



# FORDHAM PREP

Jesuit Education is Faith, Scholarship & Service

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Revised 6/17/21

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# 1. Summer 2021 Assignments for Freshmen

## *Discovering Your Identity through a Jesuit Education*

### Introduction

Students have been attending Jesuit schools since 1548, the year the Society of Jesus opened its first school. The world has changed since then, and Jesuit education has sought to keep pace. What has remained constant over four centuries is the belief that an education centered on the humanities, sciences, and faith has the power to shape the intellect, character, and identity of students. Your assignment this summer is to begin your odyssey of self-discovery in the Jesuit tradition.

Summer is a time off from school, but there really is no time off from learning. In order to direct your learning this summer, we have designed a number of readings and projects. We hope they will "jump-start" you into the rigorous academic life we have planned for you in September, and we hope you will find them an enjoyable way to sharpen your skills and to raise questions in a number of academic areas. Each of these assignments is due when you arrive in September.

Please note that you should not do an Honors assignment unless you have been assigned to an Honors course. Students who have been invited into Honors courses have already been notified. Some will receive confirmation of their course placement from Mr. Broussard by the end of June.

Please follow the directions carefully for all the projects. Needless to say, if you sit down now and make a schedule for completing the projects, you will find yourself less rushed in August. Hurrying to finish everything at the end of the summer would not only be very upsetting in your household, but would also be a poor way to prepare for consistent high school work. First, look over each assignment and decide how long it should take you to complete. Make a schedule and stick to it.

The School Counseling team offers the following homework planning and time management resources and suggestions:

- **Paper calendar/plan book, desktop calendar or calendar whiteboard:** The goal is to write down one's various assignments on chosen days/times and then cross them out when they are done.
- **Digital homework planning/time management resources:** A digital resource worthy of mention is a free app called myHomework ([myhomeworkapp.com](http://myhomeworkapp.com)). Although the app is not linked to Fordham Prep's learning management system Schoology, it is an effective tool for getting and staying organized and for self-monitoring progress with assignments.
- **Homework Chunking:** View a 5-minute Ted Talk on the "pomodoro technique" by Yana Savitsky called, How a student changed her study habits by setting goals and managing her time, (April 2019). This technique has been shown to improve homework productivity while reducing academic stress.
- **Be Focused:** This is a free app, which assists with getting homework done using the pomodoro technique.
- **Study Tips:** See the next page for a list of some critical study tips guaranteed to help you achieve your academic goals at Fordham Prep.

## Study Tips

Establish a study routine. Creating a routine—such as studying for an hour after dinner, or for a half hour each morning—will encourage consistency. When getting started, create a study schedule and set reminders on your phone to help build the habit.

Create a dedicated study area. Choose an area that is free of distractions where you can set up your study materials and leave them between sessions. When it's time to study, you won't spend time searching for something you need. Just sit down, and you're ready to go.

Focus on the quality of studying, not the quantity. It's more effective to space out many short study sessions, rather than having one marathon session. Try studying in half-hour to hour-long blocks, with breaks in between. This way, you can stay alert and focused the whole time.

Make studying a priority. When it's time to study, take it as seriously as you would take a job. Don't skip study sessions, start on time, and give the task 100% of your attention.

Set specific study goals. Goals give direction to a study session and provide a sense of accomplishment when completed. Create goals that can realistically be completed in a single study session, such as: Learn the terms in chapter 1, pass the chapter 2 practice quiz, take notes on chapter 4, or review class notes for 30 minutes.

Don't stop at reading—write down what you learn. By typing or hand-writing information, you will engage in active learning, which can improve retention and understanding. Try making flashcards, writing chapter summaries, or creating an outline of the material. As a bonus, you can refer back to what you've written to quickly review the material.

Quiz yourself to make information “stick.” Look for practice tests or discussion questions after each chapter you read. Another way to “quiz” yourself is to teach something you've studied to a friend, a pet, or even an inanimate object, without looking at the material.

A change of scenery can improve information retention. If you're feeling unfocused, unmotivated, or just plain bored, try studying somewhere new. Libraries, parks and coffee shops are great alternatives for breaking out of your routine.

Take care of your mind and body. Healthy sleep habits, exercise, and a balanced diet will boost memory and brain function. Studying is most effective when it's balanced with good habits.

## **CLASSICAL LANGUAGES DEPARTMENT**

### **Greek 1 Honors (CLA110H) and Latin 1 (CLA100)**

(and for incoming freshmen taking Latin 2 or Latin 2 Honors)

In Latin: *Salvē!* In Greek: *Χαῖρε!* Or in English: Welcome to Fordham Prep from the Department of Classical Languages!

In the context of Jesuit schools, classical languages refers to Latin, Ancient Greek, and sometimes, Biblical Hebrew. As part of your first-year studies at Fordham Prep, you will be taking either Latin or Ancient Greek. The study of Latin and Ancient Greek and the literature and culture of the ancient Mediterranean world has been an integral part of Jesuit education since the Society of Jesus opened its first school in Messina, Sicily, in 1548. This means that when you walk into your Latin or Ancient Greek class this fall, you too will become a part of one of the oldest traditions in Jesuit education, following in the footsteps of countless students who came before you — including St. Ignatius himself, who, back when he was still simply Iñigo of Loyola and not yet even a priest, first began his formal education when, at the age of 33, he finally sat down in a classroom in Barcelona, Spain, and, surrounded by boys less than half his age, started to learn (you guessed it) Latin.

To prepare for your own study of Latin or Ancient Greek, you will read selections from Homer's *Odyssey*, one of the three great epic poems of the Greco-Roman literary tradition (the other two are Homer's other masterpiece, the *Iliad*, and Virgil's *Aeneid*; if you continue with Latin or Ancient Greek beyond the freshman year requirement, you will read parts of these poems in their original language in your junior and senior year). You will then answer three short-answer essay questions about the readings.

Please follow these four simple steps to complete the assignment:

1. Purchase a copy of the *Odyssey*, or borrow one from your local library. We recommend the translation by Robert Fagles, but there are many translations available, and any of them will be sufficient. If you or a member of your family already has a copy of the *Odyssey* at home, feel free to use it, unless it is an abridged version.
2. Read the packet "[Introduction to Homer and the Odyssey](#)". It is very important that you read all the information in the packet: it explains the background of the story and contains a list of the major characters and how to pronounce their names, which will make it much easier for you to understand the plot. You may find it helpful to print the Character Reference Sheet and keep it next to you as you read.
3. Read Books 1-5 and Book 9 of the *Odyssey* (the term "Books" here means chapters or sections). The listening exercise is recommended, but not required (depending on which program you use to read the PDF, you may or may not be able to click on the links provided; if you can't, do not worry about it).
4. Respond to the three short-answer questions listed at the end of the assignment in the packet. Your responses should be between 75 and 100 words for each question and must be

typed and double spaced. Please bring a printed (and, if necessary, stapled) copy of your answers with you on your first day of class.

Your Latin or Ancient Greek teacher will return to the *Odyssey* repeatedly throughout the year, so we ask that you read carefully and respond thoughtfully to the essay questions. And most importantly, enjoy yourself! Like Odysseus and his son Telemachus, you will soon be starting out on your own great adventure, and we look forward to meeting you and talking more about the *Odyssey* in September.



## **SCHOOL COUNSELING DEPARTMENT**

### **Guidance 1 (GUI100)**

**Read: *The 7 Habits of Highly Effective Teens* by Sean Covey (978-1476764665)**

Beginning in early September, there will be discussions and written activities about the content of the book. To get the most out of the book's content, we recommend completing the various written activities in each chapter. In addition, please complete the mandatory assignment below.

### **Mandatory Assignment - Answer the following three questions:**

Your answers should be thoughtful, specific and typed (12 pt. font). Be sure to answer all parts of each question. Also, type your name at the top of the page and be ready to submit it on the first day of class.

1. What did you find most helpful? What habit do you want to work on this school year and how will you do that?
2. Describe two of your **good habits**. How/when/with whom have you practiced them? In what specific ways have they been beneficial?
3. Describe two of your **bad habits**. In what ways have they limited you and/or interfered with your ability to reach a goal(s)? What can you do to change them (*Give specific examples*)?

## **ENGLISH DEPARTMENT**

### **English 1 (ENG100)**

TWO texts are required.

1. Every English 1 student must read *Paper Towns* by John Green.
2. For the second required text, choose ONE book from the following list.

*The Alchemist*, Paul Coelho  
*The Pearl*, John Steinbeck  
*War of the Worlds*, H. G. Wells  
*The Martian Chronicles*, Ray Bradbury  
*Call of the Wild*, Jack London  
*Billy Budd*, Herman Melville  
*The Trial*, Franz Kafka  
*Flowers for Algernon*, Daniel Keyes  
*Before We Were Free*, Julia Alvarez  
*The Maltese Falcon*, Dashiell Hammett  
*The Ides of March*, Thornton Wilder  
*The Strange Case of Dr. Jekyll and Mr. Hyde*, Robert Louis Stevenson  
*The Naturalist*, Andrew Mayne  
*And Then There Were None*, Agatha Christie

### **English 1 Honors (ENG100H)**

Every English 1 Honors student must read the following two texts.

*Angela's Ashes*, Frank McCourt  
*Last Days of Summer*, Steve Kluger

In addition, each student must select and read one of the following.

*Cat's Cradle*, Kurt Vonnegut  
*Lord of Flies*, William Golding  
*Fahrenheit 451*, Ray Bradbury

## **RELIGIOUS STUDIES DEPARTMENT**

### **Religious Studies 1 (REL100)**

Read [\*Ignatius of Loyola: The Life of a Saint\*](#).

This assignment is to be typed and double-spaced in 12-point Time New Roman font. In a well-written, four-paragraph paper, respond to the questions below. Each paragraph should be 6-8 sentences. All work must be your own. You should not use any sources other than the graphic novel about Ignatius' life. Plagiarism is not tolerated at Fordham Prep and any attempt to present someone else's work as your own will be dealt with severely. You must save your assignment on your Fordham Prep tablet as a Word document file. You will submit this assignment electronically on the first day of school.

1. Describe Ignatius' lifestyle pre-cannon ball. How does this lifestyle compare with how you would expect a saint to live?
2. Describe the role that friends played in Ignatius' life. How did Peter Faber and Francis Xavier contribute to the founding of the Jesuits?
3. Describe an experience from your own life that is similar to something from Ignatius' life. Possible similarities might include, but are not limited to: the role of friendship, being misunderstood, failing at something but persevering, the role of education, and having to come up with a new idea when an initial plan doesn't work out.

<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Feedback</b>
The student thoroughly describes Ignatius' pre-cannonball lifestyle and effectively compares this to their personal expectations of the lifestyle of a Saint. <b>x2</b>					
The student successfully communicates the roles of Peter Faber and Francis Xavier in the formation of the Society of Jesus and supplies evidence from the graphic novel <i>Ignatius of Loyola: The Life of a Saint</i> . <b>x2</b>					
The student finds and describes an experience from the graphic novel <i>Ignatius of Loyola: The Life of a Saint</i> and parallels the experience with a significant moment in the student's personal life. <b>x3</b>					
Reflection created with care and attention to instructions. There are few errors in grammar, spelling, capitalization, or punctuation that distract the reader from the content of the reflection. <b>x1</b>					

**1 = standard not met 2 = standard primarily met 3 = standard met 4 = exceeds expectations**

**SCIENCE DEPARTMENT**

No summer assignments be given for Biology or Biology Honors.

## **SOCIAL STUDIES DEPARTMENT**

### **Global Studies 1 (SOC100)**

Your assignment is to write a three-page family history that traces your family history as far back as you can. This information should be gathered through interviews with as many family members as possible. Speak with parents, grandparents, uncles, aunts, cousins, or whoever can help you discover more about your roots. The purpose of this exercise is to attempt to create a clear understanding of your own history in order to appreciate and understand the way historians go about their work. Please choose at least four of the six questions to answer in your family history.

1. To the best of your knowledge and the information gathered, how many generations has it been since your earliest ancestors arrived in North America?
2. What were the motives (political, economic, religious, etc...) that brought them to North America?
3. To the best of your knowledge, where in North America or the world has your family lived? Where do the members of your extended family currently live?
4. What are some special holidays, family traditions, and recipes passed on to you?
5. Are there any special family heirlooms passed down to you? What is their story?
6. Have you and your family traveled? If so, what place was your favorite? Why?

Your family history should be typed, double-spaced, Times New Roman 12 pt. font, 1 inch margins, and stapled. Bring your family history to you for the first day of class, and be prepared to share your story with your new classmates. If you have any questions or concerns please contact your Global Studies 1 teacher or Mr. Viele at [vielem@fordhamprep.org](mailto:vielem@fordhamprep.org)

### **Global Studies 1 Honors (SOC100H)**

Watch the following National Geographic videos: "Collapse" and "Guns, Germs and Steel." The matching books are on the book list to be purchased.

## **2. Summer 2021 Assignments for Sophomores, Juniors, and Seniors**

### **CLASSICAL LANGUAGES DEPARTMENT**

#### **Greek 4 Honors (CLA410H)**

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 Honors (CLA300H), 3 Advanced Honors (CLA300AH), and 4 (CLA400)**

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

All assignments are due the first day of classes in September 2021. 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](mailto:distints@fordhamprep.org) to correct the problem.

#### **AP Latin (CLA450AP)**

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 2021.

## **COUNSELING DEPARTMENT**

### **Guidance 4 (GUI400) - Senior College Counseling Class**

#### **Common Application Essay**

Address one of the prompts below in 250-650 words - note that prompt 4 is new for the Class of 2022. You may elect to revise an essay you drafted in your English class or develop a new essay. Reference materials provided in Guidance 3 classes to assist you in drafting your essay. Resources are located in the folder titled "Personal Statement Essay" in your Guidance 3 Schoology course.

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 obstacles we encounter 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. Reflect on something that someone has done for you that has made you happy or thankful in a surprising way. How has this gratitude affected or motivated you?
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 will upload their essays to Schoology at the beginning of the year.**

#### **Common Application**

Continue to add information to your Common App account. By the start of the school year, you need to complete the following sections: Profile, Family, and Education (except for "Current Courses").



## ENGLISH DEPARTMENT

### **English 2 (ENG200), 2 Honors (ENG200H), and 2 Advanced Honors (ENG200AH)**

#### **Part One: Traditional Texts**

Read any TWO of the following texts – it is your choice. You can read two fiction texts, two memoirs, or, one of each. Each of these texts are about survival in some way. When we return to school you will complete a theme-based assignment. You will need to use specific evidence from the texts in your writing, so it is in your best interest to take notes while you read or make annotations in the book. Look for moments in the books when the survival motif is present.

#### Memoir

##### *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 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.

*Educated* – Tara Westover

Born to survivalists in the mountains of Idaho, Tara Westover was seventeen the first time she set foot in a classroom. Her family was so isolated from mainstream society that there was no one to ensure the children received an education, and no one to intervene when one of Tara's older brothers became violent. When another brother got himself into college, Tara decided to try a new kind of life. Her quest for knowledge transformed her, taking her over oceans and across continents, to Harvard and to Cambridge University. Only then would she wonder if she'd traveled too far, if there was still a way home.

Fiction

*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.

*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.

*The Nickel Boys* – Colson Whitehead (*Honors and Advanced Honors only*)

Based on a real school for boys that closed in Florida in 2011 after more than one hundred

years in existence, Colson Whitehead's Nickel Academy is the kind of institution that purports to rebrand bad boys into good young men. So in theory it should be a good place for Elwood, a young Black man who, although he had planned to attend a nearby college, was caught unknowingly riding in a stolen car. But what happens inside Nickel Academy does not match its public image, and Elwood is about to learn that, no matter how idealistic or optimistic he is, his life is taking a very bad turn. He is lucky to meet Turner, who does not share Elwood's idealism and who helps him to survive Nickel Academy. But what Elwood experiences there will never leave him. Set in the 1960s during Jim Crow, *The Nickel Boys* is both an enjoyable read and a powerful portrayal of racism and inequality that acts as a lever to pry against our own willingness to ignore it. —Chris Schluep, Amazon Book Review

*The Namesake* – Jhumpa Lahiri

Meet the Ganguli family, new arrivals from Calcutta, trying their best to become Americans even as they pine for home. The name they bestow on their firstborn, Gogol, betrays all the conflicts of honoring tradition in a new world—conflicts that will haunt Gogol on his own winding path through divided loyalties, comic detours, and wrenching love affairs. In *The Namesake*, the Pulitzer Prize winner Jhumpa Lahiri brilliantly illuminates the immigrant experience and the tangled ties between generations.

*The Great Alone* – Kristin Hannah

Alaska, 1974. Ernt Allbright came home from the Vietnam War a changed and volatile man. When he loses yet another job, he makes the impulsive decision to move his wife and daughter north where they will live off the grid in America's last true frontier. Cora will do anything for the man she loves, even if it means following him into the unknown. Thirteen-year-old Leni, caught in the riptide of her parents' passionate, stormy relationship, has little choice but to go along, daring to hope this new land promises her family a better future. In a wild, remote corner of Alaska, the Allbrights find a fiercely independent community of strong men and even stronger women. The long, sunlit days and the generosity of the locals make up for the newcomers' lack of preparation and dwindling resources. But as winter approaches and darkness descends, Ernt's fragile mental state deteriorates. Soon the perils outside pale in comparison to threats from within. In their small cabin, covered in snow, blanketed in eighteen hours of night, Leni and her mother learn the terrible truth: they are on their own.

## **Part Two: Non-Traditional Texts**

Watch 1.5–2 hours of content from any of the following sources:

TED Talks, documentaries (Netflix, ESPN 30 for 30, PBS), podcasts, etc. and answer the following questions. You will post your response to Schoology during the first week of class.

1. What did you choose and why?
2. What did you learn? Provide 5 detailed bullet points.

## **English 3 (ENG300)**

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 (ENG300H)

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

*Men We Reaped*, Jesmyn Ward  
*On Writing*, Stephen King  
*The Tender Bar*, JR Moehringer

### Fiction

*Infinite Country*, Patricia Engel  
*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 [RE1] 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?

### **AP English Language and Composition (ENG350AP)**

**I. By August 19th**, you will enter the New York Times Learning Network's Summer Reading Contest during three separate weeks over the summer. **You must post three entries to the contest between June 11<sup>th</sup> and August 19<sup>th</sup>**. Please see the contest rules and description at the attached link:

[Our 12th Annual Summer Reading Contest - The New York Times \(nytimes.com\)](https://www.nytimes.com/learning/contests/12th-annual-summer-reading-contest)

Significantly, you may post a response to the news only once per week during these weeks, and you must get an email from The New York Times verifying that you posted. I will ask you to forward those email verifications to me when we return to school in September; this is the only way that you can get the 30 points of credit for the assignment, so please make sure that you submit and have proof of submission.

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](https://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.

**II. Two books all must read** before class starts for a discussion and essay during the first week of classes are:

1984 by George Orwell

Brave New World by Aldous Huxley

**III. In addition, please choose one book from among the titles below** to get a sampling of creative nonfiction that will be the type of reading AP English Language and Composition explores:

American Prison: A Reporter's Undercover Journey into the Business of Punishment by Shane Bauer

Behind the Beautiful Forevers: Life, Death and Hope in a Mumbai Undercity by Katherine Boo

In Cold Blood by Truman Capote

The Tipping Point: How Little Things Can Make a Big Difference by Malcolm Gladwell

Unbroken: A World War II Story of Survival, Resilience and Redemption by Laura Hillenbrand

Missoula: Rape and the Justice System in a College Town by Jon Krakauer

The Devil in the White City: Murder, Magic, and Madness at the Fair That Changed America by Erik Larson

The Immortal Life of Henrietta Lacks by Rebecca Skloot

The Warmth of Other Suns: The Epic Story of America's Great Migration by Isabel Wilkerson

Please highlight, write in the margins, or take notes in whatever fashion you choose as you read your book. I will ask you to write a brief (one-page) response to the text when we return in September.

### **Writing Seminar Honors**

This year all Writing Seminar Honors students will take Poetry and Storytelling Across Genre. Storytelling Across Genre will include elements of the Non-Fiction curriculum previously advertised. In order to prepare for both course, all students must complete the following:

1. Read *The Moth* (ISBN-13: 978-1401311117).

2. 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.

### **Quest Motif in Literature Honors (ENG420H)**

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.

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 quest (quiz/test) 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.



## AP English Literature and Composition (ENG450AP)

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* (1940s 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)  
Dostoevsky, *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 (MAT350AP)**

You will receive an email on Monday, August 9 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](mailto:zefranl@fordhamprep.org).

### **AP Calculus AB: seniors (MAT450AP)**

You will receive an email on Monday August 9 from Ms. Zefran. 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. Zefran by email at [zefranl@fordhamprep.org](mailto:zefranl@fordhamprep.org).

## **MODERN LANGUAGES DEPARTMENT**

### **French 2 Honors (MLFR200H)**

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 Units 1 through 4, all exercises except writing (approximately 29 activities per lesson x 4 lessons per unit = 116 activities per unit.) Start early!

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](mailto:morrisp@fordhamprep.org).

### **French 3 Honors (MLFR300H)**

For students 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 Units 5 through 8, all exercises except writing (approximately 29 activities per lesson x 4 lessons per unit = 116 activities per unit). Start early!

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](mailto:morrisp@fordhamprep.org).

### **Italian 2 (MLIT200) and Italian 2 Honors (MLIT200H)**

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

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](mailto:simeonep@fordhamprep.org).

### **Italian 3 Honors (MLIT300H)**

For students skipping Italian 1 & 2

Rosetta Stone: Complete each and every activity of Units 5-8.

The web address is: <http://fordham.rosettastoneclassroom.com>

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 5-8 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](mailto:simeonep@fordhamprep.org).

### **Italian 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 is 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:

1. What relevance does the Black Hand have today? Why do you think that it is not better known?
2. Are there any modern era equivalents of Joseph Petrosino?
3. 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?
4. How does this panic about immigration more than one hundred years ago relate to today?

### **Italian 4 Honors (MLIT400H)**

This assignment is only for students skipping to Italian 4.

You are to keep a written journal for the summer. Please get a marble notebook and write 10 journal entries in Italian about your activities for that day. Please include the date and what you did that day, the weather, etc. One paragraph of 5-8 sentences per entry is sufficient.

Watch any 10 episodes of [L'Italia con Voi](#) and write five bullet points for each of the ten episodes in Italian of anything you learned about the person featured in the video. Please include the name and number of the episode.

## **Mandarin Chinese 1 Honors (MLMN100H)**

Contact: Ms. Han if you have any questions at [yih@fordhamprep.org](mailto:yih@fordhamprep.org).

1. Watch [A Bite of China: Season 1](#) (7 episodes in total and each episode is about 50 minutes long) and write a one-paragraph reflection for each episode.
2. Rosetta Stone Units 1-2. Rosetta speaking quiz during 1st week of the new school year.

user name: your FP username  
password: password

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

Sound of healing when you are stressed: [videos linked here](#).

## **Mandarin Chinese 2 Honors (MLMN200H)**

Contact: Ms. Han if you have any questions at [yih@fordhamprep.org](mailto:yih@fordhamprep.org).

1. Watch [Bird's-eye China](#) (6 episodes in total and each episode is about 1 hour long), and write a one-paragraph reflection for each episode.
2. Pick and watch 5 episodes in [The 1.3 Billion](#), and write one paragraph reflection on each episode.
3. Review Mandarin 1 vocab on quizlet (chapter 1-chapter 6). Vocab writing quiz during the 1st week of the new school year.
4. Rosetta Stone: Units 1-5. Complete *Speaking sections only*. Rosetta speaking quiz during 1st week of new school year.

user name: your FP username  
password: password

5. Read 5 TCB articles (HSK 1,2), mark them, and learn new words.
6. Complete 15 journal entries in Chinese. At least 5 sentences should be included in each journal entry.
7. 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.

Sound of healing when you are stressed: [videos linked here](#).

### **Mandarin Chinese 3 Honors (MLMN300H)**

Contact: Ms. Han if you have any questions at [yih@fordhamprep.org](mailto:yih@fordhamprep.org).

1. Watch [Job Challenges](#) (5 episodes of 10 minutes each) and write a one-paragraph reflection on each episode.
2. Pick and watch 5 episodes in [The 1.3 Billion](#), and write one paragraph reflection on each episode.
3. Watch [China's Anti-poverty Story](#) (6 episodes of 7 minutes each) and write one paragraph reflection on each episode.
4. Rosetta Stone: Units 1-8. *Complete speaking sections only*. Rosetta speaking quiz during 1st week of new school year.

user name: your FP username  
password: password

5. Review Mandarin 1 & 2 vocab on quizlet (chapter 1-chapter 12). Vocab writing quiz during the 1st week of the new school year.
6. Read *To Live* by Yu Hua (ISBN-10: 1400031869, ISBN-13: 978-1400031863), and write a 2-page reflection paper(font: Times New Roman 12, 1.5 space).
7. Complete 15 journal entries in Chinese. At least 8 sentences should be included in each journal entry.
8. Time management tips: watch 1-2 episodes 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.

Sound of healing when you are stressed: [videos linked here](#).

### **AP Chinese Language-Culture (MLMN450AP)**

Contact: Ms. Han if you have any questions at [yih@fordhamprep.org](mailto:yih@fordhamprep.org).

1. Watch [Chinese History and Culture](#) (31 episodes, each 3-10 minutes long), and take notes on what you learn from each episode.
2. Pick and watch 10 episodes in [The 1.3 Billion](#), and write one paragraph reflection of each.
3. Review and study AP Chinese vocab on Quizlet. Reading quiz during the 1st week of the new school year.
4. Rosetta Stone: Units 1-16. *Complete speaking sections only*. Rosetta speaking quiz during 1st week of the new school year.



user name: your FP username  
password: password

5. 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.

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

7. Time management tips: watch 2 episodes 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.

Sound of healing when you are stressed: [videos linked here](#).

## **Spanish 2 (MLSP200)**

For students skipping Spanish 1

Contact: Ms. Di Vita at [divitat@fordhamprep.org](mailto:divitat@fordhamprep.org) or Ms. Faustini at [faustint@fordhamprep.org](mailto:faustint@fordhamprep.org).

Students skipping level one of Spanish will complete Rosetta Stone Units 1-4.

A username 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: <http://fordham.rosettastoneclassroom.com>

Students should pace themselves, and complete a unit every two weeks. The assignment is due on the first Friday of classes.

## **Spanish 2 Honors (MLSP200H)**

For students skipping Spanish 1

Contact: Ms. Di Vita at [divitat@fordhamprep.org](mailto:divitat@fordhamprep.org).

Complete Units 1-4 of Rosetta Stone.

Students will receive username and account information to their FP email.

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.

Rosetta Stone website: <http://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 on the first Friday of classes.

### **Spanish 3 Honors (MLSP300H)**

For students advancing from Spanish 2 or by way of the placement test. Students from Spanish 2 Honors do not have a summer assignment.

Contact: Mr. Baker at [bakerr@fordhamprep.org](mailto:bakerr@fordhamprep.org) with any questions.

❖ *Complete Rosetta Stone: Units 9-12*

Units 9-12 (Unit 9: Home and Health, Unit 10: Life and World, Unit 11: Everyday Things, Unit 12: Places and Events).

Each unit has several components and takes several hours to complete. Start early and be consistent.

Rosetta Stone website: <http://fordham.rosettastoneclassroom.com>

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

Password: password

The assignment is worth 100 points for the first quarter. It is graded for completion. Points will be deducted for incomplete work. Late work will not be accepted. The assignment is due on the first Friday of the first week of classes.

### **AP Spanish Language-Culture (MLSP450AP)**

Contact: Mr. Baker at [bakerr@fordhamprep.org](mailto:bakerr@fordhamprep.org) with any questions.

For students advancing by placement test or previous language course. Students from Spanish 3 Honors have already completed Rosetta Stone and Schoology work.

❖ Watch a full season of a Spanish language TV series (Netflix, etc.). The show must be originally in Spanish. On Netflix, watch the show in Spanish with Spanish subtitles. If you

haven't seen it, I would suggest *Casa de Papel (Money Heist)*. Search Google for the best shows and explore. Find something new.

❖ *Rosetta Stone: Complete Core Lesson, Grammar, and Writing sections of Units 17-20*

(Unit 17: Business and Industry, Unit 18: Arts and Academics, Unit 19: Emergency Situations, Unit 20: Family and Community).

See log-in instructions below. Students have also received an email from Rosetta Stone with their account information.

Go to: <http://fordham.rosettastoneclassroom.com>

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

Password: password

❖ *Schoology/Pre-AP Spanish Language Summer Work*

Access Code: 4HZJ-92HF-772JD

Join the Schoology page and complete each of the activities in each folder. The folders are labeled Junio, Julio, and Agosto to help pacing.

The assignments are worth a total of 100 points for the first quarter. It is graded for completion. Points will be deducted for incomplete work. Late work is not accepted. The assignment is due on the first Friday of the first week of school.

**AP Spanish Literature-Culture (MLSP451AP)**

Contact: Ms. Di Vita at [divitat@fordhamprep.org](mailto: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.)

\* EACH of the 3 assignments is worth 100 points for the first quarter and is due at our first class.

## **RELIGIOUS STUDIES DEPARTMENT**

### **Religious Studies 2 (REL200)**

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."
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.

<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Feedback</b>
Demonstrates and articulates, in his own words, an understanding of the “Two Standards” presented in the Mark Link article. <b>x1</b>					
Connects the concepts of the “path of light” and the “path of darkness” from the “Two Standards” article to relevant scenes of <i>Jesus of Nazareth</i> . <b>x2</b>					
Describes and reflects upon relevant examples of the “path of light” and the “path of darkness” in their personal lives. <b>x3</b>					
Self-reflection demonstrates an in-depth analysis of the student’s current life situation in relation to “path of light” and the “path of darkness” and the necessary steps to continued development. <b>x3</b>					
Reflection created with care and attention to instructions. There are few errors in grammar, spelling, capitalization, or punctuation that distract the reader from the content of the reflection. <b>x1</b>					

**1 = standard not met 2 = standard partially met 3 = standard met 4 = exceeds expectations**

### Religious Studies 3 (REL300)

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](https://www.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 cocurricular 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.

<i>Criteria</i>	1	2	3	4	<i>Feedback</i>
Reflection illustrates a clear understanding of the Grad at Grad ideals.					
Reflection clearly demonstrates how the Grad at Grad ideals apply to the student's personal life.					
Reflection clearly and convincingly shows that they student carefully assessed his own development during the first two years of Fordham Prep in light of the Grad at Grad characteristics.					
Reflection was created with care and attention to detail: formatting, instructions, spelling, grammar, etc., and was submitted on time.					

**1 = standard not met 2 = standard partially met 3 = standard met 4 = exceeds expectations**

## **SCIENCE DEPARTMENT**

### **AP Biology (SCI451AP)**

You should check your AP Biology schoology course page in early August with instructions for an assignment that will be due before the first day of school.

Please email Mr. McNamara with any questions at [mcnamarp@fordhamprep.org](mailto:mcnamarp@fordhamprep.org).

### **AP Chemistry (SCI452AP)**

You should check your AP Chemistry schoology course page in early August with instructions for an assignment that will be due before the first day of school.

Please email Dr. DiFato with any questions at [difatoa@fordhamprep.org](mailto:difatoa@fordhamprep.org).

### **AP Physics 1 (SCI450AP)**

You should check your AP Physics schoology course page 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](mailto:sullivanbr@fordhamprep.org).

## **SOCIAL STUDIES DEPARTMENT**

### **Global Studies 2 (SOC200)**

To access the summer assignments for this course, you will need to join the “Social Studies 2021 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](mailto:bobom@fordhamprep.org) if you have any questions regarding Schoology access. Email your teacher if you have any questions regarding the assignment.

### **Global Studies 2 Honors (SOC200H)**

To access the summer assignments for this course, you will need to join the “Social Studies 2021 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](mailto:bobom@fordhamprep.org) if you have any questions regarding Schoology access. Email your teacher if you have any questions regarding the assignment.

### **AP European History (SOC250AP)**

To access the summer assignments for this course, you will need to join the “Social Studies 2021 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](mailto:bobom@fordhamprep.org) if you have any questions regarding Schoology access or the assignment.

### **AP World History: Modern (SOC255AP)**

To access the summer assignments for this course, you will need to join the “Social Studies 2021 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](mailto:bobom@fordhamprep.org) if you have any questions regarding Schoology access. Email Mr. Calamari at [calamarg@fordhamprep.org](mailto:calamarg@fordhamprep.org) if you have any questions regarding the assignment.

### **U.S. History (SOC300)**

To access the summer assignments for this course, you will need to join the “Social Studies 2021 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](mailto:bobom@fordhamprep.org) if you have any questions regarding Schoology access. Email your teacher if you have any questions regarding the assignment.

### **U.S. History Honors (SOC300H)**

To access the summer assignments for this course, you will need to join the “Social Studies 2021 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](mailto:bobom@fordhamprep.org) if you have any questions regarding Schoology access. Email your teacher if you have any questions regarding the assignment.

### **AP U.S. History (SOC350AP)**

To access the summer assignments for this course, you will need to join the “Social Studies 2021 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](mailto:bobom@fordhamprep.org) if you have any questions regarding Schoology access. Email Mr. Nolan at [noland@fordhamprep.org](mailto:noland@fordhamprep.org) if you have any questions regarding the assignment.

### **Economics Honors (SOC411H)**

To access the summer assignments for this course, you will need to join the “Social Studies 2021 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](mailto:bobom@fordhamprep.org) if you have any questions regarding Schoology access. Email Mr. Febles at [feblesg@fordhamprep.org](mailto:feblesg@fordhamprep.org) if you have any questions regarding the assignment for your specific course.

### **AP Macroeconomics (SOC451AP)**

To access the summer assignments for this course, you will need to join the “Social Studies 2021 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](mailto:bobom@fordhamprep.org) if you have any questions regarding Schoology access.  
Email Mr. Bozzone at [bozzoneb@fordhamprep.org](mailto:bozzoneb@fordhamprep.org) if you have any questions regarding the assignment.

### **AP Psychology (SOC455AP)**

To access the summer assignments for this course, you will need to join the “Social Studies 2021 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](mailto:bobom@fordhamprep.org) if you have any questions regarding Schoology access.  
Email Ms. Staring at [staringa@fordhamprep.org](mailto:staringa@fordhamprep.org) if you have questions regarding the assignments.

## **VISUAL AND PERFORMING ARTS DEPARTMENT**

### **AP Art History (VPA450AP)**

1. Please read the introduction to our textbook, *Gardner's Art through the Ages* 15th ed. (pp. 1-13).

- Mr. Paul Lauber will email the class a pdf of the introduction over the summer.

2. Please purchase the book and read the first part of the textbook *The Annotated Mona Lisa: A Crash Course in Art History from Prehistoric to Post-Modern* (978-1449482138), entitled, "The Birth of Art: Prehistoric Through Medieval" (pp. 2-28).

3. We will have a test on this material from these two texts within the first week of classes.

4. 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 textbook, *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. Khan Academy and Google Arts and Culture are also wonderful 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* (that's what I'll be doing this summer).

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