



2010
SUMMER PROGRAM
FOR
PENINSULA CATHOLIC
HIGH SCHOOL

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ENGLISH SUMMER READING, 2010

Summer Reading—8th Grade

Students will choose one (1) work from the following list and complete the Reading Log Assignment as directed below. The assignment is due August 24, 2010 for all students. The writing assignment will count as the first major grade for the term.

Your assignment must either be typed (double-spaced, 12 pitch font) or neatly written on loose-leaf paper. The assignment should be stapled in the order of the assignment listed below (A, B, C).

TITLE	AUTHOR
<u>Little Women</u>	Louisa May Alcott
<u>Dacey's Song</u>	Cynthia Voight
<u>Jane Eyre</u>	Charlotte Brontë
<u>The Secret Garden</u>	Frances H. Burnett
<u>David Copperfield</u>	Charles Dickens
<u>Catherine, Called Birdy</u>	Karen Cushman
<u>Man in the Iron Mask</u>	Alexander Dumas
<u>SOS Titanic</u>	Eve Bunting
<u>The Face on the Milk Carton</u>	Caroline Cooney
<u>Beyond the Western Seas</u> (series)	Avi
<u>A Tree Grows in Brooklyn</u>	Betty Smith
<u>The Prince and the Pauper</u>	Mark Twain

WRITING ASSIGNMENT

- Define 20 words from the work. Include part of speech, definition, page number where word was found, and sentence in which the word was found.
- Write a clear, detailed 300-word summary. Be sure to include characters, plot, and the theme(s).
- Write a clear, well-planned 300 word essay on the following topic:

All of the works above focus on an individual who is isolated from society or feels isolated. Choose a character from the novel and explain the way the character copes with his/her feelings of isolation. Is the character's isolation self-imposed or involuntary? How does loneliness affect the character's personality? How does the character react to the world around him/her? Does the character ever find his or her place in the world? Why or why not?

Summer Reading--English 9

Students will choose one work from the following list and complete the written assignment as directed below. The assignment is due August 24, 2010 for all students regardless of which term they are scheduled to take English. The writing assignment will count as the first major grade for the term

Students are to complete parts A and B using correct MLA format. (See PC's website: "Academics" for help with this.) The assignment must be typed (double-spaced) on typing paper. A and B should be stapled together when turned in. Students should save their essay on a flashdrive and be prepared the first week of the term to upload it into turnitin.com under your teacher's direction.

TITLE	AUTHOR
<u>War of the Worlds</u>	Wells
<u>Death of Ivan Ilyich</u>	Tolstoy
<u>Dr. Jekyll & Mr. Hyde</u>	Stevenson
<u>Fahrenheit 451</u>	Bradbury
<u>Animal Farm</u>	Orwell
<u>Lost Horizon</u>	Hilton
<u>Flowers for Algernon</u>	Keys
<u>The House on Mango Street</u>	Cisneros
<u>The Ox-Bow Incident</u>	Clark

WRITING ASSIGNMENT

- A. Define 20 words from the work. Include part of speech, definition, page number where word was found, and sentence in which the word was found.
- B. For the novel, choose one of the questions below to address in a three paragraph, 400 word essay. Be sure to choose an essay that is appropriate to your chosen work and analyze the work thoroughly. DO NOT merely write a summary of events.

QUESTIONS:

1. Most works of literature have a protagonist and an antagonist (a hero and a villain). Identify those characters in the work you've chosen and analyze the qualities that make the character a protagonist or an antagonist. Explain what conflict arises between the two. How does the outcome of this conflict create meaning in the work?
2. Determine the main theme of the work you've chosen. (A theme is a generalization about life that the author wants to communicate by writing a specific piece of literature. Sometimes the theme may be clearly stated. More often, the theme is implied or suggested through other elements in the work.) Describe which events/images, etc. give hints to the main theme. Then, give your opinion on whether or not you agree with the lesson the author is trying to present and explain why.
3. Some works contain events/occurrences that are disappointing to the reader. Choose two or more of the events/occurrences that you feel were disappointing and explain why. Then, discuss how these events/occurrences could have been changed to make them more to your liking. Finally, explain how your changes would impact the meaning of the work.
4. Often literary works end in an unexpected way. If this is the case with your work, explain why the ending is unexpected. Then explain how the ending could have been changed to make it more predictable. Would this new ending have been more or less enjoyable? How would this new ending affect the author's intended meaning?
5. Many literary works contain a great deal of foreshadowing (hints of events to come). Choose two or more examples from the work you have chosen and explain how these events hint to future occurrences. Then, explain the significance of the foreshadowing. That is, why did the author give the reader these hints about what was going to happen rather than surprise the reader?

Summer Reading--English 10

Students are to choose **one** work from the list below and complete both the reading and journal assignments A, B, and C as directed. The assignment is due August 24, 2010 for all students regardless of which term they are scheduled to take English. Students are to complete parts A, B, and C using correct MLA format. (See PC's website: "Academics" for help with this.) A, B, and C should be stapled together when turned in. Students should save their two journal assignments on a flashdrive and be prepared the first week of the term to upload it into turnitin.com under your teacher's direction. The assignment will count as the first major grade for the appropriate term.

Choose one of the following works:

Title:	Author:
<u>Fathers and Sons</u>	Turgenev
<u>Les Miserables</u> (Abridged optional)	Hugo
"The Metamorphosis"	Kafka
<u>Richard III</u>	Shakespeare

Journal Assignment: Complete by typing parts A, B, and C.

- A. Define 20 words from the work; include parts of speech, definition and sentence where the word was found. For a long sentence, include enough context of the sentence so the word's meaning is identifiable.
- B. Choose **one** of the questions below to address in an essay of at least 500 words. Be sure to choose an essay appropriate to your chosen work. The essay should be analytical in nature and not consist of a plot summary of the work.
1. Define a theme of the work and illustrate the various ways the theme is presented in the work.
 2. Describe the setting---time/place for the story's occurrence. Explain the significance of the setting in advancing one of the story's themes.
 3. Choose a main character and discuss him/her in a character sketch. Does he/she change over the course of the novel? If so, how/why? How does the character contribute to the overall meaning of the work?
 4. Choose a major conflict in the work (inner/outer conflict). Explain what the conflict is and analyze the conflict's source. How does the conflict contribute to one of the story's themes?
- C. Each student is responsible for completing a critical reading exercise utilizing **one** section of the corresponding piece of literature to answer the four questions/statements below. (The section should be a minimum of a five sentence paragraph to a maximum of a chapter in length.) Each response should be in sentence form. Students must reference the opening and closing of the passage and the page numbers.
1. What are some key words in the passage? (Choose five to ten.)
Words to consider include
 - vivid verbs
 - descriptive adjectives
 - repetitious subjects
 - synonymous expressions
 - parallel expressions
 - relational or transitional expressions
 2. Give three conclusions one gleans **directly** from the passage?
 3. What are three **inferences** one can draw from the text? (information conveyed indirectly)
 4. Write a **main idea** sentence for the passage.

Summer Reading--Honors English 10

Honors 10 is an integrated class, much like honors English 9. If you plan to pursue honors English 10, you *must* complete THIS assignment in order to begin being considered for honors placement.

The assignment and expectations are identical to the English 10 summer assignment above, *except* that Part B must be at least 600 words.

Reminder: Integrated Honors is composed of a separate group of students within the regular classroom. These students will be expected not only to complete the material and work of the regular class, but also the more in-depth and independent work of the Honors program. In order to qualify for Honors credit, the student must meet the following criteria:

1. Complete a specific summer reading program as described above and an additional written product.
2. Maintain an average of 89% in each category of the class contributing to the total grade (quizzes, tests, homework, papers, etc.) by the first binding progress report (September for first term and February for second term).
3. After the first binding progress report, all students who have met the criteria will officially be considered honors students and may continue to pursue the honors credit which has a quality point weight of .5. Students who do not meet the requirements will continue the course for regular credit, but will not be considered in the honors program.

Summer Reading—English 11

Students are to choose ONE work from the following lists and complete the reading log assignment as directed below. The log will be due the August 24, 2010 for ALL students regardless of which term they are scheduled to take English. Students are to complete parts A, B, and C using correct MLA format. (See PC's website: "Academics" for help with this.) A, B, and C should be stapled together when turned in. Students should save their two journal assignments on a flashdrive and be prepared the first week of school to upload it into turnitin.com under your teacher's direction. The journal assignments will count as the first major grade for the term. Work submitted late will earn no more than a 69/F. After one week, the grade will be a zero.

Title:	Author:	Title:	Author:
<i>Last of the Mohicans</i>	Cooper	<i>The Heart Is a Lonely Hunter</i>	McCullers
<i>Red Badge of Courage</i>	Crane	<i>The Bluest Eye</i>	Morrison
<i>Sister Carrie</i>	Dreiser	<i>The Women of Brewster Place</i>	Naylor
<i>Billy Budd</i>	Melville	<i>Adventures of Huckleberry Finn</i>	Twain
<i>The Kitchen God's Wife</i>	Tan	<i>Ethan Frome</i>	Wharton

A. Define 20 words from the work. Include part of speech, definition, page number on which the word was found, and sentence in which the word was found (for long sentences, quote enough of the first part of the sentence to identify it).

Journal Assignments:

B. For the novel, choose one of the questions below to address in an essay of at least 700 words. Be sure to choose an essay that is appropriate to your chosen work. Please, write an in-depth analysis. Do not merely write a summary of events.

1. All the works listed above were written by American authors. Explain what the author has to say specifically about American society—its people, values, attitudes, problems, etc. How does he/she illustrate these views? Are these ideas distinct only to the time period of the story or do they still have relevance for today's readers?
2. Define the theme(s) of the work and illustrate how these theme(s) is (are) presented to the reader.
3. Choose a main character and discuss him/her in a detailed character sketch. What is he/she like? Does he/she change over the course of the story? If so, how/why? How does the character contribute to the meaning of the work?
4. Choose a major conflict in the work (man vs. man; man vs. himself; man vs. society; man vs. nature). Explain what the conflict is and analyze the source of the conflict. Explain how the conflict contributes to the meaning of the work.
5. An effective literary work does not just stop; it concludes. Some readers may feel that a work has not provided significant "closure," or that the ending, in some way, is unsatisfactory. Discuss the ending of the work and explain precisely how the ending appropriately or inappropriately concludes the work.
6. Select a moment or scene from your work that is especially important. Identify the moment, explain its importance to the work, and analyze the technique(s) the author uses to make it particularly effective.
7. Many of the writers above have highlighted the values of a culture or society by using characters who are alienated from that culture or society because of gender, class, race, or creed. Discuss a character who plays a significant role in the work and show how the character's alienation reveals the surrounding society's assumptions and moral values.

C. Each student is responsible for completing a critical reading exercise utilizing **one** section of the corresponding piece of literature to answer the four questions/statements below. (The section should be a minimum of a five sentence paragraph to a maximum of a chapter in length.) Each response should be in sentence form. Students must reference the opening and closing of the passage and the page numbers.

1. What are some key words in the passage? (Choose five to ten.)
Words to consider include: vivid verbs, descriptive adjectives, repetitious subjects, synonymous expressions, parallel expressions, relational or transitional expressions.
2. Give three conclusions one gleans **directly** from the passage?
3. What are three **inferences** one can draw from the text? (information conveyed indirectly)
4. Write a **main idea** sentence for the passage.

Summer Reading—Advanced English 11 (Dual Enrollment)

Students are to choose one work from the following lists and complete the reading log assignment as directed below. The log will be due the August 24, 2010 for ALL students regardless of which term they are scheduled to take English. Students are to complete parts A, B, and C using correct MLA format. (See PC’s website: “Academics” for help with this.) A, B, and C should be stapled together when turned in. Students should save their two journal assignments on a flashdrive and be prepared the first week of school to upload it into turnitin.com under your teacher’s direction. The journal assignments will count as the first major grade for the term. Work submitted late will earn no more than a 69/F. After one week, the grade will be a zero.

Title: <i>Red Badge of Courage</i>	Author: Crane	Title: <i>The Bluest Eye</i>	Author: Morrison
<i>Sister Carrie</i>	Dreiser	<i>The Heart is a Lonely Hunter</i>	McCullers
<i>Billy Budd</i>	Melville	<i>The Kitchen God’s Wife</i>	Tan
<i>Adventures of Huckleberry Finn</i>	Twain	<i>Ethan Frome</i>	Wharton

Parts A, B, and C are identical to the English 11 assignment above, *except* that Part B must be at least 850 words.

Summer Reading--English 12

Students are to choose **one work** from the following list and complete the reading log assignment as directed below. The log will be due the August 24, 2010 for ALL students regardless of which term they are scheduled to take English. Students are to complete parts A, B, and C using correct MLA format. (See PC’s website: “Academics” for help with this.) A, B, and C should be stapled together when turned in. Students should save their two journal assignments on a flashdrive and be prepared the first week of school to upload it into turnitin.com under your teacher’s direction. The journal assignments will count as the first major grade for the term. Work submitted late will earn no more than a 69/F. After one week, the grade will be a zero.

Title: <u>Othello or King Lear</u>	Author: Shakespeare
<u>The Trial</u>	Kafka
<u>Twelfth Night</u>	Shakespeare
<u>Oedipus Rex</u>	Sophocles
<u>Crime and Punishment</u>	Dostoyevsky
<u>The Divine Comedy</u>	Dante
<u>Frankenstein</u>	Shelley
<u>Madame Bovary</u>	Flaubert
<u>One Day in the Life of Ivan Denisovich</u>	Solzhenitsyn
<u>Last Days of Socrates</u>	Plato
<u>The Stranger</u>	Camus
<u>The Picture of Dorian Gray</u>	Wilde

- A. Define 20 words from the work. Include part of speech, definition, page number where the word was found, and sentence (for long sentences quote enough of the first part of the sentence to identify it).
- B. Select **one novel** and choose **one** of the questions below to address in an essay of 1000 words. Be sure to choose an essay that is appropriate to your chosen work, demanding in-depth analysis. **Do not** write a summary of events. Lastly, remember that these works have themes, ideas illustrated through the art of writing. The introductory paragraph should identify the theme, title, genre, author and context in which the work was produced, and end with a clearly defined thesis which you support in the body of the paper.
1. Explain what the author has to say specifically about the time period in which the work is set—people, values, problems, and historical happenings. How does he/she illustrate these views using specific aspects of the story?
 2. Define the theme(s) of the work and illustrate how these theme(s) is (are) presented to the reader.
 3. Choose a main character and discuss him/her in a detailed character sketch. What is he/she like? Does he/she change over the course of the story? If so, how/why? How does the character contribute to the meaning of the work?
 4. Select a major conflict in the work (man vs. man; man vs. himself; man vs. society; man vs. nature). Explain what the conflict is and analyze the source of the conflict. Explain how the conflict contributes to the overall meaning of the work.
 5. Choose **one** important cultural value or belief addressed in the work and discuss whether the value/belief is timeless or restricted.
- C. Each student is responsible for completing a critical reading exercise utilizing **one** section of the corresponding piece of literature to answer the four questions/statements below. (The section should be a minimum of a five sentence paragraph to a maximum of a chapter in length.) Each response should be in sentence form. Students must reference the opening and closing of the passage and the page numbers.

1. What are some key words in the passage? (Choose five to ten.)
Words to consider include: vivid verbs, descriptive adjectives, repetitious subjects, synonymous expressions, parallel expressions, relational or transitional expressions.
2. Give three conclusions one gleans **directly** from the passage?
3. What are three **inferences** one can draw from the text? (information conveyed indirectly)
4. Write a **main idea** sentence for the passage.

Summer Reading--Honors English 12

Honors 12 is an integrated class. If you plan to pursue honors English 12, you *must* complete THIS assignment in order to begin being considered for honors placement.

Students are to choose one work from the following list and complete the reading log assignment as directed below. The log will be due the August 24, 2010 for ALL students regardless of which term they are scheduled to take English. Students are to complete parts A, B, and C using correct MLA format. (See PC's website: "Academics" for help with this.) A, B, and C should be stapled together when turned in. Students should save their two journal assignments on a flashdrive and be prepared the first week of school to upload it into turnitin.com under your teacher's direction. The journal assignments will count as the first major grade for the term. Work submitted late will earn no more than a 69/F. After one week, the grade will be a zero.

Oedipus Rex
Frankenstein

Sophocles
Shelley

- A. Define 20 words from either work . Include part of speech, definition, page number where the word was found, and sentence (or quote enough words from the first part of the sentence to identify it).
- B. Complete ONE of the following two essay questions.

Oedipus Rex is a classic tragedy adhering in theme and structure to criteria established in Aristotle's Poetics. It is a drama which illustrates the tale of a man of elevated stature who has a flaw in character which causes him to error in judgment and cause his own destruction. Analyze the character of Oedipus and discuss exactly how his actions meet Aristotle's criteria? Why is he a tragic hero? What is his flaw? How does he error? What are the results? Include at least two sources of criticism. Do not use the internet.

OR

Frankenstein is a romantic novel by Mary Shelley. Thus the novel reflects both the romantic values and artistic literary techniques of her era. There are several themes in the book: What does it mean to be human? What are the ethical limitations to science? Because man has the capacity to act, should he? Keeping these themes in mind, pay particular attention to the characters of Victor Frankenstein, the Monster, and Robert Walton. How do their experiences and deeds alter their lives?

- C. Each student is responsible for completing a critical reading exercise utilizing one paragraph of the corresponding piece of literature from the text to answer the four questions/statements below. (The paragraph must have a minimum of five sentences). Each response should be in sentence form. Students must reference the opening and closing of the passage and the page numbers.
1. What are some key words in the passage? (Choose five to ten.)
Words to consider include: vivid verbs, descriptive adjectives, repetitious subjects, synonymous expressions, parallel expressions, relational or transitional expressions
 2. Give three conclusions one gleans **directly** from the passage?
 3. What are three **inferences** one can draw from the text? (Information conveyed indirectly)
 4. Write a **main idea** sentence for the passage.

Reminder: Integrated Honors is composed of a separate group of students within the regular classroom. These students will be expected not only to complete the material and work of the regular class, but also the more in-depth and independent work of the Honors program. In order to qualify for Honors credit, the student must meet the following criteria:

1. Complete a specific summer reading program as described above and an additional written product.
2. Maintain an average of 89% in each category of the class contributing to the total grade (quizzes, tests, homework, papers, etc.) by the first binding progress report (September for first term and February for second term).
3. After the first binding progress report, all students who have met the criteria will officially be considered honors students and may continue to pursue the honors credit which has a quality point weight of .5. Students who do not meet the requirements will continue the course for regular credit, but will not be considered in the honors program.

Summer Reading 2010—Advanced Placement English 12

The work to be read by rising twelfth grade students placed in AP English is: *Things Fall Apart* by Chinua Achebe. The log will be due the August 24, 2010. Students are to complete all parts using correct MLA format. (See PC's website: "Academics" for help with this.) A, B, C, D, E and F should be stapled together when turned in. Students should save A, B, C, and D on a flashdrive and be prepared the first week of school to upload it into turnitin.com under your teacher's direction.

Students will receive one minor writing grade for the two-page report (A) and one minor grade for the timed writing (F); the other three essays (B, C, D, and E) will count as one log grade. Students who turns in their logs one day late will receive no higher than a 69/F. After one week, the grade will be a zero and the student will be reconsidered for non-AP placement.

- A.) Using two sources (only one of which can be an internet source), research 2-3 topics concerning modern-day Nigeria which are listed below. Write a two-page typed report on your findings using correct documentation. Include a Works Cited page.

Tribal Life
Government
Culture
Foreign Relations/Military

Role of Women
Economy
Religion
History/Colonialism

- B.) Though the colonialists would consider the Igbo culture “primitive,” it is actually quite complex. In a two page essay, select two to three of the following subjects as seen in the novel and explain the complexities of them: social/family, rituals, marriage customs, justice/trial process, leadership/government, religious beliefs/practices. Be sure to cite directly from the novel for support.
- C.) Some of the major themes in the novel are: Traditions, Rites and Rituals, Clash of Cultures, and Loyalty/Obedience. Choose one of the aforementioned or select another theme you see reflected in the novel. In two pages analyze how the theme is presented and what the message is that the author is trying to convey. Be sure to cite directly from the novel for support.
- D.) Okonkwo can be considered a tragic hero. In two pages define tragic hero and explain how Okonkwo fits the definition. Be sure to cite directly from the novel for support.
- E.) Using a passage of one to three paragraphs, complete a critical reading exercise where you analyze some of the following literary devices used in the section: diction (word choice); point of view; mood; tone; conclusions drawn both directly and indirectly; imagery; figurative language; other literary devices you think may be important. Students must reference the opening and closing of the passage and page numbers. Your response should be at least one well-developed paragraph. Be sure to cite directly from the novel for support.
- F.) Using the question below, take no more than 60 minutes to handwrite a response. Take five minutes to work out an outline and thesis and leave five minutes to proofread and edit your response. Do not worry about crossing words out or adding thoughts to the margins. It will look like a rough draft, and that is expected. Do try, however, to make it legible. After your 60 minutes are up, you may not revise your piece. Should you not finish your essay within the 60 minutes, simply turn it is as is—do not take any extra time. Though your goal is to finish the essay in 60 minutes, you will not be penalized for not finishing the essay.

2004 AP English Literature and Composition Free-Response Question: Novels and plays often depict characters caught between colliding cultures—national, regional, ethnic, religious, institutional. Such collisions can call a character’s sense of identity into question. Using *Things Fall Apart*, write a well-organized essay in which you describe the character’s response and explain its relevance to the work as a whole. Do not merely summarize the work.

SOCIAL STUDIES SUMMER READING, 2010

Summer Reading—Honors World History (grade 10)

Honors World History is an integrated class. If you plan to pursue Honors World History, you *must* complete THIS assignment in order to begin being considered for honors placement.

Students are to choose **one** option listed below. The assignment is due August 24, 2010 for all students regardless of which term they are scheduled to take World History. Students are to complete the assignment using correct MLA format. (See PC’s website: “Academics” for help with this.) The assignment should be stapled together when turned in. Students should save their assignment on a flashdrive and be prepared the first week of the term to upload it into turnitin.com under your teacher’s direction.

Students applying for honors credit must either complete Option 1 OR Option 2

OPTION 1: Read a scholarly biography on one of the following historical figures: Hammurabi, Darius I, Alexander the Great, Siddhartha Guatama, Xeres, Pericles, Socrates, Hannibal, Julius Caesar, Marcus

Aurelius, Cicero, Augustus Caesar, Justinian, Charlemagne, Richard the Lionhearted, Genghis Khan, Marco Polo, William the Conqueror, Eleanor of Aquitaine, Elizabeth I, Thomas More, Napoleon, Martin Luther, John Calvin, Robespierre, Constantine, Ivan the Terrible, Marie Antoinette, Catherine the Great, Peter the Great, Louis XIV.

>Write a 3-4 page analysis of the book addressing the following questions:

1. Describe the influence of the person's early years on his/her later life.
2. Explain his/her character strengths and/or flaws.
3. What was the impact of his/her accomplishments/failures?
4. What do you believe his/her legacy is?
5. Why would you recommend/not recommend this book?

OR

OPTION 2 : Read a scholarly book on one of the following historical periods/topics: Ancient Greece, Ancient Rome/Roman Empire, Protestant Reformation, The Renaissance, The French Revolution, Byzantine Empire, Ancient China, The Middle Ages, The Age of Exploration, The Industrial Revolution, Japanese Feudalism, Ancient African Kingdoms.

>Write a Book Analysis of 3-4 pages addressing the following questions:

1. Describe the time period including the political and social/cultural dimensions.
2. Who were the major historical figures and what effect did they have on the events of the period—what was their impact on the period?
3. Why is the topic or period considered significant in world history?
4. Why would you recommend/not recommend this book?

Reminder: Integrated Honors is composed of a separate group of students within the regular classroom. These students will be expected not only to complete the material and work of the regular class, but also the more in-depth and independent work of the Honors program. In order to qualify for Honors credit, the student must meet the following criteria:

1. Complete a specific summer reading program as described above and an additional written product.
2. Maintain an average of 89% in each category of the class contributing to the total grade (quizzes, tests, homework, papers, etc.) by the first binding progress report (September for first term and February for second term).
3. After the first binding progress report, all students who have met the criteria will officially be considered honors students and may continue to pursue the honors credit which has a quality point weight of .5. Students who do not meet the requirements will continue the course for regular credit, but will not be considered in the honors program.

Summer Reading—A.P. European History (Grades, 10, 11, and 12)

Students are to complete the assignment below. The assignment is due August 24, 2010 for all students regardless of which term they are scheduled to take A.P. European History. Students are to complete the assignment using correct MLA format. (See PC's website: "Academics" for help with this.) The assignment should be stapled together when turned in. Students should save their assignment on a flashdrive and be prepared the first week of the term to upload it into turnitin.com under your teacher's direction.

TEXTBOOK: *The Western Heritage Since 1300*-[AP Edition], Kagan, Donald et al, Prentice Hall [Pearson], 10th Edition-2010. (This is the textbook you will need for the course and will be available on MBSDirect in mid-July.)

The course will begin from the 1300s. The introduction to European history up to that point is covered in "Introduction-The West Before 1300" on pages xxv-lxxx. In order to spend more time on the focus of study, students will review and prepare the earlier part of European history through their summer assignment. This will facilitate the academic process and also expose those taking an A.P. class for the first time to the commitment required.

1. Outline *Introduction* of text The Western Heritage (Since 1300) Pearson, 2010 edition. The Outline must be typed and completed in MLA format.
2. Answer all the Review Questions at end of Introduction. (#1 through #7) on page lxxx. The Responses must be typed and written in complete sentences.

Summer Reading--Honors United States History (Grade 11)

Honors U.S. history is an integrated class. If you plan to pursue honors U.S. history, you *must* complete THIS assignment (Either Option 1 OR Option 2) in order to begin being considered for honors placement.

Students are to complete the assignment as directed below. The assignment will be due August 24, 2010 for ALL students regardless of which term they are scheduled to take U.S. history. Students are to complete the assignment using correct MLA format. (See PC's website: "Academics" for help with this.) The assignment should be stapled together when turned in. Students should save their assignment on a flashdrive and be prepared the first week of the term to upload it into turnitin.com under your teacher's direction. Work submitted late will earn no more than a 69/F. After one week, the grade will be a zero.

OPTION 1

1. **Read a scholarly biography** on one of the presidents
2. Write a 1-2 paragraph summary of EACH chapter
3. Write 1-2 page analysis of the value of the book as a statement on understanding the influence of the president on the country.

OR

OPTION 2

1. **Visit 2 to 3 museums or historical sites and complete the following questions for each.**

Name of Student
 Site Visited
 Location
 Date of Visit
 Length of Visit

1. What was the principal theme of the museum/site (Civil War, Revolutionary War etc.) AND what was the time period covered?
2. What were the primary mediums used to convey the theme?
 [Visual: paintings, diagrams, maps, replicas etc.]
 [Aural: sound recordings, direct instruction by tour guide etc.]
 [Touring of actual location]
3. Include digital photos and brochures [which are labeled] with the assignment.
4. Answer the following questions in 2 to 4 paragraphs for EACH question:
 - a. What were two or three of the most interesting aspects or displays that you found and that appealed to you? Explain why.
 - b. What was the historical significance of the information pertaining to these aspects?
 - c. What correlation or relationship can be found between the information learned and today's world?
 - d. Write a synopsis of your visit and what you learned from it. Why would you encourage or not encourage others to visit.

Reminder: Integrated Honors is composed of a separate group of students within the regular classroom. These students will be expected not only to complete the material and work of the regular class, but also the more in-depth and independent work of the Honors program. In order to qualify for Honors credit, the student must meet the following criteria:

1. Complete a specific summer reading program as described above and an additional written product.
2. Maintain an average of 89% in each category of the class contributing to the total grade (quizzes, tests, homework, papers, etc.) by the first binding progress report (September for first term and February for second term).
3. After the first binding progress report, all students who have met the criteria will officially be considered honors students and may continue to pursue the honors credit which has a quality point weight of .5. Students who do not meet the requirements will continue the course for regular credit, but will not be considered in the honors program.

Summer Reading—A.P. United States History (Grade 11)

Students are to complete Parts 1 and 2 of the assignment as directed below. The assignment will be due August 24, 2010. Students are to complete the assignment using correct MLA format. (See PC's website: "Academics" for help with this.) The assignment should be stapled together when turned in. Students should save their assignment on a flashdrive and be prepared the first week of school to upload it into turnitin.com under your teacher's direction. Work submitted late will earn no more than a 69/F. After one week, the grade will be a zero.

PART 1

> **Read a scholarly biography on one of the following presidents:** George Washington, John Adams, Thomas Jefferson, James Madison, James Monroe, John Quincy Adams, or Andrew Jackson

> **Write a Book Analysis of 3-5 pages addressing EACH of the following points:**

- . Describe the time period in which the president lived.
- . Describe the relationship and influence which his family had on him during his life.
- . Explain his entrance into politics.
- . Assess his relationship with Congress, the Supreme Court and the Cabinet.
- . What were the president's character strengths and flaws?
- . Evaluate the impact of his accomplishments and /or failures on the country.
- . What do you believe his legacy is?
- . Where would you rank this president concerning his impact on the history of the United States? Explain.

OR

> **Read a scholarly book on one of the following historical topics:** The Progressive Era, The Depression, The Election of 1800, The Gilded Age, The Election of 1912, The Cold War, Civil Rights Movement

> **Write a Book Analysis of 3-5 pages addressing EACH of the following points:**

- . Describe the time period including the political, social, economic and cultural dimensions.
- . Who were the major historical figures and what effect did they have on the events of the period—what was their impact on the subject matter?
- . Why is the topic or period considered as significant in American history?

PART 2

> **Write a Review of 1– 2 pages on the book, addressing the following questions:**

- . Was the background experience of the author adequate?
- . Assess the thoroughness of the book.
- . Does the author demonstrate bias? Explain
- . What conclusion did the author seem to form about the work? Explain.
- . Why would you recommend/not recommend this book?

Summer Reading—Honors Government (Grade 12)

Honors U.S. government is an integrated class. If you plan to pursue honors U.S. government, you **must** complete THIS assignment (Either Option 1 OR Option 2) in order to begin being considered for honors placement.

Students are to complete the assignment as directed below. The assignment will be due August 24, 2010. Students are to complete the assignment using correct MLA format. (See PC's website: "Academics" for help with this.) The assignment should be stapled together when turned in. Students should save their assignment on a flashdrive and be prepared the first week of the term to upload it into turnitin.com under your teacher's direction. Work submitted late will earn no more than a 69/F. After one week, the grade will be a zero.

>Part 1

Read: *What Kind of Nation*, by James F. Simon, published by Simon and Schuster, 2002. ISBN:0-648-84871-6
–Paperback

OR

Read: *Claiming the Mantle: How Presidential Nominations Are Won before the Votes Are Cast* [R. Lawrence Butler, 2004. ISBN :0813342082 – Paperback

>Part 2

For either book, complete the following:

1. Brief summary of the book, 2 pages
2. Critical analysis of the book, 3-5 pages
 - Follow the directions stated below to complete the critical analysis.
 - Your reaction to the book based on responses to the questions listed below.

Critical Book Analysis

What is a critical book analysis?

Understanding the difference between a critical book analysis and a book report is essential to this assignment. In a book report one summarizes the contents of the book, summarizes the main ideas and notes the style. In a critical book analysis for social studies, one assesses the validity, accuracy and any bias in the contents from the perspective of the reader. The reader judges the importance or value of the book.

Writing a critical book analysis

Every book contains a central idea which you should try to identify. An author usually writes to "prove" something and generally organizes the ideas around a central theme.

Be aware of the assumptions on which the author bases the presentation. How legitimate is the presentation? Does it make sense? Is the author accepting as fact things that may not yet be proven? Does the author present evidence to support assumptions? Are the key concepts and ideas clearly defined?

Taking notes as you read will help you develop a better analysis. Be sure to record the main idea and pages to which you may wish to refer when compiling the critical book analysis.

Helpful questions to consider while reading

1. What governmental [or historical] issues or problems are addressed in the book?
2. What points of view are reflected?
3. Does the treatment of issues represent a view that differs from the generally accepted treatment of these issues?
4. What contribution has the author made to your knowledge and understanding of the subject?
5. What facts, research, and evidence does the author present to substantiate the assertions made?
6. What in the author's background makes him/her a reliable source for this subject?

7. Why should this book be recommended/not be recommended as a meaningful source of information on this subject?

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1. Complete a specific summer reading program as described above and an additional written product.
2. Maintain an average of 89% in each category of the class contributing to the total grade (quizzes, tests, homework, papers, etc.) by the first binding progress report (September for first term and February for second term).
3. After the first binding progress report, all students who have met the criteria will officially be considered honors students and may continue to pursue the honors credit which has a quality point weight of .5. Students who do not meet the requirements will continue the course for regular credit, but will not be considered in the honors program.

Summer Reading—A.P. Government (Grade 12)

Students are to complete the assignment as directed below. The assignment will be due August 24, 2010. Students are to complete the assignment using correct MLA format. (See PC's website: "Academics" for help with this.) The assignment should be stapled together when turned in. Students should save their assignment on a flashdrive and be prepared the first week of the term to upload it into turnitin.com under your teacher's direction. Work submitted late will earn no more than a 69/F. After one week, the grade will be a zero.

Read **Ideas That Shape a Nation** by James L. Smith , Suncrest Publications, 1998.

Chapters 8, 9, 11, 13, 14. Answer all the review questions at the end of each of the chapters.

Format: Type each question labeled with its number
Type your answer beneath each question,
Label the assignments by Chapter.

****Mr. Belkowski has copies of the book in his class if you would like to check out a copy for the summer assignment. The book MUST be returned with the assignment or you will be responsible for replacing it.**

NATURAL SCIENCE SUMMER ASSIGNMENT, 2010

Summer Assignment--A.P. Chemistry

Text: *Chemistry The Central Science AP Edition*, 10th Edition, Brown, LeMay, Bursten, Pearson/Prentice Hall Publishers. This is the textbook for the class and will be available at MBSDirect in mid-July.

Assignment:

1. Review your Honors Chem Unit 1 notes on Significant Figures. This course will practice and adhere to these rules. AP graders will take off for work not done in accordance with these rules (although not very much).
2. Read Chapter 1
3. Note the "advice" on page 25 regarding multi-step problems and the use of a calculator when doing problems.
4. Work the following exercises from Chapter 1: **Red exercises** (answers in the back of the text book): Pages 30-35 : 1.11, 1.17, 1.19, 1.21, 1.27, 1.29, 1.31, 1.49, 1.55, 1.66, 1.69, and 1.79. **Black exercises:** 1.30, 1.32, 1.56, and 1.82 (for this last problem you will have to go to the library (perhaps a bookstore) to find a Chemical Handbook or online to find the densities of the given substances in the problem.
5. Read Chapter 2. No problems.

Chapter 1 will be covered on August 24, 2010. Homework will be due then. Work submitted late will earn no more than a 69/F. After one week, the grade will be a zero.

You might start looking at AP Chem books in the bookstores for the types of problems that we will be facing this term. Do not get discouraged. Much of this material you already know, but this course will be challenging and hopefully rewarding.

FOREIGN LANGUAGE REVIEW/ENRICHMENT ACTIVITIES

Learning a Foreign Language doesn't stop just because summer comes! In fact, summer can be a great opportunity for exploring topics you want to learn more about. And it's essential that you are continuing to expose yourself to multiple target-language possibilities. Here at PCHS, we provide opportunities in all our languages for review and enrichment.

All language students must complete these Review/Enrichment activities before entering their next level. They are mandatory—not optional. You will be awarded grades for your summer assignment. They are due the first day of class in August, 2010, regardless of which term you are taking a language.

Questions? email Sra. Lamb at: nlamb@peninsulacatholic.com

We hope you will take full advantage of these enrichment opportunities and keep your language learning alive and vibrant over the summer!

Viel Glück! Bonne chance! ¡Buena Suerte!

Summer Reading--German II (For students who are scheduled to take German II in 2010)

You will read an issue of the German magazine „Das Rad“. It is best to pace yourself and take your time in reading this magazine. Just incorporate the following instructions and you will be done by the end of the summer:

- Go to the following website (<http://deutschrocks.com>) and go to the Distance Learners page.
- There you will find new instructions for each week during the summer. (don't worry, the old instructions will be there throughout the entire summer)
- Just follow the instructions for each week.
- Generally you will use the following format
 1. Read approximately 2 pages from the magazine each week.
 2. There are 16 pages in this magazine.
 3. Complete any activities in those 2 pages.
 4. The instructions for each week will guide you through these activities.
 5. Use the online dictionary links in my website to help with any words you do not know. You do not need to know what every word means in order to understand what is going on. There is a word box at the bottom of most pages to help you with some vocabulary.
 6. There is a rat (Ratte) hiding somewhere in the magazine. Where is he??!!
 7. Email me if you have any questions or problems. (urockefeller@peninsulacatholic.com)
 8. When you return to school you will turn in the completed magazines.

This is a magazine designed for beginner level teenage students of German (Deutschanfänger). Enjoy – Viel Spaß!!

Summer Reading--French II (For students scheduled to take French II in 2010)

Read Pauvre Anne. PCHS will provide the book. It consists of 36 pages (5" x 7" size), and there are 9 chapters.

- Write and then type (double spaced) a chapter summary for each chapter in French. Each chapter summary should have a minimum of 30 words.
- Pauvre Anne has a dictionary of above-level words from the text at the back of the book, so there should be no need for a dictionary. If something else is not understood, you can look it up for free at www.wordreference.com.
- If a book is lost, a fee of \$6 will be charged to cover the cost of the lost book.

***Transfer students may order a copy of Pauvre Anne from Teacher Discovery, 2741 Paldan Dr., Auburn Hills, Michigan 48326 (1-800-832-2437). Item # is FFB683. The cost is \$5.55 + shipping/handling.

Summer Reading--French III (For students scheduled to take French III in 2010)

Read Le voyage de sa vie. PCHS will provide the book. It consists of 58 pages (5" x 7" size), and there are 6 chapters.

- Write and then type (double spaced) a chapter summary for each chapter **in French**. Each chapter summary should have a minimum of 50 words.
- Le voyage de sa vie has a dictionary of above-level words from the text at the back of the book, so there should be no need for a dictionary. If something else is not understood, you can look it up for free at www.wordreference.com.
- If a book is lost, a fee of \$6 will be charged to cover the cost of the lost book.

***Transfer students may order a copy of Le voyage de sa vie from Teacher Discovery, 2741 Paldan Dr., Auburn Hills, Michigan 48326 (1-800-832-2437). Item # is FFB684. The cost is \$5.95 + shipping/handling.

Summer Reading--French IV (For students scheduled to take French IV in 2010)

Pick **4 articles** from 1 of the following websites. You can choose all articles from the same website or any combination of the websites. The articles should be at least a page in length.

- Write and type (double spaced) a summary of each article in French. The summary should be a minimum of 50 words.
- In addition, for each article tell whether you agree with the content (yes or no) and tell why (once again in French). This answer should be a minimum of 25 words in length.
- Attach a copy of the article to your summary and comment.
- Websites are: 1) www.francesoir.fr 2) www.lexpress.fr or 3) www.lemonde.fr.

***There should be no need to purchase a dictionary. If there is a word you don't know, you can look it up for free at www.wordreference.com.

Summer Reading—Spanish II, III, IV, and V

Spanish Enrichment Assignments can be found at: <http://summerspanish.weebly.com>
Just click on the Tabs there to find an overview of the activities you will be participating in.

Spanish II (For students scheduled to take Spanish II in 2010)--Focuses on Reviewing Spanish grammar and vocabulary topics.

Spanish III (For students scheduled to take Spanish III in 2010)—Focuses on review of grammar topics; lots of Practice with vocabulary; and several interactive Enrichment experiences.

Spanish IV (For students scheduled to take Spanish IV in 2010)--Focus primarily on interactive Enrichment experiences.

Spanish V (For students scheduled to take Spanish V in 2010)--You will read a short novel as well as participate in interactive Enrichment experiences. See Sra. Lamb for the novel. (If you are a transfer student, you may pick the novel up in the main office during business hours.)

THEOLOGY SERVICE/MINISTRY GUIDELINES

Service is the fulfillment of our baptismal promises and our patriotic duty. We are called to be a compassionate and just people in imitation of Jesus. Therefore, as part of a fully integrated Christian education curriculum, we expect each student to complete **at least 15 hours of service independent of class/school service projects or club related service.** *This service must be approved in writing by a theology teacher if it is not in a supporting parish.*

Each student will write a reflection paper on their service as part of their final exam and credit for the exam will not be awarded until the service is complete. This will result in an I (incomplete) for the course until the service is completed.

Grade Level Expectations

Eighth and ninth grade students will serve their families, neighbors, church or community. The service must be above normal chores and students can not accept payment. Students are welcome to work with their parents in giving service to the larger community.

Tenth grade students are encouraged to serve organizations outside of their immediate family. They can focus their service on the church or other community organizations and institutions.

Eleventh and twelfth grade students must focus their service on their church or other community organizations and institutions. Most of their service hours should be completed with one organization in order to help the students build a greater knowledge of that particular service and build meaningful relationships with the people they are serving.

Overall Expectations

1. Students are required to complete 15 hours of community service in order to receive their theology credit.
2. The service hours must be completed by the end of **the first term** (January, 20, 2011) regardless of when you take theology, unless you are involved in a ministry that is not completed, or starts later in the year. (For example, being a teacher's aid or feeding and sheltering the homeless in the winter). In this case you must have written permission from the department chair and your supervising parish adult by the end of the first week of the school year.
3. **If you are a member of a supporting parish**, you must do at least half of your 15 service hours in that parish. Parish ministry must be signed by the supervising parish leader, and does not have to be pre-approved.
4. If you are not a member of a supporting parish, we encourage you to do your service in your parish or church however you may serve in any **PRE-APPROVED location**. You must get this approval prior to the end of this academic year.

THE PRESIDENTIAL VOLUNTEER SERVICE AWARD: AN OPPORTUNITY FOR RECOGNITION

Most of our students give many more hours of service through clubs, church, scouts and service organizations than the minimum 20 total hours required as Christian Service (see Christian Service guidelines) by PCHS. We will help you track your hours from March 1st 2010 to **March 1st 2011**. Students who qualify will receive the Presidential Volunteer Service Award . Bronze Level, 100 – 174 hours; Silver Level, 175—249 hours; Gold Level, 250+ hours.

You will need to submit a record of your service hours. These hours must be for the community. They can include community organizations or institutions and must be certified (signed) by the organizational supervisor. You may also include community service from your PCHS clubs, church outreach ministries or scouts.

Proper documentation is to be turned into the Theology Department Chairperson, who will record and file the hours. These hours are not part of your Christian service hours, but can be the same hours as National Honor Society hours. *Please, always make a copy of service records for yourself.*

SAT-PREPARATION CLASSES

SUMMER S.A.T. PREP. COURSES: There will be one week courses offered this summer to prepare students for key aspects in taking the SAT examinations. Sessions will be offered in both English and Mathematics, and will emphasize test taking strategies, increasing response speed & accuracy, and skills review. Each class will meet for one week; 9:00 a.m. until noon. Class size will be limited.

English: June 28th through July 2nd (5 days) and Mathematics: July 6th through July 9th (4 days). The cost is \$200.00 for the English course and \$160.00 for the Math course. The fee is non-refundable. Checks can be made out to P.C.H.S.

**Students taking the summer session will automatically be included in a pre- review session for October's S.A.T. at no extra charge!

To pre-register: go to www.peninsulacatholic.com and print the form, complete, and return with check to the office, or mail to: Peninsula Catholic High School, 600 Harpersville Road, Newport News, VA. 23601 – Attention S.A.T. Courses

PEER RETREAT LEADERS

July 11 - 1:00 PM - 3:00 PM - 8th grade retreat planning
July 25 - 1:00 PM - 3:00 PM - 9th grade retreat planning
Aug 8 - 1:00 PM - 3:00 PM - 10th grade retreat planning

PEER MENTORS

Applications for students presently in grades 10-12 will be available in the Main Office. Applications are due to Mrs. Miller by June 1, 2010. Peer Mentors will be expected to attend the Peer Mentor Training on Friday, August 13 as well as the New Student Orientation on Wednesday, August 18.

STUDENT LEADERSHIP RETREAT FOR:

>PEER MENTORS<
>PEER RETREAT LEADERS<
>STUDENT AMBASSADORS<
>CLASS AND CLUB OFFICERS<

ALL Peer Mentors, Peer Retreat leaders, Student Ambassadors, and Class and Club Officers selected/elected for the 10-11 school year are urged to attend the Student Leadership Retreat (Overnight) from Wednesday, June 16, 2010 at 1:30 PM until Thursday, June 17 at 10:00 AM. More information will be forthcoming and an RSVP will requested.

CURRENT 8TH GRADERS WHO ATTENDED PCHS IN 09-10

Those 8th graders who attended PCHS in 09-10 are invited to attend lunch during the New Student Orientation on Wednesday, August 18 to meet some of your new classmates. Please call the school at 596-7247 for the time and to RSVP.

SUMMER ATHLETIC YOUTH CAMPS

Soccer Camp: July 5-9, 9 AM- 4 PM

Coaching Staff:

Area high school coaches, select coaches, and college players

Basketball Camp: July 26-30, 9 AM- 4 PM

Coaching Staff:

Gary Smith: PCHS boys' Varsity coach

Howard Keyes: PCHS girls' varsity coach

Volleyball Camp 1: July 12-16, 9 AM- 4 PM; Ages 10-14

Volleyball Camp 2: July 19-23, 9 AM- 4 PM; Ages 15-18

Coaching Staff:

Tommy Thomas: PCHS Girls Varsity Volleyball coach for 8 years; has 23 years as a varsity and Junior Olympic coach; has over 400 victories and has won numerous titles on the conference, regional, and state level

Tom Stephenson: Middlesex High School Varsity Head Coach for 11 years and currently coaching at Jamestown High School; has numerous titles on the conference and regional level and has qualified for the State Tournament 5 times; has coached the Williamsburg Volley Club Junior Olympic Volleyball team, winning the ODS Regional Championships 2 times and has been runner-up 3 times; in 2003 and 2004 his teams were in the top 15 in the open division at Nationals.

Megan Mcwhorter: is going in her junior year for Radford University. As a freshman she was named to the Big South All-Freshman team. Megan is a 2008 graduate of Peninsula Catholic High School. In her senior year she was the VISAA Division 1 player of the year and the TCIS player of the year.

See www.peninsulacatholic.com for registration form or pick one up in the main office.

SUMMER CONDITIONING/TRAINING FOR FALL SPORTS

Any Students who wish to train in the summer for a fall sport must have a Virginia High School League Athletic Physical on file. The form can be picked up in the Main Office or you can download one at <http://www.vhsl.org/forms> . Call Mr. Jackowski for more information.

Those interested in summer training and conditioning and joining the boys' Cross-Country team, call Coach Chris Davidson at 244-5426.

Those interested in summer training and conditioning and joining the girls' cross-country team, call Coach Susan Bender at 503-5862.

Those interested in summer conditioning for boys' soccer in preparation for tryouts call Coach Dave Coleman at 440-2428.

Those interested in summer training, conditioning and tryouts for girls' volleyball call Coach Tommy Thomas at 804-854-3219.

GUIDANCE DEPARTMENT

Schedule Changes

The majority of schedule changes (for returning students) should take place between May 1 and May 15. If, however, you need to make a schedule change after the last day of school, please submit it in writing via e-mail (cmiller@peninsulacatholic.com) or fax 757-591-9718. Requests will be processed as they are received, and final schedules will be mailed out in August. Please be mindful that the Guidance Office is closed during the month of July.

College Planning

Families who are interested in college planning support will be able to make individual appointments during the summer with Mrs. Miller in the Guidance Office. Students will be able to complete interest inventories, formulate their college lists, and create a timeline for the college application process. Appointments will be available from June 13-30 and August 1-10. Contact Mrs. Miller in Guidance (extension 14) if you would like to schedule an appointment.

Information for Rising Seniors

The Guidance Department will again be using Naviance during the 2010-11 school year to send information to colleges. If you have not registered with Naviance, you are encouraged to do so over the summer. To do so, follow these steps:

1. Stop by the office anytime to pick up your registration code, if you don't already have it.
2. Go to <http://connection.naviance.com/peninsula> and setup your account. Make sure the e-mail address you use is one that is current and is one you check regularly.
3. Begin to complete the "Do What You Are" survey and the "College Match" information.

If you are planning to apply to a Common Application School (go to www.commonapp.org to find out what colleges are common application colleges), you should do the following **no earlier than July 1**, but before the first day of school:

1. Go to www.commonapp.org and set up your common application account.
2. List the e-mail address of teachers who you would like to write you letters of recommendation.
3. List your counselor's e-mail address (cmiller@peninsulacatholic.com) when asked for that information.
4. **MAKE SURE THAT THE INFORMATION IN YOUR NAVIANCE ACCOUNT AND YOUR COMMON APPLICATION ACCOUNT ARE IDENTICAL. FAILURE TO DO MAY RESULT IN A DELIVERY DELAY OF YOUR TRANSCRIPTS AND LETTERS OF RECOMMENDATION.**

Don't hesitate to call if you have any questions.

SUMMER OFFICE HOURS

The Main Office will be open all summer from 8:30 AM-3:00 PM. The only exception is July 5—the office will be closed.

CONTACTS: 757-596-7247

Dr. Francine Gagne, President Ext. 13
Mrs. Jenny Franklin, Principal Ext. 25
Mrs. Christine Miller, Guidance Counselor Ext. 14
Ms. Eleanor Murphy, Director of Admissions Ext. 11
Mrs. AnaMari Clem, Director of Development Ext. 12
Mr. Bill Lehmann, Director of Finance Ext. 15
Mr. John Jackowski, Athletic Director Ext. 19
Mrs. Sharon Hyland, Administrative Asst. Ext. 24
Mrs. Donna Smigielski, Administrative Asst. Ext. 17
Mrs. Karen Warren, Main Office Ext. 0

**We hope these activities will help keep you
mentally, spiritually, and physically fit over the summer months,
preparing you for a great year at PCHS!**

