



Summer 2019 Assignments

CLASSICAL LANGUAGES DEPARTMENT

Greek 4 Honors

Complete the online Homeric vocabulary drills derived from Fr. York's commentary on *The Odyssey*. Detailed instructions as well as the drills themselves appear on the Greek 4 Honors Moodle page. This assignment should be started during the summer, but must be completed by the end of cycle 2 of the first quarter. The assignment will count towards the first quarter grade. <http://moodle.fordhamprep.org/moodle/>

Latin 3 Advanced Honors

Students are to complete the four exercises reviewing vocabulary and synopsis in the section labeled "Summer Assignment" at the top of the Latin 3 Advanced page on the class Moodle site. <http://moodle.fordhamprep.org/moodle/>

All assignments are due the first day of classes in September 2019. Detailed instructions as well as review materials (handouts, class Quizlet page, etc.) are included on the page. Any student who has difficulty accessing his account should email Mr. Distinti at distints@fordhamprep.org to correct the problem.

Advanced Placement Latin

Students are to read two articles (Griffin: "Life and Times: The Unity of Virgil's Work"; Goldsworthy: "Caesar, Life of a Colossus, Chapter 9: 'Gaul'") and complete the three vocabulary review exercises in the section labeled "Summer Assignment" at the top of the AP Latin page on the class Moodle site. <http://moodle.fordhamprep.org/moodle/>

All assignments are due the first day of classes in September 2019.

COUNSELING DEPARTMENT

Senior College Counseling Class

Common Application Essay

Write a personal essay (250-650 words) on one of the following topics.

1. Some students have a background, identity, interest or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from failure can be fundamental to later success. Recount a time when you faced a challenge, setback or failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
4. Describe a problem you have solved or a problem you would like to solve. It can be an intellectual challenge, a research query, an ethical dilemma – anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
6. Describe a topic, idea or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.

All seniors must hand in a printed copy of their Common Application essay in the first cycle of Guidance class.

ENGLISH DEPARTMENT

English 2, English 2 Honors and English 2 Advanced Honors

Read TWO traditional texts from the list found below, and compile a reading log as you read. You may read two fiction, two memoir, or one of each; whatever you prefer. Each of the texts is about survival in some way. When you come to school in September, you will create a theme based assignment using one of the texts you read over the summer. You will be required to use a quotation from the text to discuss survival, so it is in your best interest to have a copy of the book available, to take notes on the text you wish to use and annotate it as well.

In addition, watch at least 2 hours of TED Talks or documentaries (PBS, Netflix, ESPN 30 for 30, etc.), or listen to a non-fiction podcast or podcast series that is at least 2 hours long.

Once you have completed your reading, listening, and/or watching you should carefully and thoroughly answer the prompts below and submit your Reading Responses and your Watching or Listening Response through Schoology once you have access to your new course pages over the summer.

Reading Response (one for each book you choose to read):

Pick a passage that resonates with you and explain why. Make sure you cite the passage (write it out). Make a CONNECTION between the text and something that you can relate to, something happening in current events or popular culture (TV, movies, etc.), or to something happening in your life.

INVESTIGATE. Research the time period, an allusion in the text, or something you don't know about the world of the book and explain how your research helped you better understand the book. For example, if you read *Native Son*, you might want to research Jim Crow laws to better understand the text.

Watching or Listening Response:

Explain what you chose and why. Write a paragraph describing the TED Talk(s), documentary, or podcast you chose. Be sure to identify its author, director, or speaker and to explain thoroughly what it is about. If you watched or listened to multiple things, describe each here.

Explain what you learned. Provide 5 detailed bullet points that identify and thoroughly explain something that you learned. If you watched or listened to multiple things, you may spread your bullet points across them as you choose, but be sure to identify the source material for each bullet.

Book List: Memoirs

The Distance Between Us: A Memoir, Reyna Grande

Raised in Mexico in brutal poverty during the 1980s, four-year-old Grande and her two siblings lived with their cruel grandmother after both parents departed for the U.S. in search of work. Eight years later, her father returned and reluctantly agreed to take his children to the States, yet life on the other side of the border was not what Grande

imagined. Tracing the complex and tattered relationships binding the family together, especially the bond she shared with her older sister, the author intimately probes her family's history for clues to its disintegration.

A Long Way Gone: Memoirs of a Boy Soldier, Ishmael Beah

This is how wars are fought now: by children, hopped-up on drugs and wielding AK-47s. Children have become soldiers of choice. In the more than fifty conflicts going on worldwide, it is estimated that there are some 300,000 child soldiers. Ishmael Beah used to be one of them. In *A Long Way Gone*, Beah, now twenty-five years old, tells a riveting story: how at the age of twelve, he fled attacking rebels and wandered a land rendered unrecognizable by violence. By thirteen, he'd been picked up by the government army, and Beah, at heart a gentle boy, found that he was capable of truly terrible acts.

Born a Crime: Stories from a South African Childhood, Trevor Noah

Trevor Noah's unlikely path from apartheid South Africa to the desk of *The Daily Show* began with a criminal act: his birth. Trevor was born to a white Swiss father and a black Xhosa mother at a time when such a union was punishable by five years in prison. Living proof of his parents' indiscretion, Trevor was kept mostly indoors for the earliest years of his life, bound by the extreme and often absurd measures his mother took to hide him from a government that could, at any moment, steal him away. Finally liberated by the end of South Africa's tyrannical white rule, Trevor and his mother set forth on a grand adventure, living openly and freely and embracing the opportunities won by a centuries-long struggle.

Book List: Fiction

Fahrenheit 451, Ray Bradbury

Guy Montag is a fireman. In his world, where television rules and literature is on the brink of extinction, firemen start fires rather than put them out. His job is to destroy the most illegal of commodities, the printed book, along with the houses in which they are hidden. Montag never questions the destruction and ruin his actions produce, returning each day to his bland life and wife, Mildred, who spends all day with her television "family." But then he meets an eccentric young neighbor, Clarisse, who introduces him to a past where people didn't live in fear and to a present where one sees the world through the ideas in books instead of the mindless chatter of television. When Mildred attempts suicide and Clarisse suddenly disappears, Montag begins to question everything he has ever known. He starts hiding books in his home, and when his pilfering is discovered, the fireman has to run for his life.

Tell the Wolves I'm Home, Carol Rifka Brunt

1987. There's only one person who has ever truly understood fourteen-year-old June Elbus, and that's her uncle, the renowned painter Finn Weiss. Shy at school and distant from her older sister, June can only be herself in Finn's company; he is her godfather, confidant, and best friend. So when he dies, far too young, of a mysterious illness her mother can barely speak about, June's world is turned upside down. But Finn's death brings a surprise acquaintance into June's life—someone who will help her to heal, and to question what she thinks she knows about Finn, her family, and even her own heart.

Only Child, Rhiannon Navin

Squeezed into a coat closet with his classmates and teacher, first grader Zach Taylor can hear gunshots ringing through the halls of his school. A gunman has entered the building, taking nineteen lives and irrevocably changing the very fabric of this close-knit community. While Zach's mother pursues a quest for justice against the shooter's parents, holding them responsible for their son's actions, Zach retreats into his super-secret hideout and loses himself in a world of books and art. Armed with his newfound understanding, and with the optimism and stubbornness only a child could have, Zach sets out on a captivating journey towards healing and forgiveness, determined to help the adults in his life rediscover the universal truths of love and compassion needed to pull them through their darkest hours.

The Kite Runner, Khaled Hosseini

The story of the unlikely friendship between a wealthy boy and the son of his father's servant, *The Kite Runner* transports readers to Afghanistan at a tense and crucial moment of change and destruction. A powerful story of friendship, it is also about the power of reading, the price of betrayal, and the possibility of redemption; and an exploration of the power of fathers over sons—their love, their sacrifices, their lies.

The Book Thief, Markus Zusak

It is 1939 in Nazi Germany. Liesel Meminger is a foster girl living outside of Munich, who scratches out a meager existence for herself by stealing when she encounters something she can't resist—books. With the help of her accordion-playing foster father, she learns to read and shares her stolen books with her neighbors during bombing raids as well as with the Jewish man hidden in her basement.

Life of Pi, Yann Martell

After the sinking of a cargo ship, a solitary lifeboat remains bobbing on the wild blue Pacific. The only survivors from the wreck are a sixteen-year-old boy named Pi, a hyena, a wounded zebra, an orangutan—and a 450-pound royal Bengal tiger. The scene is set for one of the most extraordinary and beloved works of fiction in recent years.

Native Son, Richard Wright

Right from the start, Bigger Thomas had been headed for jail. It could have been for assault or petty larceny; by chance, it was for murder and rape. *Native Son* tells the story of this young black man caught in a downward spiral after he kills a young white woman in a brief moment of panic. Set in Chicago in the 1930s, Richard Wright's powerful novel is an unsparing reflection on the poverty and feelings of hopelessness experienced by people in inner cities across the country and of what it means to be black in America.

English 3

Students will choose and read one fiction and one non-fiction book from the lists below. Annotate while you read. Use a pen, highlighter, post-it notes, or you can type notes in your computer. A reading log (described below) will be required for each of your chosen texts.

Fiction

The Art of Racing in the Rain, Garth Stein

The Underground Railroad, Colson Whitehead

Non-fiction

On Writing, Stephen King

The Tender Bar, JR Moehringer

Reading Log Questions

Students will complete a reading log of three questions for each selected text. Ultimately, you must submit your responses to Schoology. Check Schoology for the assignment when the course is available. If you complete the reading before the assignment is available on Schoology, you may complete the work on your computer or on paper in the meanwhile. Please be sure to save it so you can transfer the work to Schoology before the start of school.

Fiction Reading Log Questions

How did this text tie into your experience, previous readings, or prior class discussions?

How did this book either confirm or challenge a belief or view that you hold?

Choose a passage from the text that you find striking and write it down. Explain why you chose it. What does it make you feel or think? Refer to specific elements of the passage to help illustrate what you feel.

What impressed you or annoyed you about this book?

Non-Fiction Reading Log Questions

How did this text tie into your experience, previous readings, or prior class discussions?

How did this book either confirm or challenge a belief or view that you hold?

Choose a passage from the text that you find striking and write it down. Explain why you chose it. What does it make you feel or think? Refer to specific elements of the passage to help illustrate what you feel.

What impressed you or annoyed you about this book?

English 3 Honors

Students will choose and read one non-fiction text from the non-fiction list below and one fiction text from the fiction list below. Annotate while you read. Use a pen, highlighter, post-it notes or you can type notes in your computer. A reading log (described below) will be required for each of your chosen texts.

Non-Fiction

Educated, Tara Westover

On Writing, Stephen King

The Tender Bar, JR Moehringer

Fiction

A Woman is No Man, Etaf Rum

1984, George Orwell

The Underground Railroad, Colson Whitehead

Reading Log Assignments

Students will complete a reading log of five questions for each selected text. Ultimately, you must submit your responses to Schoology. Check Schoology for the assignment when the course is available. If you complete the reading before the assignment is available on Schoology, you may complete the work on your computer or on paper in the meanwhile. Please be sure to save it so you can transfer the work to Schoology before the start of school.

Non-Fiction Reading Log Questions

How does this text tie into your experience, previous readings, or prior class discussions?

Choose a passage from the text that you find striking and write it down. Explain why you chose it. What does it make you feel or think? Refer to specific elements of the passage to help illustrate what you feel.

What do you notice about how the writer uses language to craft the story? For example, do you notice that the story has a particular tone, uses figurative language or repeating motifs, or ways to persuade or convince an audience? Select at least one passage to help demonstrate one element that you choose.

What impressed you or annoyed you about this book?

How does this book either confirm or challenge a belief or view that you hold?

Fiction Reading Log Questions

How does this text tie into your experience, previous readings, or prior class discussions?

Choose a passage from the text that you find striking and write it down. Explain why you chose it. What does it make you feel or think? Refer to specific elements of the passage to help illustrate what you feel.

What do you notice about how the writer uses language to craft the story? For example, do you notice how the author uses detail or dialogue to create characters with depth, employs figurative language to introduce themes or symbolism, or creates a convincing or unique narrator or point of view? Select at least one passage to help demonstrate one element that you choose.

What impressed you or annoyed you about this book?

How does this book either confirm or challenge a belief or view that you hold?

Advanced Placement English Language and Composition

Your summer work consists of I) reading and responding to two texts, and II) entering the New York Times Summer Reading Contest and posting three entries between June 14 and August 23, 2019.

Part I. Reading and Response to Two Selected Texts

Choose and read one non-fiction text from the list below and one fiction text from the list below. Annotate while you read. Use a pen, highlighter, post-it notes or type notes in your computer. A reading log (described below) will be required for each of your chosen texts. Ultimately, you must submit your responses to Schoology. Check Schoology for the assignment when the course is available. If you complete the reading log questions before the assignment is available on Schoology, please save the work on your computer or on paper in the meanwhile so that you can transfer the work to Schoology before the start of school.

Non-Fiction

Educated, Tara Westover

On Writing, Stephen King

The Tender Bar, JR Moehringer

Fiction

A Woman is No Man, Etaf Rum

1984, George Orwell

The Underground Railroad, Colson Whitehead

Non-Fiction Reading Log Questions

How does this text tie into your experience, previous readings, or prior class discussions?

Choose a passage from the text that you find striking and write it down. Explain why you chose it. What does it make you feel or think? Refer to specific elements of the passage to help illustrate what you feel.

What do you notice about how the writer uses language to craft the story? For example, do you notice that the story has a particular tone, uses figurative language or repeating motifs, or ways to persuade or convince an audience? Select at least one passage to help demonstrate one element that you choose.

What impressed you or annoyed you about this book?

How does this book either confirm or challenge a belief or view that you hold?

Fiction Reading Log Questions

How does this text tie into your experience, previous readings, or prior class discussions?

Choose a passage from the text that you find striking and write it down. Explain why you chose it. What does it make you feel or think? Refer to specific elements of the passage to help illustrate what you feel.

What do you notice about how the writer uses language to craft the story? For example, do you notice how the author uses detail or dialogue to create characters with depth, employs figurative language to introduce themes or symbolism, or creates a convincing or unique narrator or point of view? Select at least one passage to help demonstrate one element that you choose.

What impressed you or annoyed you about this book?

How does this book either confirm or challenge a belief or view that you hold?

Part II. Summer Reading Contest

In addition to reading and responding to your choice of two texts above, enter the New York Times Summer Reading Contest and post three entries between June 14 and August 23, 2019. Please click on the link below to read the rules and familiarize yourself with the contest:

https://www.nytimes.com/2019/04/11/learning/the-10th-annual-new-york-times-summer-reading-contest-june-14-aug23-2019.html?em_pos=small&emc=edit_in_20190411&nl=learning-network&nl_art=0&nlid=72515010emc%3Dedit_in_20190411&ref=headline&te=1

You may find that you are limited to ten visits to the New York Times site; however, Fordham Prep sponsors free passes for all students and faculty. So that you are not limited, please follow the instructions below:

Visit: www.nytimes.com/passes

Click "create account"

Use your Fordham Prep email to share.

Choose a password that you will remember.

Respond to your confirmation email.

You are entering this contest to stay engaged with current events and to familiarize yourself with the rhetoric of contemporary media, which we will analyze during the course. For each entry, you simply need to explain what article you are responding to and what that article argues; articulate why you chose that article and how it applies to your life; and perhaps broaden your response by applying the knowledge and/or questions that the article generates to other current events or concerns, either personal, local, or global.

As you will find out in the rules, you may enter only once each week, and you may enter only through August 23, 2019. So, plan ahead; don't get stuck at the end of the summer one week before school with no entries. You must sign up to receive a confirmation email when you respond to the contest; I will ask you to forward me those emails for credit when you return in September.

Writing Seminar Honors

Summer assignment readings for WSH are available on the website summer assignment page.

All Writing Seminar Honors students should read "Where I'm From" by George Ella Lyon and fill out the "Where I'm From Template". Post your completed template to Schoology when available and bring a copy with you on the first day of class.

In Addition:

If you are taking NONFICTION in the first semester, read "Render Unto Larry's" by Phil Holland.

If you are taking FICTION in the first semester, read the essay "What Writers Really Do When They Write" by George Saunders and the short story "A Good Man is Hard to Find" by Flannery O'Connor.

If you are taking POETRY in the first semester, read "Valentine for Ernest Mann" by Naomi Shihab Nye and watch the following video after you read it:

<https://www.youtube.com/watch?v=OBH6GNHbp1Y>

Be prepared to discuss these works when you come to class in September.

Quest Motif in Literature Honors

Congratulations on heeding the Call. Although our journey does not properly begin until September, there are a few things you will need to do in preparation for the Quest. Read *Hero with a Thousand Faces*, Joseph Campbell. It is dense. It will require your close and careful attention. You should know that Joseph Campbell is for many reasons a controversial figure, and that his theories are often criticized. We will address these controversies and criticisms in September when we get the Quest underway.

Read *You Can't Go Home Again*, Thomas Wolfe and *The Alchemist (O Alquimista)*, Paulo Coelho. It might be helpful to you to take some basic notes on the characters and plot of the novels, so that you can refer to them once we have come full circle. You should take your notes on loose leaf, so that they might be included in your Quest binder. I require that all students keep a binder for the course.

Prepare brief biographical sketches for Campbell, Wolfe and Coelho. For each piece that we read during the year, you will need to do some background research on the author and the work itself. These biographical sketches should be brief and informal and will not be

submitted. There will generally be a qu'est (quiz/test) before we begin discussing a new piece. These qu'ests will be based upon your reading as well as your background research. Since *Hero with a Thousand Faces*, *You Can't Go Home Again* and *The Alchemist* are your summer assignments, you can expect an associated qu'est straightaway in September.

If you would like to get a head start on September's work, you should know that our first reading assignment for the course will be Homer's *Odyssey*. As part of your research for the qu'est on this reading, I would ask that you not only prepare some background information on the figure of Homer and on the *Odyssey* itself, but that you also familiarize yourself with the names and stories of the more important deities and heroes of Greco-Roman mythology. You are, of course, free to complete this work upon its official assignment in mid-September.

Advanced Placement English Literature and Composition

The following are recommended readings. We expect you to read at least TWO books from this list by September, and to be ready to discuss your impressions. You have probably read some of these books before—great! Read new ones!

In addition to your choice of two books from this list, you are also required to read *A Portrait of the Artist as a Young Man*, James Joyce. You will be held accountable for this reading (3 books total, at least) in September.

The best preparation for the AP course and test is to read, read and read some more. We hope you look forward to delving into the classic plays and novels on this list, which is based primarily on our own favorites and incorporates titles that come up again and again on the AP. Look on this list as a gift, and enjoy some of the best forays into the imagination ever recorded on paper!

A word of advice: You will be required to write a research paper on a work of your choice next year. You might want to keep that in mind when choosing your summer reading, for many of these texts would be excellent research subjects.

Anaya, *Bless Me, Ultima* (1940's rural New Mexico)
Atwood, *The Blind Assassin* (a mystery, and mysterious, novel) or *The Handmaid's Tale*
Austen, anything (an amazing story-teller and satirist)
Beckett, *Waiting for Godot* (an absurdist masterpiece)
Chekhov, *The Cherry Orchard* (classic Russian drama)
Cervantes, *Don Quixote* (the original Man of La Mancha)
Dante, *Inferno* (which layer of hell would you put your enemies in?)
Dickens, anything (long-winded but worth it, and the AP loves him)
Dostoevski, *Crime and Punishment* (Russian soap-opera, and the AP loves it)
Ellison, *Invisible Man* (race, and the AP loves it)
Faulkner, *Light in August* (southern) or *Absalom, Absalom* (his "major work")
Foer, *Extremely Loud and Incredibly Close* (the protagonist's dad died on 9/11)
Frayn, *Copenhagen* (powerful play about the making of the nuclear bomb)
Hawthorne, *The Scarlet Letter* (much better than the movie)
Heller, *Catch-22* (WWII)

Hemingway, *For Whom the Bell Tolls* (Spanish Civil War) or *The Sun Also Rises*
Huxley, *Brave New World* (sci-fi classic)
Ibsen, *A Doll's House* (one of literature's best endings)
James, *Turn of the Screw* (are the ghosts real, or is she mad?) or *Washington Square*
Joyce, *The Dubliners* (short stories)
Kafka, *The Trial* (legitimizes paranoia)
Kerouac, *On the Road* (the road trip you wish your parents would let you make)
Kingsolver, *The Poisonwood Bible* (missionary family in the Congo)
Lee, *Native Speaker* (Korean-American/themes of hyphenated identity)
Lewis, *The Chronicles of Narnia* (not just "children's literature")
Melville, *Moby Dick* (a big whale, loved by the AP) or *Billy Budd* (sailor)
McCarthy, anything from *The Border Trilogy*
Miller, *Death of a Salesman* (don't graduate high school without reading this!)
Milton, *Paradise Lost* (the devil as hero?)
Morrison, *Beloved* (sad and deeply moving), or really anything by her
Proulx, *The Shipping News* (beautiful prose)
Shakespeare, anything (the master: we'll read *The Tempest* and *Hamlet* during the year)
Solzhenitsyn, *A Day in the Life of Ivan Denisovich* (a rare short Russian novel)
Steinbeck, *Grapes of Wrath* (long, but lovely), or, really, anything by Steinbeck
Swift, *Gulliver's Travels* (classic satire)
Tolkien, anything (see if the movies got it right)
Tolstoy, *Anna Karenina* (a recommendation from a prior AP class)
Vonnegut, *Slaughterhouse-Five* (WWII and alien abductions)
Walker, *The Color Purple* (not just a Broadway musical)
Waugh, *Brideshead Revisited* (epic tale of a Catholic family in England)
Wharton, *Age of Innocence* (old New York)
Williams, *The Glass Menagerie* (delicate exploration of dream and reality)
Woolf, *Mrs. Dalloway* (an extraordinary account of an ordinary day)

MATHEMATICS DEPARTMENT

AP Calculus AB: juniors

You will receive an email on Monday, August 12 from Ms. Zefran. In that email, you will receive instructions regarding a review assignment that will be due prior to the first day of school. The assignment will review topics covered in Algebra 2-Trig Advanced. Therefore, you should retain your notes from Algebra 2-Trig Advanced. Any questions can be directed to Ms. Zefran by email at zefranl@fordhamprep.org.

AP CALCULUS AB: seniors

You will receive an email on Monday August 12 from Ms. McCarrick. In that email, will be instructions regarding a review assignment that is due prior to the first day of school. The assignment will review topics covered in Calculus Honors. Therefore, you should retain your notes from Calculus Honors. Any questions can be directed to Ms. McCarrick by email at mccarrickc@fordhamprep.org.

Algebra 2-Trig Advanced Honors: sophomores

You will receive an email on Monday, August 12 from Ms. Zefran. In that email, you will receive instructions regarding a review assignment that will be due prior to the first day of school. The assignment will review topics covered in Geometry Advanced Honors. Therefore, you should retain your notes from Geometry Advanced Honors. Any questions can be directed to Ms. Zefran by email at zefranl@fordhamprep.org.

MODERN LANGUAGES DEPARTMENT

French 2 Honors For students skipping to French 2 Honors

ROSETTA STONE: <http://fordham.rosettastoneclassroom.com>

You have been given an account on Rosetta Stone, and should have received an email from Rosetta Stone on your Fordham Prep account.

To log on, use your Fordham Prep user name and the password "password".

Please complete the following exercises of Rosetta Stone French 1, Units 1 through 4: only the 4 core lessons, 4 grammar exercises and 4 writing exercises.

This is due by the first day of class in September, and will count for a test grade.

If any questions arise during the summer, contact Mme Morris at: morrisp@fordhamprep.org.

French 3 Honors For student skipping to French 3 Honors

ROSETTA STONE: <http://fordham.rosettastoneclassroom.com>

You have been given an account on Rosetta Stone, and should have received an email from Rosetta Stone on your Fordham Prep account.

To log on, use your Fordham Prep user name and the password "password".

Please complete the following exercises of Rosetta Stone French 2, Units 1 through 4: only the 4 core lessons, 4 grammar exercises and 4 writing exercises.

This is due by the first day of class in September, and will count for a test grade.

If any questions arise during the summer, contact Mme Morris at: morrisp@fordhamprep.org.

French 4 Honors For students skipping to French 4 Honors

ROSETTA STONE: <http://fordham.rosettastoneclassroom.com>

You have been given an account on Rosetta Stone, and should have received an email from Rosetta Stone on your Fordham Prep account.

To log on, use your Fordham Prep user name and the password "password".

Please complete the following exercises of Rosetta Stone French 3, Units 1 through 4: only the 4 core lessons, 4 grammar exercises and 4 writing exercises.

This is due by the first day of class in September, and will count for a test grade.

If any questions arise during the summer, contact Mme Morris at: morrisp@fordhamprep.org.

Italian 2 & 2 Honors For students skipping Italian 1

Rosetta Stone level 1: Complete each and every activity of Units 1-4 of Levels 1.
The web address is: fordham.rosettastoneclassroom.com
(Do not include http: or www.)

You have been given an account on Rosetta Stone. To log on, use your Fordham Prep user name (example: smithr19) and the password is “password”.

Once you have logged into Rosetta Stone, select Standard Course.

Units 1-4 of Levels 1 must be completed by the first week of school in September.
Mrs. Simeone will grade the assignment for completion and it will count as a test grade for the first quarter.

If any questions arise, please contact Mrs. Simeone at: simeonep@fordhamprep.org

Italian 3 & 3 Honors For students skipping Italian 1 & 2

Rosetta Stone levels 1 & 2:
Complete each and every activity of Units 1-4 of Levels 1 & 2.

The web address is: fordham.rosettastoneclassroom.com
(Do not include http: or www.)

You have been given an account on Rosetta Stone. To log on, use your Fordham Prep user name (example: smithr19) and the password is “password”.

Once you have logged into Rosetta Stone, select Standard Course.

Units 1-4 of Levels 1 & 2 must be completed by the first week of school in September.
Mrs. Simeone will grade the assignment for completion and it will count as a test grade for the first quarter.

If any questions arise, please contact Mrs. Simeone at: simeonep@fordhamprep.org

Italian 2 & 3 Honors Extra Credit Assignment

The Black Hand: The Epic War Between a Brilliant Detective and the Deadliest Secret Society in American History, by Stephan Talty

The gripping true story of the origins of the mafia in America—and the brilliant Italian-born detective who gave his life to stop it

Beginning in the summer of 1903, an insidious crime wave filled New York City, and then the entire country, with fear. The children of Italian immigrants were kidnapped, and dozens of innocent victims were gunned down. Bombs tore apart tenement buildings. Judges, senators, Rockefellers, and society matrons were threatened with gruesome deaths. The perpetrators seemed both omnipresent and invisible. Their only calling card: the symbol of a black hand. The crimes whipped up the slaving tabloid press and heated

ethnic tensions to the boiling point. Standing between the American public and the Black Hand's lawlessness was Joseph Petrosino. Dubbed the "Italian Sherlock Holmes," he was a famously dogged and ingenious detective, and a master of disguise. As the crimes grew ever more bizarre and the Black Hand's activities spread far beyond New York's borders, Petrosino and the all-Italian police squad he assembled raced to capture members of the secret criminal society before the country's anti-immigrant tremors exploded into catastrophe. Petrosino's quest to root out the source of the Black Hand's power would take him all the way to Sicily—but at a terrible cost.

Unfolding a story rich with resonance in our own era, *The Black Hand* is fast-paced narrative history at its very best.

The last time so many Americans were concerned about immigration was more than a century ago, when waves of Italians were coming upon the nation's shores. Many hailed from southern Italy and were fleeing poverty and oppression.

Assignment: Read this book and be prepared for a book discussion sometime in September during consultation at a date to be determined.

Some questions to think about for our discussion:

What relevance does the Black Hand have today? Why do you think that it is not better known?

Are there any modern era equivalents of Joseph Petrosino?

Do you know what led so many Italians to immigrate to America? Do you think the reasons for immigration impact how a group assimilates in the United States?

How does this panic about immigration more than one hundred years ago relate to today?

Mandarin Chinese 1 Honors

Contact Ms. Han if you have any questions: yih@fordhamprep.org.

1. Watch A Bite of China: Season 1 and write a 2-page reflection.

<https://www.youtube.com/watch?v=AizamOIZijs&list=PLwXMmy5fUrVy5KgYQXJZB2cw+46texpb9l>

2. Rosetta Stone Level 1 Unit 1, 2, 3. Rosetta speaking quiz during 1st week of new school year.

user name: your FP username

password: password

Time management tips: watch one episode every 2 weeks. Finish one RS unit every 3 days.

Mandarin Chinese 2 Honors

Contact Ms. Han if you have any questions: yih@fordhamprep.org.

1. Watch Bird's-eye China, and write a 2-page reflection.

https://www.youtube.com/watch?v=iPdMOC0a3E4&list=PLt-M8o1W_GdRa1PewOoOhNkamSMYPpNdu

2. Review Mandarin1 vocab on quizlet (chapter 1-chapter 6). Vocab writing quiz during the 1st week of new school year.

3. Rosetta Stone: Level 1, Level 2 unit 1, 2. Rosetta speaking quiz during 1st week of new school year.

user name: your FP username

password: password

4. Read 5 TCB articles (HSK 1), mark them, and learn new words.

5. Complete 15 journal entries in Chinese. At least 5 sentences should be included in each journal entry.

Time management tips: watch one episode every 2 weeks. Finish one RS unit every 3 days. Finish one TCB article every week (our accounts are expiring in August. Will renew in September). Write one journal every 3 days. Review vocab constantly.

Mandarin Chinese 3 Honors

Contact Ms. Han if you have any questions: yih@fordhamprep.org.

Watch Job Challenges and write a 2-page reflection:

https://www.youtube.com/watch?v=examEbxVSAI&list=PLt-M8o1W_GdSHDmoH-y-XGIWZYG42TpQB&index=2

Pick and watch 5 episodes in The 1.3 Billion, and write one paragraph reflection of each.

https://www.youtube.com/playlist?list=PLt-M8o1W_GdTyMjsmxMCchTqspmahU94

Rosetta Stone: Level 1, Level 2 . Rosetta speaking quiz during 1st week of new school year.

user name: your FP username

password: password

Review Mandarin 2 vocab on quizlet (chapter 1-chapter 6). Vocab writing quiz during the 1st week of new school year.

Read To Live by Yu Hua (ISBN-10: 1400031869, ISBN-13: 978-1400031863), and write a 3 page reflection paper(font: Times New Roman 12, 1.5 space).

Complete 15 journal entries in Chinese. At least 8 sentences should be included in each journal entry.

Time management tips: watch 1 episode every week. Finish one RS unit every 3 days. Write one journal every 3 days. Get your book and start to read ASAP. Review vocab constantly.

AP Chinese Language and Culture

Contact Ms. Han if you have any questions: yih@fordhamprep.org.

Watch Job Challenges and write a 2-page reflection:

https://www.youtube.com/watch?v=examEbxVSAI&list=PLt-M8o1W_GdSHDmoH-y-XGIWZYG42TpQB&index=2

Pick and watch 15 episodes in The 1.3 Billion, and write one paragraph reflection of each.

https://www.youtube.com/playlist?list=PLt-M8o1W_GdTyMjsmxMCchTqspmvhU94

Review and study AP Chinese vocab on Quizlet. Reading quiz during the 1st week of new school year.

Complete 15 journal entries in Chinese. Use complex sentence structures and high-level vocab. At least 8 sentences should be included in each journal entry.

Read 5 TCB articles (HSK 4), mark them, and learn new words.

Time management tips: watch 2 episode every week. Write one journal every 3 days. Finish one TCB article every week (our accounts are expiring in August. Will renew in September). Study and review vocab EVERYDAY.

Spanish 2 For students skipping Spanish 1

Contact Ms. Di Vita (divitat@fordhamprep.org)
or Ms. Faustini (faustint@fordhamprep.org)

Students skipping level one of Spanish will complete Rosetta Stone

Level 1: Units 1, 2, 3 & 4

A user name and password were emailed to students on their FP email accounts.

Complete each and every activity of all four units of Level 1.

Level 1 (Unit 1: Language Basics; Unit 2: Greetings and Introductions; Unit 3: Work & School; Unit 4: Shopping) and EACH UNIT has 4 individual lessons which must be completed. To make sure you have completed all parts, click on "Explore all Activities for Unit" at the bottom of the home page and it will show you which sections you have done.

Rosetta Stone website: fordham.rosettastoneclassroom.com

Students should pace themselves, and complete a unit every two weeks. The assignment is due in on Friday, September 6.

Spanish 2 Honors For students skipping Spanish 1
Contact Ms. Di Vita: divitat@fordhamprep.org

Complete Level 1 of Rosetta Stone

Students will receive username and account information to their FP email from for students who are skipping Spanish 1 Rosetta Stone.

Complete each and every activity of all four units of Levels 1

Level 1 (Unit 1: Language Basics; Unit 2: Greetings and Introductions; Unit 3: Work & School; Unit 4: Shopping) and EACH UNIT has 4 individual lessons which must be completed. To make sure you have completed all parts, click on "Explore all Activities for Unit" at the bottom of the home page and it will show you which sections you have done.
fordham.rosettastoneclassroom.com

This will count as a test grade (100 points) for the first quarter. It is graded on completion. Points will be deducted for incomplete work. The assignment is due Friday, September 6.

Spanish 3 Honors For students advancing from Spanish 2 or by way of the placement test
Contact Mr. Baker: bakerr@fordhamprep.org

Complete Level 3 of Rosetta Stone

Use same account or new Spanish students have received account information from Rosetta Stone.

Complete Level 3, Units 1 – 4 (Unit 1: Home and Health, Unit 2: Life and World, Unit 3: Everyday Things, Unit 4: Places and Events). Units are listed at the top of the page. Each unit takes several hours to complete.
fordham.rosettastoneclassrom.com

The assignment is worth 100 points for the first quarter. It is graded for completion. Points will be deducted for incomplete work and/or late work. The assignment is due on Friday, September 6.

AP Spanish Language and Culture

Contact Mr. Baker: bakerr@fordhamprep.org

Rosetta Stone

Complete Core Lesson, Grammar, and Writing sections of Level 5 (Units 1-4) (Unit 1: Business and Industry, Unit 2: Arts and Academics, Unit 3: Emergency Situations, Unit 4: Family and Community). See instructions below. Students have also received an email from Rosetta Stone with this information.

Go to: fordhamprep.rosettastoneclassroom.com

Username: prep log-in (last name, first initial, year)

Password: password

Students advancing from Spanish 2 Honors have received additional instructions.

Students from Spanish 3 Honors do not have a summer assignment.

The assignment is worth 100 points for the first quarter. It is graded for completion. Points will be deducted for incomplete work and/or late work. The assignment is due on Friday, September 6.

AP Spanish Literature and Culture

Contact Ms. Di Vita: divitat@fordhamprep.org

1. Read “La casa de Bernarda Alba” by Federico Garcia Lorca and write a 1-2 page summary in Spanish--be certain to include all three acts and specific character’s names. Provide examples of the abundant symbolism in the play.

2. Read “Dos palabras” by Isabel Allende and write a one-page summary of the short story in Spanish. Consider the following questions: What 2 words did Belisa whisper to El Colonel? Why?

3. Throughout the summer you should look to practice the various skills needed for the AP Literature Exam. Ideally, students should listen to ½ hour of Spanish daily by watching soap operas, or authentic movies (not dubbed); listening to music and news programs; or, watching YouTube interviews with authors we’ll be studying in class (a list will be provided in the packet you will pick up before the end of the school year.)

***YOU SHOULD HAVE SEEN SRA. DIVITA TO PICK UP YOUR SUMMER ASSIGNMENT PACKET WHICH INCLUDES AN ADDITIONAL WRITTEN ASSIGNMENT.**

*** EACH of the 3 assignments is worth 100 points for the first quarter and is due on Monday, September 9, 2019—NO EXCEPTIONS. All work must be printed out and handed in.**

RELIGIOUS STUDIES DEPARTMENT

Religious Studies 2

We look forward to working with you in Religious Studies classes this year as we examine the meaning of salvation through Jesus Christ as well as the nature and mission of the Church.

Last year you studied the lives and teachings of both Jesus Christ and St. Ignatius, founder of the Society of Jesus and author of *The Spiritual Exercises*. Your understanding of both Jesus Christ and St. Ignatius will deepen over the course of this year, beginning with your summer assignment.

This summer we ask you to do the following:

1. Read Fr. Mark Link, SJ's short article "Two Standards: A Prayerful Meditation" about one of the key meditations in *The Spiritual Exercises*. Be sure you understand the distinction between the contrasting strategies used by Satan and Jesus to draw us closer—the "path of darkness" versus the "path of light."
http://www.jesuits-chgdet.org/wp-content/uploads/2011/03/Partners_SU04_page22-23_Spirituality.pdf
2. View the *Jesus of Nazareth* video. (1977, Franco Zeffirelli production). It runs six hours so leave yourself plenty of time. It is available from Youtube, Amazon and your local libraries).
 - a. Note scenes where you believe Jesus is inviting his followers to join Him on the "path of light" and what one does to actually walk that path.
 - b. Note scenes where you believe characters are walking or being tempted to walk the "path of darkness" and how that impacts their lives.
3. Compose a two-page essay in which you (1) introduce the topic of the meditation on the two standards in *The Spiritual Exercises* and be sure to define, in your own words, the "path of light" and the "path of darkness;" (2) describe one scene in *Jesus of Nazareth* where characters were on the "path of light" and one scene where characters were on the "path of darkness;" (3) describe in your own life where you have been led to follow "the path of light" and where the pull to follow "the path of darkness" has been strongest; and (4) conclude with a statement of how you would like to lead your life in light of these two standards and what you need most now to achieve that goal.

Post your essay on turnitin.com when instructed by your religious studies teacher during the first week back in September.

The “Two Standards” and *Jesus of Nazareth*

Skill	4-Mastery	3-Proficient	2-Developing	1-Novice
Understanding of the Fr. Link SJ Article on the “Two Standards”	Demonstrates and articulates a clear and deep understanding of the “Two Standards” presented in the Mark Link article.	Demonstrates and articulates an understanding of the “Two Standards” presented in the Mark Link article.	Student presents the “Two Standards” by Mark Link but merely paraphrases the article.	Student’s understanding of the “Two Standards” is not clearly communicated in the essay.
Integration of the “Two Standards” and the movie <i>Jesus Of Nazareth</i>	Student highlights a clear example for the “path of light” and the “path of Darkness” from <i>Jesus of Nazareth</i> . The student explains each scene in excellent detail and clearly integrates information from the “Two Standards” article	Student highlights examples for the “path of light” and the “path of darkness” from <i>Jesus of Nazareth</i> . The student explains each scene and casually refers back to the “Two Standards” article	Student gives the titles of scenes from <i>Jesus of Nazareth</i> as examples of the “path of light” and the “path of darkness”. There is an inadequate description of one or two scenes or poor connection(s) to the “Two Standards” article.	Student does not choose two scenes from <i>Jesus of Nazareth</i> which clearly demonstrate Link’s “Two Standards”. The student either gives poor evidence or no evidence to support his examples
Examples of the “Two Standards” in their personal lives	Student shares excellent examples or personal stories regarding the “Two Standards” and where he has been led to follow each. The student clearly understands and personalizes the concepts.	Student shares examples or personal stories regarding the “Two Standards” and where he has been led to follow each. The student understands and personalizes the concepts.	One or more of the student’s examples of the “Two Standards” and where he has been led to follow are poorly communicated. The student makes a poor effort applying the concepts to his personal life.	There are no examples in the paper of “Two Standards” and where the student has been led to follow.
Perception and direction in life moving forward	Student’s self-reflection demonstrates a deep, reflective and thoughtful analysis of their current life situation and the tools needed to move forward.	Student’s self-reflection demonstrates an analysis of his current life situation and the tools needed to move forward.	Student’s self-reflection is not clear and does not articulate the student’s current life situation and the tools necessary to move forward.	Student’s self-reflection lacks depth and clarity. The student only briefly delves into the topic.
Flow of the Paper	Student makes no errors in grammar or spelling that distract the reader from the content. Student makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Student makes 1-2 errors in grammar or spelling that distract the reader from the content. Student makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	Student makes 3-4 errors in grammar or spelling that distract the reader from the content. Student makes a few errors in capitalization and/or punctuation that catch the reader’s attention and interrupt the flow.	Student makes more than 4 errors in grammar or spelling that distract the reader from the content. Student makes several errors in capitalization and/or punctuation that catch the reader’s attention and interrupt the flow. There is little to no effort made to proofread the essay.

Religious Studies 3

RS 3, a theological examination of Catholic sacraments and morality, is rooted in the belief that “God can be found in all things,” especially in the experiences and relationships of our lives. The Christian call is to strive always for what is right and good in those encounters. Reflection on the sacramental and moral dimensions of our lives is a hallmark of Jesuit education.

One of the most important tools for carrying out that reflection is the document known as the **Grad at Grad**, i.e. *The Profile of the Graduate of a Jesuit High School at Graduation*. As you approach your junior year, we want you to reflect more deeply on the ideals of the Grad at Grad, and how they apply to you.

For your summer assignment, please read the entire Grad at Grad document, which you can find below. Now that you have completed two years at Fordham Prep, write an essay (including an introduction, body and conclusion) about how you would assess your own development with respect to each of the characteristics of the Grad at Grad. Identify one tangible example of how each of the six characteristics is currently either a strength of yours or needs to be developed in your future. We hope your study of sacraments and morality will help you to continue with that development. The essay will be collected as well as submitted through turnitin.com at the start of the year.

We’re looking forward to being in class with you next year!

The Grad at Grad

Open to Growth

By graduation, the Fordham Preparatory School student has steadily progressed in emotional, intellectual, physical, social, and religious maturity to a level that reflects intentional responsibility for his own growth. He should reach out in his development, seeking opportunities both curricular and extracurricular to stretch his mind, imagination, feeling, and religious consciousness. He takes responsibility for himself and engages in careful listening to learn from peers and faculty members. He respectfully values all that he finds within himself and in his world of richly diverse people. He eagerly cultivates opportunities for growth and he vigorously pursues pathways which will best promote his own future aspirations, enhance his personal development, and contribute to the lasting good of others.

Intellectually Accomplished

By graduation, the Fordham Preparatory School student will possess an ambition to acquire mastery of those academic requirements for advanced forms of education. While these requirements are broken down into departmental subject areas, the Prep student will have developed intellectual skills and understandings that cut across and go beyond academic requirements for college entrance. In addition to his mastery of core academic requirements, he will be creative, i.e., appreciative of art, music, and the performing arts. He has developed the cognitive skills of deductive and inductive reasoning. He will see the need for intellectual integrity and will develop his analytical and critical faculties so that they fall upon not only the academic subjects to which he has been introduced but also to broader issues of religion, government, ethics, and social justice. He is articulate in both writing and in speech, and he is adept in the use of technology as an essential tool for organization, creativity, research, communication, and exploration.

Religious

By graduation, the Fordham Preparatory School student will have a basic knowledge of the major doctrines and practices of the Catholic Church and, in particular, will have developed a familiarity with Jesuit spirituality. He is developing both the commitment and the critical skills to operate within a religious community with integrity. The Prep graduate is knowledgeable and respectful of diverse religious traditions. His faith should enlighten his interactions and understanding of the wider world. He has developed his religious conscience through involvement in study, sports, service, and activities. The graduate evaluates moral choices with increasing clarity. His faith and conscience direct him toward taking an active concern for social justice.

Loving

By graduation, the Fordham Preparatory Student is well on his way to establishing his own identity and is moving beyond self-interest and self-centeredness in relationships with peers, family, significant others, and society. He is beginning to be able to risk some deeper levels of relationship in which one can fully disclose self and accept the diversity of another person simultaneously. The graduate has come to see healthy, loving relationships as essential to his growth as a human person. He also has begun to understand that being a loving person will often require personal sacrifice. The Prep grad has acquired the ability to overcome societal prejudices and stereotypes in order to communicate with and appreciate peers of other races, religions, nationalities, and socioeconomic backgrounds.

Committed to Doing Justice

By graduation, the Fordham Preparatory School student has grown in his understanding of the many needs of local, national, and global communities and is beginning to take a place in these communities as a competent, concerned, and compassionate member. He has acquired the motivation and skills necessary to live as a man for others. His academic and extra-curricular pursuits, his faith, and his investment in loving relationships all enlighten his commitment to be more aware of the selfish attitudes and tendencies which lead him to treat others unjustly. He recognizes that Christian faith and the human intellect call for a commitment to social justice in local, national, and global issues, and to combat personal and institutional injustice.

Strives for Wellness of Mind and Body

By graduation, the Fordham Preparatory School student will have grown in his appreciation of physical activity, interpersonal skills, wellness, and creativity. The Prep student will have participated in co-curricular activities with an understanding of mind/body wellness. The Prep student will have had opportunities to participate and/or value the creative arts. He will learn the importance of collaborative teamwork and share the responsibilities of creating a successful end product in multiple learning environments.

SCIENCE DEPARTMENT

Advanced Placement Physics 1

You will receive an email to your school account sometime in early August with instructions for an assignment that will be due before the first day of school. Some of the topics will cover significant figures, definitions, terms and math skills you should know starting AP Physics 1.

Please email Mr. Sullivan with any questions at sullivanbr@fordhamprep.org.

SOCIAL STUDIES DEPARTMENT

Global Studies 2 (revised June 23)

Welcome to Global Studies 2 with Mr. Deane. There are a few items which he would like you to complete over the summer so you can hit the ground running in September. Please register and log into Global II 2019-2020 with Mr. Deane in OneNote (which will be our notebook throughout the year). You should have received an email granting you access to OneNote.

Please sync the tab labeled summer assignment to your OneNote

- Read chapter 10 (which will be scanned and uploaded into the summer assignment tab).
- Answer the questions that follow the text (you can answer directly into OneNote).
- Please complete the essay on the Reformation (you can write your essay directly into OneNote in the space provided).

If you have any questions, please contact Mr. Deane at deanep@fordhamprep.org. He is looking forward to another great year and the opportunity to work with you. Have a great summer.

Global Studies 2 Honors

To access the summer assignments for this course, you will need to join the "Social Studies 2019 Summer Assignments: All Levels" Schoology course page. Follow the instructions below for access.

1. From the Schoology home page, click on "My Courses," found under "Courses" menu.
2. Click "Join a Course."
3. Enter "S7WQ-FGBH-Q7T4G" for the Access Code and click Join.

Email Mr. Bobo at bobom@fordhamprep.org if you have any questions.

Advanced Placement World History

To access the summer assignments for this course, you will need to join the "Social Studies 2019 Summer Assignments: All Levels" Schoology course page. Follow the instructions below for access.

1. From the Schoology home page, click on "My Courses," found under "Courses" menu.
2. Click "Join a Course."
3. Enter "S7WQ-FGBH-Q7T4G" for the Access Code and click Join.

Email Mr. Bobo at bobom@fordhamprep.org if you have any questions.

Advanced Placement European History

To access the summer assignments for this course, you will need to join the "Social Studies 2019 Summer Assignments: All Levels" Schoology course page. Follow the instructions below for access.

1. From the Schoology home page, click on "My Courses," found under "Courses" menu.
2. Click "Join a Course."
3. Enter "S7WQ-FGBH-Q7T4G" for the Access Code and click Join.

Email Mr. Bobo at bobom@fordhamprep.org if you have any questions.

U.S. History

Read two books from this section and submit a dialectical journal for each on first day of class in September.

1776, David McCulloch

What topic could be more current than independence or the passionate desire that all men have for freedom? David McCullough brings his considerable literary talent to the fore in describing the fascinatingly pivotal year of 1776. Just one year in an eight year-long armed conflict with Great Britain, but a year packed with precedent and momentous events that united the thirteen disparate colonies in a common cause.

Killer Angels, Michael Shaara

This is an amazing Pulitzer Prize-winning book that depicts the Battle of Gettysburg, a turning point in the Civil War. Michael Shaara, the author, portrays passion, loyalty, and drama in the most important three days of the Civil War.

Autobiography of Malcolm X, Alex Haley

Malcolm X's searing memoir belongs on the small shelf of great autobiographies. The reasons are many: the blistering honesty with which he recounts his transformation from a bitter, self-destructive petty criminal into an articulate political activist, the continued relevance of his militant analysis of white racism, and his emphasis on self-respect and self-help for African Americans.

Flags of Our Fathers, James Bradley & Ron Powers

Inspired and inspirational, this book is a must-read for anyone even remotely interested in World War II, and in the sacrifices that certain Americans made in order to win it.

To The Last Man, Jeff Shaara

Much has been written about WWII and the Civil War, but Shaara brings alive the events of WWI on European shores and how the Americans helped to end the great struggle.

An American Requiem- God, My Father, and the War that came Between Us, James Carroll
A haunting yet profound memoir of a boy and his relationship with his father, his church and his country during the post WWII –Vietnam Era.

What is a dialectical journal?

While reading the 2 books, choose quotations/passages, concepts or events that you find interesting or important (it does not have to be a quote from a particular character in the book). In all, you should have a minimum of 50 items from the reading but each chapter should be represented. Please follow the format below.

Quotation/Idea	Page	Why I find this quotation/idea interesting or important?

U.S. History Honors

To access the summer assignments for this course, you will need to join the “Social Studies 2019 Summer Assignments: All Levels” Schoology course page. Follow the instructions below for access.

1. From the Schoology home page, click on "My Courses," found under "Courses" menu.
2. Click “Join a Course.”
3. Enter “S7WQ-FGBH-Q7T4G” for the Access Code and click Join.

Email Mr. Bobo at bobom@fordhamprep.org if you have any questions.

Advanced Placement U.S. History

The AP US History course begins NOW! With so much material to cover and so few days in the school year, your work must begin over the summer and you must work diligently in order to keep from falling behind. Enjoy!

Assignment #1

AP US texts are available from Mr. C. Lauber.

Read and take notes on *The American Pageant* chapters 1-6. It is recommended that you focus your reading and note-taking by pre- reading the Key Concepts, the Must Know Events and People, and the Learning Objective questions provided by the textbook editors in each chapter. The notes are due the first day of the class and will count for a grade. All notes must be handwritten. You may use your tablets for notes as long it is your own handwriting. There will be an in class, multiple-choice test on these reading on the first day of class.

Assignment #2

You will also write 2 free response essays that can be found below. These essays will be graded (50 pts. per essay). They should be typed, double-spaced and no less than 2 pages in length. Submit by August 31 to Turnitin.com, directions for submission are on Mr. Nolan’s AP US Schoology page. Late essays will reduce your grade by 5 points per day.

Summer Essays

Developing a strong thesis is an essential part of every AP history essay. To simply restate the question or describe the relevant information is not enough. You are required to make a judgment and interpret the evidence available from the reading. Remember there is no

one right answer! The issues are always debatable. In fact, for almost every AP US history essay your thesis could either CONTRADICT, or argue against the prompt, CORROBORATE or agree with it, or QUALIFY the extent to which you think its valid or not. Therefore, you need to become confident in your ability take a position based on the evidence, and use the information from the reading to support your thesis. Be advised, essays written for APUS history at Fordham Prep should never use quotes, or text from any primary or secondary sources. Originality when submitting to Turnitin.com should be near 0%. We want you to become better essay writers by using your own words, ideas and analysis when answering all essay questions. By the end of the first paragraph, the reader should know your thesis and the main social, economic or political points to be developed in support of that thesis.

1. Early encounters between American Indians and European colonists led to a variety of relationships among the different cultures. Analyze how the actions taken by BOTH American Indians and European colonists shaped those relationships in the following regions. Confine your answer to the 1600s: New England, Chesapeake, Spanish Southwest, New York and New France.

2. “Geography was the primary factor in shaping the development of the British colonies in North America.” Assess the validity of this statement for the 1600s.

Assignment #3

Read Howard Zinn’s “Columbus, the Indians, and Human Progress” which you can access at <http://www.historyisaweapon.com/defcon1/zinncol1.html>, and do the dialectical journal below.

What is a dialectical journal?

While reading the chapter choose quotations/passages, concepts or events that you find interesting or important (it does not have to be a quote from a particular character in the book). In all, you should have a minimum of 25 items from the reading but the entire reading should be represented. While landscape format can be helpful, a dialectical journal is set up in the following manner.

Quotation/Idea	Page	Why I find this quotation/idea interesting or important?

Economics Honors

Due on the first day of class.

Selections from *The Worldly Philosophers*, Heilbroner, 978-0684862149 (selections will be available on Mr. Febles' Schoology page in August.)

- A. Read: Intro pp. 13-17, "The Economic Revolution" pp. 18-41 Submit typed answers, in essay form, to the following:
- Describe 3 ways man has organized society to guard against extinction.
 - Discuss 3 "agents (factors) of production" used to fuel economy.
 - How did the market system evolve?
- B. Read: "The Wonderful World of Adam Smith" pp. 42-75 Submit typed answers, in essay form, to the following:
- Discuss Smith's background and the prevailing economic ideas of the late 18th century.
 - Explain Smith's "Laws of the Market" as best you can.
 - What does Smith have to say about population, accumulation and government with relation to economics?

Advanced Placement Macroeconomics

1. Read *Freakonomics*, Levitt, 978-0060731335

Written Assignment: write a one-page summary of each chapter (TYPED) Write a one-page answer to the following: What did this book teach you about economics?

2. Try occasionally to read some of the following economic publications to begin to familiarize yourself with the Economic Way of Thinking.

The Wall Street Journal
Business Week
Money Magazine
The New York Times Business Section

All assignments are due on the SECOND DAY OF CLASS in September. Failure to complete the assignments indicates that you probably should not be in the class.

If you have any questions, email Mr. Bozzone at bozzoneb@fordhamprep.org.

Advanced Placement Psychology

To access the summer assignments for this course, you will need to join the "Social Studies 2019 Summer Assignments: All Levels" Schoology course page. Follow the instructions below for access.

1. From the Schoology home page, click on "My Courses," found under "Courses" menu.
2. Click "Join a Course."
3. Enter "S7WQ-FGBH-Q7T4G" for the Access Code and click Join.

Email Mr. Bobo at bobom@fordhamprep.org if you have any questions.

VISUAL & PERFORMING ARTS DEPARTMENT

AP Art History

Required: Please read the introduction to our textbook, *Gardner's Art through the Ages*, 15th ed. (pp. 1-13). I will email the class a pdf of the introduction early in the summer.

Please also read the first part of the textbook *The Annotated Mona Lisa: A Crash Course in Art History from Prehistoric to Post-Modern*, entitled, "The Birth of Art: Prehistoric Through Medieval" (pp. 2-28). We will have a test on this material within the first week of classes.

Choose a piece of art you appreciate, enjoy, and are familiar with from any culture, region, movement, or time period. Write an essay in which you analyze this piece in a variety of ways. You must use vocabulary from chapter 1 of the text book, Gardner's Art through the Ages, for this piece of writing (e.g. perspective, texture). The purpose of this assignment is to get you familiar with technical vocabulary, analysis of art, and writing about art. Please consider the following questions in your essay:

What went into the making of this piece?

Address the context, function, form, and content

What creative decisions were made by the artist to create the piece?

How does this piece connect to the culture that produced it?

Consider: historical events, technology, religion, geography, philosophy

What kind of reaction might this piece elicit in an audience?

Your essay should be TWO pages in length. Make sure to completely identify the artwork, including (when applicable): title, artist, date, medium, culture/period, and location.

Please cite any outside sources you consider and don't settle with Wikipedia.

<https://www.metmuseum.org/art/metpublications> has a trove of resources.

This is due the evening of our first class day to turnitin.com

Recommended:

Read the entirety of *The Annotated Mona Lisa: A Crash Course in Art History from Prehistoric to Post-Modern*, by Carol Strickland (that's what I'll be doing this summer).

We will be reading/consulting this text throughout the school year but a pre-school-year reading would greatly help.