of the two documents. Thanks!     1. **Judicial Assignment**:   The course also includes 15 required Supreme Court cases that will come up throughout the year. They were chosen carefully by the College Board out of thousands of cases to illustrate different principles that we will study throughout the year. Questions regarding these cases will appear on the exam in multiple choice format as well as in a SCOTUS (Supreme Court of the United States) Comparison FRQ (Free Response Question). These FRQs, which we will practice throughout the year, require you to read the background, constitutional questions, and ultimate decisions in a case that is not required and you may have never seen before. Then you will be asked to compare the nonrequired case to one of the 15 required cases. I am asking you to choose one of these cases to research this summer and to complete a case brief summarizing your assigned case.    The brief should follow this format:     * Paragraph One   + Identify the name of the case and the year in which it was decided   + Summarize the background information in the case   + Identify the key constitutional question in the case (discuss which article or amendment of the Constitution is in question) * Paragraph Two   + Summarize the Opinion of the Court (mention who wrote the opinion and what the vote breakdown was—was it a close decision, unanimous, etc.?)   + Discuss the concurring and dissenting opinions if they exist (mention who wrote them) * Paragraph Three   + Discuss the impact/historical significance of the decision (Consider: Why are we talking about this case? Why is it a required case choice out of the thousands of cases that have been decided by the court?)     **Rubric:**    Paragraph One  Name of case 5 points  Background info. 5 points  Key question 5 points  Paragraph Two  Opinion summary 5 points  Who wrote? 5 points  Vote breakdown 5 points  Concurring/dissenting opinions? 5 points  Paragraph Three  Impact 5 points  **TOTAL- 40 points**      *Example:*  *The case of* Marbury v. Madison *(1803) involved the “midnight appointments” made by President John Adams in his final hours in office, including that of William Marbury as a federal justice of the peace. When Thomas Jefferson became president before the appointment was declared official, he ordered his Secretary of State, James Madison, not to follow through with the appointment. Marbury then brought a suit against Madison to have his appointment fulfilled. He asked the Court to issue a writ of mandamus, which was permissible under the Judiciary Act of 1789. The key constitutional question in this case is whether the Supreme Court has the power, under Article III, Section 2 of the Constitution, to interpret the constitutionality of a law or statute passed by the Congress. In other words, does the Supreme Court have the right to exercise judicial review?*  *The Court decided unanimously that Marbury’s request was based on a law passed by Congress that the Court held to be unconstitutional. The justices decided that the Judiciary Act of 1789 violated the Constitution and therefore was invalid since the Constitution holds higher legal weight than a law passed by Congress. Chief Justice John Marshall wrote the opinion of the Court.*  *This case is significant in that it established the power of judicial review. This power allows a judicial “check” on the legislative branch of the government. When the Court exercises judicial review, Congress must either remove the law from the books or 2/3 of its representatives must agree that the law is important enough to amend the Constitution in order to have it recognized by the Court. This is extremely difficult to do, which is why we have so few Constitutional amendments to this day.*    **Case choices—McCulloch v. Maryland, U.S. v. Lopez, McDonald v. Chicago, Baker v. Carr, Shaw v. Reno, Engle v. Vitale, Wisconsin v. Yoder, Schenck v. U.S., NY Times v. U.S., Tinker v. Desmoines, Gideon v. Wainright, Brown v. Board of Education. Roe v. Wade, Citizens United v. FEC**    **You should use at least two sources for this assignment. These summaries need not be long. This assignment should be typed and handed in on the first day of classes. One excellent source that we will be utilizing all year is** [**www.oyez.org**](http://www.oyez.org/)**.** |
| **AP Psychology** | 1. **Crash Course Psychology Episode 1-- 3-2-1 assignment (15 points)**     View the following Crash Course video—  <https://www.youtube.com/watch?v=vo4pMVb0R6M>    Complete a 3-2-1 in response to the video—What are 3 takeaways from the video? What are two questions you still have about the video? What is 1 thing you are looking forward to studying this year after watching this video previewing the concepts we will study in the course?     1. **Multiple Perspectives/Approaches to Psychology**      1. Research the following perspectives/approaches, read “Dylan’s” profile, and fill in the chart below (40 points):   **“Dylan’s” Profile** *(not real name)*  He was born “Dylan” Maddox to Kathleen Maddox, a 16 year-old girl, who was both an alcoholic and prostitute. Kathleen later married William Jones, but the marriage ended quickly and Dylan was placed in a boys school. Despite running back to his mother, she didn't want anything to do with him. Soon Dylan was living on the streets and getting by through petty crime.  By 1952, Dylan was soon spending more time in prison. In total he spent more than half his life (17 years) incarcerated. He was noted for being a 'model prisoner'. A new chapter in his life began in 1955 when he married a 17 year-old girl and moved with her to California. She became pregnant, but Dylan resumed a life of crime again, this time stealing cars. It wasn't long before he was back behind bars and by 1956 his estranged wife had left with their child and her new lover. Dylan later had another child with a different girl while out on probation.  He was described by probation reports as suffering from a 'marked degree of rejection, instability and psychic trauma' and 'constantly striving for status and securing some kind of love'. Other descriptions included 'dangerous' 'unpredictable' and 'safe only under supervision'.  From 1958, Dylan was in and out of jail for a variety of offenses including 'pimping' and passing stolen checks. He was sent to McNeil Island prison in Washington State for ten years. He was finally released on March 21, 1967.  The following year he was to spearhead a murderous campaign that would make him one of the most infamous figures in criminal history.  In many ways Dylan reflects personality traits and obsessions that are associated with gurus of cult-quasi-religious groups that began to emerge in the 60s and are still with us today. He was pathologically deluded into believing that he was harbinger of doom regarding the planet's future, in much the same way that cult and evangelist figures today claim prophetic knowledge of the world's end.     |  |  |  | | --- | --- | --- | | Perspective/Approach | Focus | How would a psychologist coming from this perspective/taking this approach explain Dylan’s profile? | | Biological |  |  | | Evolutionary |  |  | | Behavioral |  |  | | Psychodynamic |  |  | | Cognitive |  |  | | Sociocultural |  |  | | Developmental |  |  | | Humanistic |  |  |   SUBFIELDS IN PSYCHOLOGY   |  |  | | --- | --- | | **Psychologist / Therapist**   * Psychologist = PhD / Therapist = Master’s Degree * Provide psychotherapy * Administer and interpret tests * Research * Cannot prescribe medication | **Psychiatrist**   * Medical Doctor * Prescribe medication * Treat physical causes of psychological disorders * May also provide psychotherapy |   Research ONE of the following subfields and complete the chart below.   |  |  |  | | --- | --- | --- | | * Cognitive Psychologist * Developmental Psychologist * Educational Psychologist * Experimental Psychologist * Social Psychologist | * Forensic Psychologist * Environmental Psychologist * Health Psychologist * Industrial-Organizational Psychologist * Neuropsychologist * Rehabilitation Psychologist | * School Psychologist * Sports Psychologist * Clinical Psychologist * Community Psychologist * Counseling Psychologist |   Subfield:   |  |  | | --- | --- | | **WHAT do they do?** | **WHERE do they work?** | | **WHAT are the educational requirements?** | **WHY are you interested in this subfield**  **(why did you choose it?)?** | |