ST ANDREW'S SCHOOLS

THE PRIORY • THE PREP • THE PRESCHOOL

2018-2019

Summer Homework and Textbook List

Grades 9-12

Welcome back to St. Andrew's Schools, The Priory! Here you will find information on summer homework and purchasing textbooks.

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Calendar

Wednesday, June 20, 2018	Look for St. Andrew's Schools online bookstore to open soon
Monday, July 16, 2018	Class schedules and locker assignments emailed to parents and students
Friday, July 27, 2018	Recommended date to order textbooks to allow four weeks for delivery
Month of August	Online and magazine subscription invoices mailed to parents.
Monday, August 6, 2018	Did you daughter start her summer homework?
Friday, August 17, 2018	The last weekend before school starts to shop for school supplies!
Thursday, August 23, 2018	First day of school

Summer Homework

Summer homework is assigned for English 9, English 10, American Literature, British and World Literature, AP English Literature, and AP US History. Please read the directions for each department and proceed to your course and assignment.

English

English 9

Read Zusak's *The Book Thief*.

Create a Vocabulary.com login using your St. Andrew's Schools Priory email, then click on each of the following links for the vocabulary sections and complete the practice rounds:

Pages 1-81	https://www.vocabulary.com/lists/714743#view=notes
Pages 82-122	https://www.vocabulary.com/lists/259993#view=notes
Pages 123-170	https://www.vocabulary.com/lists/239996#view=notes
Pages 172-239	https://www.vocabulary.com/lists/240005#view=notes
Pages 240-304	https://www.vocabulary.com/lists/240014#view=notes
Pages 305-350	https://www.vocabulary.com/lists/240251#view=notes
Pages 351-404	https://www.vocabulary.com/lists/240254#view=notes
Pages 405-456	https://www.vocabulary.com/lists/240259#view=notes
Pages 457-496	https://www.vocabulary.com/lists/240261#view=notes
Pages 497-550	https://www.vocabulary.com/lists/240265#view=notes

After reading Zusak's *The Book Thief*, write an essay responding to one of the questions below:

- Discuss the symbolism of Death as the omniscient narrator of the novel. What are Death's feelings for each victim? Describe Death's attempt to resist Liesel. Death states, "I'm always finding humans at their best and worst. I see their ugly and their beauty, and I wonder how the same thing can be both." (page 491) What is ugly and beautiful about Liesel, Rosa and Hans Hubermann, Max Vandenburg, Rudy Steiner, and Mrs. Hermann? 'Why is Death haunted by humans?
- What is ironic about Liesel's obsession with stealing books? Discuss other uses of irony in the novel.

- *The Grave Digger's Handbook* is the first book Liesel steals. Why did she take the book? What is significant about the titles of the books she steals? Discuss why she hides *The Grave Digger's Handbook* under her mattress. Describe Hans Hubermann's reaction when he discovers the book. What does the act of book thievery teach Liesel about life and death? Explain Rudy's reaction when he discovers that Liesel is a book thief. How does stealing books from the mayor's house lead to a friendship with the mayor's wife? Explain how Liesel's own attempt to write a book saves her life.
- Liesel believes that Hans Hubermann's eyes show kindness, and from the beginning she feels closer to him than to Rosa Hubermann. How does Hans gain Liesel's love and trust? Debate whether Liesel is a substitute for Hans's children, who have strayed from the family. Why is it so difficult for Rosa to demonstrate the same warmth toward Liesel? Discuss how Liesel's relationship with Rosa changes by the end of the novel.
- Abandonment is a central theme in the novel. The reader knows that Liesel feels abandoned by her mother and by the death of her brother. How does she equate love with abandonment? At what point does she understand why she was abandoned by her mother? Who else abandons Liesel in the novel? Debate whether she was abandoned by circumstance or by the heart.
- Guilt is another recurring theme in the novel. Hans Hubermann's life was spared in France during World War I, and Erik Vandenburg's life was taken. Explain why Hans feels guilty about Erik's death. Guilt is a powerful emotion that may cause a person to become unhappy and despondent. Discuss how Hans channels his guilt into helping others. Explain Max Vandenburg's thought, "Living was living. The price was guilt and shame." (p. 208) Why does he feel guilt and shame?
- Compare and contrast the lives of Liesel and Max Vandenburg. How does Max's life give Liesel purpose? At what point do Liesel and Max become friends? Max gives Liesel a story called "The Standover Man" for her birthday. What is the significance of this story?
- Death says that Liesel was a girl "with a mountain to climb." (p. 86) What is her mountain? Who are her climbing partners? What is her greatest obstacle? At what point does she reach the summit of her mountain? Describe her descent. What does she discover at the foot of her mountain?
- Hans Junior, a Nazi soldier, calls his dad a coward because he doesn't belong to the Nazi Party. He feels that you are either for Hitler or against him. How does it take courage to oppose Hitler? There isn't one coward in the Hubermann household. Discuss how they demonstrate courage throughout the novel.
- Describe Liesel's friendship with Rudy. How does their friendship change and grow throughout the novel? Death says that Rudy doesn't offer his friendship "for free." (p. 51)
- What does Rudy want from Liesel? Discuss Death's statement, "The one thing worse than a boy who hates you [is] a boy who loves you." (p. 52) Why is it difficult for Liesel to love Rudy? Discuss why Liesel tells Mr. Steiner that she kissed Rudy's dead body.
- How does Zusak use the literary device of foreshadowing to pull the reader into the story?

- Liesel Meminger lived to be an old woman. Death says that he would like to tell the book thief about beauty and brutality, but those are things that she had lived. How does her life represent beauty in the wake of brutality? Discuss how Zusak's poetic writing style enhances the beauty of Liesel's story.

Grades 10-12

St. Andrew's Schools, The Priory's English department encourages summer reading of all kinds. We also assign specific summer reading titles with our course content and objectives in mind. The books you read this summer will introduce you to important themes and concepts that you will discuss and learn throughout the year. We also urge parents to involve themselves in this process by reading with their children and discussing the books they read.

To make summer reading a better learning experience for you, you will:

1. Read actively. This happens several ways:
    a. By highlighting or underlining important passages.
    b. By writing notes in the margins.
    c. By writing down questions you have as you are reading. (in a composition notebook)
    d. By labeling or naming chapters as a way to state their main idea(s).
2. Be prepared to engage in a discussion when you talk about the book with your teacher and classmates. How would you discuss or present it to classmates? What ideas do you want to bring forward?
3. Bring the book(s) with you on the first day of classes. Bring your composition notebook.

STUDY GUIDE[1]
The study guide is required for summer homework for each course and novel. Write the following in a composition notebook; throughout the year you will use this composition notebook for journal writing.

1. Explain the significance of the title. Authors do not choose a title randomly; they choose it for an important or symbolic reason. (Reflection, speculation)
2. Describe your first impressions of the main character(s); give examples to explain your ideas. (Observation)
3. Identify what caused a change in the main character(s) and explain how the character(s) changed: These changes may have been a consequence of choice, a conflict of some kind that has to be resolved, a display of some outstanding trait like courage, or even a result of events that occur during the novel. (Interpretation)

[1] Study guide questions compiled from Ideas Plus: Practical Classroom Ideas for Teacher by Teachers and National Council of Teachers of English.

4. Cite a memorable passage from the book; copy word for word a short passage that you thought was worth remembering. Explain why you chose this passage from the book. (Evaluation, possibly autobiographical)
5. Read all of the following questions and then write one response about the significance of reading this literary work: What discovery did you make as a result of reading this book? Did the book affirm your views on life in some way? In other words, what did you get out of reading this book? (Reflection)

English 10 and Honors English 10

All students: Daughter of Fortune: A Novel by Isabel Allende
Honors students: A Farewell to Arms by Ernest Hemingway

American Literature and Honors American Literature

All students: Crazy Brave: A Memoir by Joy Harjo and Their Eyes Were Watching God: A Novel by Zora Neale Hurston
Honors students only: Adventures of Huckleberry Finn by Mark Twain

British and World Literature

The Handmaid's Tale by Margaret Atwood

AP English: Literature and Composition

SUMMER READING ASSIGNMENT AND INDEPENDENT STUDY PROJECT

Before the first day of school, complete the summer reading and prepare the independent study question and outline.

Summer Reading:
Students are to read William Shakespeare's King Lear before class begins
in August, 2018.

Independent Study Project:
This first research question and outline for the Q1 INDEPENDENT STUDY PROJECT is due first week of school.

Students are to choose one literary artist from one genre below and prepare a research question and outline. Class time spent on research will be largely devoted to the unit of study, not independent work, so this head start is beneficial, use it wisely.

One complete INDEPENDENT STUDY PROJECT will be due each quarter.

For example, a student may write a research paper on Eugene O'Neill's Anna Christie for one quarter, present the poems from memory "Lullaby" and "Fall of Rome" by W.H. Auden one quarter, write another research paper on Cormac McCarthy's All the Pretty Horses for one quarter, or do a PowerPoint presentation on the grotesque images in the works of Joyce Carol Oates one quarter.

Select one genre from below.

Poetry: Students will prepare a research question and outline for their selection. They will use these outlines to lead a class discussion on their selection. Students will memorize and read two poems from their selection. Choose one of the following: W.H. Auden, Richard Wilbur, Philip Larkin, Derek Walcott, Edward Kamau Brathwaite, Lorna Dee Cervantes, Joy Harjo, Garrett Hongo, or Gerard Manley Hopkins.

Plays: Students will prepare a research question and outline for their selection. They will use these outlines to do one of the following: prepare a research paper OR prepare a visual presentation. Choose one of these playwrights/works: Samuel Beckett's *Endgame*, David Henry Hwang's *M. Butterfly*, William Congreve's *The Mourning Bride*, Oliver Goldsmith's *The Good Natur'd Man*, Lillian Helmer's *Toys in the Attic*, David Mamet's *Wag the Dog*, Sean O'Casey's *The Plough and the Stars*, Eugene O'Neill's *Anna Christie*, Harold Pinter's *The Homecoming*.

Novels: Students will prepare a research question and outline for their selection. They will use these outlines to do one of the following: prepare a research paper OR prepare a visual presentation. Choose one of these novelists/works: Edith Wharton's *The House of Mirth*, James Joyce's T*he Portrait of the Artist as a Young Man*, William Faulkner's *The Sound and the Fury* or *As I Lay Dying*, George Eliot's *The Mill on the Floss*, Toni Morrison's *The Song of Solomon* or *The Bluest Eye*, Joseph Conrad's *Lord Jim*, Charles Dickens's *Hard Times*, Alan Paton's *Cry, the Beloved Country*, George Orwell's *1984*, John Fowles's T*he French Lieutenant's Woman*, Thomas Hardy's *Tess of the d'Ubervilles*, Cormac McCarthy's *All the Pretty Horses*, or William Styron's *Sophie's Choice*.

Short Story: Students will prepare a research question and outline for their selection. They will use these outlines to do one of the following: prepare a research paper OR prepare a visual presentation. Choose one of the following short story authors: Eudora Welty, E.M. Forester, Carson McCullers, Bobbie Ann Mason, Joyce Carol Oates, Margaret Atwood, Saul Bellow, John Cheever, or Anita Desai.

Social Science

AP U.S. History (APUSH)

Due Date: ALL summer homework must be uploaded onto canvas before the first day of class, NO exceptions. The official due date/time will be based on the period the course will meet during the school year. Failure to submit summer homework on time will result in the reassessment of your placement in AP courses.

Assignments: All supplemental materials (maps, photos, etc.) needed to complete all assignments will be on Canvas.

1. Read through the entire syllabus and sign the agreement.
    - Make sure your parent(s) read through the syllabus and sign the agreement as well.
    - Check on Canvas to download and print the syllabus.
    - Syllabus will be uploaded onto Canvas by the beginning of July.

2. Period 1: 1491-1607 Read Chapter 1 in the textbook for APUSH, Give Me Liberty! by Eric Forner
    - As you read pay extra attention to these key terms:
        - Tenochtitlan
        - Cahokia
        - Iroquois
        - "Christian Liberty"
        - Zheng He
        - Caravel & Factories (may be combined as 1 term)
        - *Reconquista*
        - *Peninsulares*
        - *Mestizos*
        - *Encomienda* system
        - Black Legend
        - Pueblo Revolt
        - *Metis*
        - *Patroons*
        - *Wampum*
    - Columbian Exchange
    - For key terms construct ID/SIGs for each term. The purpose of the ID/SIGs it to be able to answer the five W's (who, what, when, where and why).
        - ID/SIG stands for Identification, Significance. ID/SIGs helps you to identify the five key points of events/terminology.
        - In your answer, you should answer, who was involved/who was affected, what this was, when it occurred (date), where it occurred, and most importantly why this event was significant.

        - The most important aspect to answer is why this event is important – what did it influence/affect?
    - See example on next page. The example has used information from outside sources. You do NOT need to do outside research – create ID/SIGs based on information from the textbook/lectures.

EXAMPLE
The Battle of Saratoga: The Battle of Saratoga occurred between September and October of 1777. The battle was between the Continental Army and 32,000 troops led by Howe, and the Royal Navy, led by Howe's brother, Richard Lord Howe. This was a battle for the Hudson River – the British wanted the Hudson River in order to control the colonies and their troops in Canada easier. Control of the river would also allow Britain to cut off and isolate New England from the rest of the colonies. Washington's troops became trapped on Brooklyn Heights and the British thought they were going to win, but Washington troops were able to escape to Manhattan. Throughout this battle Howe had three attempts to capture Washington's troops (Brooklyn Heights, Battle of Harlem Heights and Battle of White Plains), but Howe failed to do so. He did not use his maneuverability of the sea, avoided battle, and de-emphasized the importance of exploitation. Ultimately this battled ended with Howe's resignation, restored colonists' faith in the war, and lead France into the war as an American ally in 1778. The introduction of the French created the Treaty Alliance and Treaty of Amity and Commerce.

3. Listen to Charles Mann's "America Before Columbus" lecture.
    - https://vimeo.com/19525866
    - Take notes on the lecture
4. Bartoleme de Las Casas, Brief Account of the Devastation of the Indies (1542)
    - http://www.swarthmore.edu/SocSci/bdorsey1/41docs/02-las.html
    - Read through the linked document of de Las Casas primary source and complete a SOAPSTONE
        - For instructions on how to complete a SOAPSTONE, please see the SOAPSTONE document on Canvas.
            - Electronic copy may also be found under the "Resource" module on Canvas, under the header "DBQ."
5. Explore The Paintings of John White
    a. http://www.dhr.virginia.gov/John_White/JohnWhite.html
    b. Enter the website and explore all three pictures.
    c. After reading through the commentary for each picture, list 4-5 specific pieces of information you learned for each picture.
6. Using the map and your textbook, analyze how Spanish and Portuguese exploration from 1400-1600 impacted Native American economies and society.
    - Include specific information that shows how the exchange of commodities, peoples, diseases and ideas impacted the economy and society of Native Americans.

- Spanish and Portuguese exploration map can be found on canvas, under the assignment "Spanish and Portuguese Exploration: 1400-1600"

7. Fill in the map of the Columbian Exchange, showing what commodities were exchanged between America and Europe. On a separate page, also identify other key commodities that were exchanged between Africa and West Indies and North America and Europe.
    - Select at least 2 items, from each export site (Americas and Europe), that you believe made the greatest impact to the geographical location the items were imported to. Explain why you selected each items.
    - Columbian Exchange map found on Canvas, under assignment titled, "Columbian Exchange"
8. Read through the "7 Pillars of Colonialism" handout. Based on the seven pillars that the handout described, do you think that America was colonized? In 1-2 paragraphs, explain why you believe America was/was not colonized, using the seven pillars to help form your opinion. Use specific examples from Charles Mann's lecture, Chapter 1 in *Give Me Liberty!,* primary sources, and maps to support your answer.
9. Through this assignment, we will be looking at the Pueblo Revolt and analyzing historians' thesis statements (main arguments), evidence, and rationale for their arguments. At the end of this assignment, you will answer the following question in 1-2 paragraphs: What events led up to the Pueblo Revolt and what were the effects of the Pueblo Revolt on the New World?
    a. To begin, we will first contextualize the event. Read through the following documents:
        i. The Great Pueblo Revolt (La Gran Rebelión Pueblo)
        ii. Revolt of the Pueblo Indians of New Mexico and Otermín's Attempted Reconquest, 1680-1682 Warning: This is a dense read - allow time to read and understanding information in this primary source.)
    b. After reading through the background material, read through the following essays and listen to the podcast. These will be the essays & podcast that you will have to dissect and find the thesis, evidence, and rationale. (You may bullet point the pieces of evidence that you find in each source; however, write out the author's main argument and how they incorporated the evidence to support their argument in complete sentences. You do not need to submit your notes.)
        i. Trouble for the Spanish: The Pueblo Revolt of 1680 by Pedro Ponce
        ii. The Pueblos Lost Their Religion, Won a Revolt by Katie Lambert
        iii. The Pueblos Lost Their Religion, Won a Revolt | Stuff You Missed in History Class.pdf (linked on Canvas)
    c. Answer in no more than 1-2 paragraphs: What events led up to the Pueblo Revolt & what were the effects of the Pueblo Revolt on the New World?

10. Based on Charles Mann's lecture, Chapter 1 in *Give Me Liberty!*, primary sources, and maps, construct a 1000-1250-word essay explaining the importance of the Columbian Exchange.

- Essays should have an introduction and thesis statement makes a claim/argument. Supporting body paragraphs should provide evidence (from primary sources, lecture, textbook, etc.) to support your claim/argument. Conclude the essay with a conclusion that paraphrases your thesis and summarizes your argument and evidence from your body paragraphs.

Textbooks

Textbooks for your daughter's classes are available for purchase or rental at our online bookstore, www.priory.bkstr.com; ***receive 10% off the cost of your books when you purchase them within the first four days the site is active.***

- You may buy new or used books as well as rent books;
- Books will be shipped to your home; allow four weeks for delivery;
- Follett may buy back your textbooks in May 2019 if there is demand for them.
- St. Andrew's Schools receives a 5% revenue sharing when you buy through Follett to support the school's operations.

Textbooks are not required for choir, Passport to the World French and Hawaiian, physical education, religious studies, science, theatre, or visual arts. While an ISBN is provided for AP English books, students select any edition of the literary books.A music book will be purchased through the class after students choose their instruments. ***Parents will receive an invoice for the music book as well as for online and magazine subscriptions.***

English

Course	Title	Author	ISBN
English 9	Book Thief	Markus Zusak	9780307433848
English 9	The Education of Little Tree	Forrest Carter	9780826316943
English 9	Romeo and Juliet	William Shakespeare	NA
English 9	The Odyssey	Homer, Translated by Robert Fagles	9780140268867
English 9	Vocabulary for Achievement Student Edition Grade 9 Third Course 2006, 4th Edition	Margaret Ann Richek	9780669517576
English 9	Write Source SkillsBook Editing and Proofreading Practice Grade 9	Dave Kemper, Patrick Sebranek, Verne Meyer, Chris Krenzke	9780669531466
English 10	No Fear Shakespeare: Much Ado About Nothing	William Shakespeare	9781411401013

English 10	Of Mice and Men	John Steinbeck	9780140186420
English 10	Poetry 180: A Turning Back to Poetry	Billy Collins	9780812968873
English 10	Things Fall Apart	Chinua Achebe	9780385474542
English 10	Write Source SkillsBook Editing and Proofreading Practice Grade 10	Dave Kemper, Patrick Sebranek, Verne Meyer, Chris Krenzke	9780669531473
English 10	Write Source: Student Edition Softcover Grade 10	Dave Kemper, Patrick Sebranek, Verne Meyer, Chris Krenzke	9780669531398
English 10	Fahrenheit 451	Ray Bradbury	9781451673319
English 10	No Fear Shakespeare: Much Ado About Nothing	William Shakespeare	9781411401013
English 10	Of Mice and Men	John Steinbeck	9780140186420
English 10	Poetry 180: A Turning Back to Poetry	Billy Collins	9780812968873
English 10	Things Fall Apart	Chinua Achebe	9780385474542
English 10	Write Source SkillsBook Editing and Proofreading Practice Grade 10	Dave Kemper, Patrick Sebranek, Verne Meyer, Chris Krenzke	9780669531473
English 10	Write Source: Student Edition Softcover Grade 10	Dave Kemper, Patrick Sebranek, Verne Meyer, Chris Krenzke	9780669531398
English 10, All Students, Summer	Daughter of Fortune: A Novel	Isabel Allende	9780061120251
English 10, Honors Only, Summer	A Farewell to Arms	Ernest Hemingway	9781476764528
American Literature	Five Years on a Rock	Milton Murayama	9780824816773
American Literature	The Great Gatsby	F. Scott Fitzgerald	9780743273565
American Literature	The Night Thoreau Spent in Jail	Jerome Lawrence	9780809012237
American Literature	The Way to Rainy Mountain	N. Scott Momaday	9780826304360
American Literature	Write for College: A Student Handbook	Patrick Sebranek	9780669000313

	2nd Edition		
American Literature, All Students, Summer	Their Eyes Were Watching God: A Novel	Zora Neale Hurston	9780061120060
American Literature, All Students, Summer	Crazy Brave: A Memoir	Joy Harjo	9780393345438
American Literature, Honors Only, Summer	Adventures of Huckleberry Finn	Mark Twain	9780486280615
AP English Literature	The Compact Bedford Introduction to Literature	Michael Meyer	9781457650505
AP English Literature	King Lear	Shakespeare	9781981022526
AP English Literature	Much Ado About Nothing	Shakespeare	9781512100006
AP English Literature	Tartuffe	Moliere	9781619491755
AP English Literature	Pride and Prejudice	Jane Austen	9780393976045
AP English Literature	The Awakening	Kate Chopin	9781548340919
AP English Literature	Their Eyes Were Watching God: A Novel	Zora Neale Hurston	9780061120060
AP English Literature	Native Son	Richard Wright	9780060929800
AP English Literature	The Sun Also Rises	Ernest Hemingway	9780743297332
British World Literature	Like Water for Chocolate	Laura Esquivel	9780385420174
British World Literature	No Fear Shakespeare: MacBeth	William Shakespeare	9781586638467
British World Literature	Pride and Prejudice	Jane Austen	9780393264883
British World Literature	Write for College: A Student Handbook 2nd Edition	Patrick Sebranek	9780669000313
British World Literature	The Hitchhikers Guide to the Galaxy	Douglas Adams	9780345391803
British World Literature, Summer	The Handmaid's Tale	Margaret Atwood	9780385490818

Mathematics

No textbook purchases required for Algebra II with Trigonometry, Computer Science and Programming, Personal Finance or Statistics.

Courses	Title	Author	ISBN
Algebra I	IXL online subscription, no purchase necessary		
Geometry	IXL online subscription, no purchase necessary		
Geometry (Optional Text)	Tutor in a Book's Geometry	Jo Greig	9780978639051
Pre-Calculus	IXL online subscription, no purchase necessary		
AP Calculus AB	Calculus, 8th Edition	James Stewart	9781285740621
AP Calculus AB	5 Steps to a 5 500 AP Calculus AB/BC Questions to Know by Test Day (5 Steps to a 5 on the Advanced Placement Examinations Series)	Zachary Miner, Lena Folwaczny	9781259644306
AP Calculus BC	See One SchoolHouse booklist		
Calculus	Single Variable Essential Calculus Early Transcendentals Second Edition	James Stewart	9781133112785

Religious Studies

Courses	Title	Author	ISBN
World Cultures and Religions	World Religions: Voyage of Discovery, Fourth Edition	Jeffrey Brodd	9781599823294

Science

No textbook purchases required for Engineering, Forensic Science, Oceanography, Microbiology, AP Chemistry, or AP Physics.

Course	Title	Author	ISBN
Biology	Miller & Levine Biology 2014 Foundation Edition	Miller & Levine	9780133236385
Chemistry and Honors Chemistry	Chemistry, 10th Edition, Hardcover	Stephen Zumdahl and Susan Zumdahl	9781305957404
Conceptual Physics	Conceptual Physics 11th Edition	Paul G. Hewitt	9780321568090
AP Environmental Science	BioZone Environmental Science Student Workbook Third Edition	None	9781927173558
AP Environmental Science	Optional Text: Environment, Enhanced eText 10th Edition	David M. Hassenzahl, Mary Catherine Hager, Nancy Y. Gift	9781119393412
Behavioral Science	Biological Psychology: An Introduction to Behavioral, Cognitive, and Clinical Neuroscience, 7th Edition, looseleaf	S. Marc Breedlove, Neil V. Watson	9780878939275
Physiology	The Human Body in Health & Disease (w/ CD) Fifth Edition	Gary A. Thibodeau, PhD; Kevin T. Patton PhD	9780323054911
AP Biology	Biology: Unity & Diversity of Life AP Edition 13th Edition	Cecie Starr, Ralph Taggart, Christine Evers, Lisa Starr	9781111580971

Social Sciences

Course	Title	Author	ISBN
AP US Government	American Politics: Classic and Contemporary Readings 7th Edition	James Q. Wilson, John D. Dilulio, Meena Bose	9781337568395
AP US Government	American Politics: Classic and Contemporary Readings, 7th Edition	Allan J. Ciglar, Burdett A. Loomis	9780618802890
AP US History	Give Me Liberty! An American History, Fifth AP Edition	Eric Foner	9780393634457
Hawaiian History	A History of Hawai'i, Third Edition	Leah Tau-Tassill, Linda K. Menton, Eileen H. Hamura	9781583511565
Model UN & Global Affairs	Upfront, New York Times	Magazine	
US Government	Government Alive! Power, Politics, and You	Online Textbook	
US History	History Alive! Pursuing American Ideals	Online textbook, no purchase necessary	
World History I	Glencoe World History, StudentWorks Plus Online, 1-Year Subscription	Online textbook, no purchase necessary	
World History II	Glencoe World History, StudentWorks Plus Online, 1-Year Subscription	Online textbook, no purchase necessary	

World Languages

Supplies: Japanese language students should get two, packages of 100 count 3"x 5" index cards.

Course	Title	Author	ISBN
Hawaiian I, II, III, IV, V	Ka Lei Ha'aheo Beginning Hawaiian	Alberta Pualani Hopkins	9780824830984
Japanese I	Adventures in Japanese Volume 1 Hiragana & Katakana Workbook Paperback	Hiromi Peterson	9780887273025
Japanese I	Adventures in Japanese Volume 1 Textbook Hardcover	Hiromi Peterson, Naomi Hirano-omizo	9780887275753
Japanese I	Adventures in Japanese Volume 1 Workbook, Second Edition Paperback	Hiromi Peterson, Misako Steverson	9780887274503
Japanese III	Adventures in Japanese Volume 2 Third Edition Textbook Hardcover	Hiromi Peterson, Naomi Hirano-omizo	9780887275777
Japanese III	Adventures in Japanese Volume 2 Workbook Paperback	Hiromi Peterson, Junko Ady, Naomi Okado, Hiroko Kazama	9780887274299
Japanese IV	Adventures in Japanese Volume 3 Textbook	Hiromi Peterson, Naomi Hirano-omizo	9780887275722
Japanese IV	Adventures in Japanese Volume 3 Workbook	Hiromi Peterson, Junko Ady, Naomi Okado, Hiroko Kazama	9780887273971
Japanese V and AP Japanese	Adventures in Japanese Volume 4, Textbook with Dictionary	Hiromi Peterson, Naomi Omizo, Junko Ady	9780887275791
Japanese V and AP Japanese	Adventures in Japanese Volume 4 Workbook	Hiromi Peterson, Naomi Omizo	9780887274435
Mandarin IV	Learn Chinese with Me Workbook 4	Chen Fu	9787107182723
Mandarin IV	Learn Chinese with Me 4: Student's Book with 2 CDs	Chen Fu	9787107181856

Mandarin V	Tales and Traditions Volume 1 Fables, Myths, and Historical Figures, 2nd Edition	Xiao, Xiao, Wang	9787107181856
AP Mandarin	读报纸，学中文 (Learn Chinese fromNewspapers: Quasi-advanced Chinese Newspaper and Periodicals Reading Volume 2 Chinese Edition	Wu Cheng Nian	9787301158074
AP Mandarin	Barron's AP Chinese Language and Culture	Yan Shen	9780764138157
Spanish I, II, III, IV, V	Vistas Introduccion a la Lengua Española, 5th Edition with Supersite Code	Jose A. Blanco and Philip Redwine Donley	9781626806696
Spanish I, II, III, IV, V	Vistas Introduccion a la Lengua Española, 5th Edition, Student Activities Manual	Jose A. Blanco and Philip Redwine Donley	9781626806405
AP Spanish	AP Spanish Language and Culture Exam Preparation Supersite Plus Code and AP Spanish Test Prep Worktext	Jorge Frisancho, Maria T. Redman, Marta Lucia Restrepo Bravo	9781618572462
AP Spanish	TEMAS AP Spanish Language and Culture Student Textbook and Supersite Code	Parthena Draggett, Cole Conlin, Max Ehrsam, Elizabeth Millan	9781618572448