

Summer Assignments 2022-2023

English Department

Dear Families:

To help your daughter become truly learned and increase her standing among the many students with whom she will compete for college placement, Mercy's English Department requires that she continue to read and think over the summer. As a Mercy student, your daughter will be expected to have read, fully annotated, and to have her own copy of the text/s assigned for her English course. All texts should be in hard copy form (no e-books), match the ISBN provided and be NEW copies. These texts should be independently purchased by each student (they are not available through e-campus). Each student, unless otherwise noted under their course assignment, should complete the following assignment for each summer reading text:

English Summer Reading Assignment: Read and Annotate:

In the margins or on post-it notes in the text, students should have annotations that ask questions, make significant thematic related comments, and significant literary observations, connections, as well note specific literary devices. Students should NOT merely underline or highlight the text, instead students should provide meaningful annotations with special attention given to literary elements and devices other than just characterization. These include but are not limited to setting, point of view, conflict/plot structure, stylistic elements (diction, imagery, details, syntax, personification, repetition, metaphor, irony, etc.) which are all used to create effects, ideas, and/or convey a purpose. Note: Students must purchase their own NEW copy of the text to ensure there are no previous markings in the text.

<p>9th Grade - Language and Literature I (CP & Honors) (see assignment description above)</p>

<p><i>The Secret Life of Bees</i>, by Sue Monk Kidd (ISBN 978-0142001745)</p>

<p>10th Grade – Language and Literature II (see assignment description above)</p>

<p><u>Lang and Lit II CP:</u></p>

<p><i>House on Mango Street</i>, by Sandra Cisneros (ISBN 978-0679734772)</p>

<p><u>Honors:</u></p>

<p><i>House on Mango Street</i>, by Sandra Cisneros (ISBN 978-0679734772)</p>

<p><i>Their Eyes Were Watching God</i>, by Zora Neale Hurston (ISBN 978-0061120060)</p>

<p>11th Grade – Language and Literature III (CP & Honors) (see assignment description above)</p>
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<p><i>Chronicle of a Death Foretold</i>, by Gabriel Garcia Marquez (ISBN 978-1400034710)</p>
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11th Grade - AP Language and Composition
(see assignment description above)

Narrative of the Life of Frederick Douglass, by Frederick Douglass (ISBN 978-0451529947)

In Cold Blood, by Truman Capote (ISBN 978-0679745587)

12th Grade – Language and Literature IV (CP & Honors)
(see assignment description above)

Oedipus the King, by Sophocles translated by David Grene (ISBN 978-0226768687)

12th Grade - AP Literature and Composition

Please purchase these books and annotate, per the assignment above. You will be writing about these books as the year goes on.

- 1. Read *Jane Eyre* by Charlotte Brontë (ISBN: 978-0553211405)**
- 2. Choose one novel from list A. Do not select one you have read in class.**
- 3. Choose one play from this list B. Do not select one you have read in class.**

LIST A—Novels*

Atonement by Ian McEwan

Beloved by Toni Morrison

Crime and Punishment by Fyodor Dostoevsky

Great Expectations by Charles Dickens

Heart of Darkness by Joseph Conrad

Invisible Man by Ralph Ellison

Oryx and Crake by Margaret Atwood

The Poisonwood Bible by Barbara Kingsolver

Portrait of a Lady by Henry James

Their Eyes Were Watching God by Zora Neale Hurston

Wuthering Heights by Emily Brontë

LIST B—Plays*

King Lear —Shakespeare

A Streetcar Named Desire by Tennessee Williams

The Glass Menagerie by Tennessee Williams

Who's Afraid of Virginia Woolf? by Edward Albee

M. Butterfly by David Henry Hwang

Antigone by Sophocles

The Piano Lesson by August Wilson

A Doll's House by Henrik Ibsen

Medea by Euripides

Death of a Salesman by Arthur Miller

The Cherry Orchard by Anton Chekhov

*Texts Cited at Least Twice in the Last 10 Years in AP® English Literature and Composition Free-Response Question

World Languages

Your teacher will provide a copy of the work electronically. You can find it on Teams and on PlusPortals. If you have further questions, please contact Ms. Fetzter Language Department Chair (MFetzer@mercyhighschool.com).

If you are a Freshman placing into Spanish II, you can find the link to the reading on the Class of 2026 webpage.

The summer assignment is designed so that students may be more successful in their upcoming academic year and further develop their vocabulary, as well as to maintain the use of the language.

French 2

Students enrolled in **French 2** for the 2022-2023 school year are responsible for the following summer work:

1. Please read *La "famille Marais"* by Joseph F Conroy, graded reader.
2. Answer the questions at the end of each section in complete sentences in French.
3. Do all your work on your computer or iPad.
4. Your teacher will collect your questions during the first week of classes.

French 3 Honors

Students enrolled in **French 3 Honors** for the 2022-2023 school year are responsible for the following summer work:

1. Please read *"Joie de lire"*, graded reader, selected pages.
2. Answer to the questions at the end of each section in complete sentences in French.
3. Do all your work on your computer or iPad.
4. Your teacher will collect your questions during the first week of classes.

French 4 Honors

Students enrolled in **French 4 Honors** for the 2022-2023 school year are responsible for the following summer work:

1. Please read *"Joie de lire"* graded reader, selected pages.
2. Answer to the questions at the end of each section in complete sentences in French.
3. Do all your work on your computer or iPad.
4. Your teacher will collect your questions during the first week of classes.

French 5 Honors

“*Choc des culture*” by Annette Hallum/Marc-Olivier Louveau.

- Read and answer questions at the end of the book.

Spanish 2 and Spanish 2 Honors

Students enrolled in **Spanish 2 and 2 Honors** for the 2022-2023 school year are responsible for the following summer work:

1. All work should be completed in a separate notebook or on an electronic device. The notebook should allow for you to remove the pages, for example a spiral notebook.
2. You will read a short novel titled: *Patricia va a California* that will be available to you electronically.
3. You are responsible for annotating throughout your reading. Annotating in foreign language means creating a list of words that you do not understand and writing down their meaning in English (you should have at least five (5) words for each chapter). Note: The book includes a word bank on the back, however you must still create your own list of vocabulary words.
4. At the end of each chapter, you will write a 2-4 sentence summary (depending on the length of each chapter) in Spanish of the chapter.
5. Finally, in the first week of classes, students will be responsible for an assessment of the novel based on comprehension. You will be able to use your notes on the assessment.

Spanish 3 and Spanish 3 Honors

Students enrolled in **Spanish 3 and 3 Honors** for the 2022-2023 school year are responsible for the following summer work:

1. All work should be completed in a separate notebook or on an electronic device. The notebook should allow for you to remove the pages, for example a spiral notebook.
2. You will read a short novel titled: *Vida o muerte en el Cusco* that will be available to you electronically.
3. You are responsible for annotating throughout your reading. Annotating in foreign language means creating a list of words that you do not understand and writing down their meaning in English (you should have at least five (5) words for each chapter).
4. At the end of each chapter, you will write a 2-4 sentence summary (depending on the length of each chapter) in Spanish of the chapter.
5. Finally, in the first week of classes, you will be responsible for an assessment of the novel based on comprehension.

Spanish 4 and Spanish 4 Honors

Students enrolled in **Spanish and Spanish 4 Honors** for the 2022-2023 school year are responsible for the following summer work:

1. All work should be completed in a separate notebook or on an electronic device. The notebook should allow for you to remove the pages, for example a spiral notebook.
2. You will read a short novel titled: *'La casa en Mango Street'* that will be available to you electronically.
3. You are responsible for annotating throughout your reading. Annotating in a foreign language means creating a list of words that you do not understand and writing down their meaning in English (you should have at least three (3) words for each chapter).
4. At the end of each chapter, you will write a 2-4 sentence summary (depending on the length of each chapter) in Spanish of the chapter.
5. Finally, in the first week of classes, you will be responsible for an assessment of the novel based on comprehension.

Spanish 5 Honors

Students enrolled in **Spanish 5 Honors** for the 2022-2023 school year are responsible for the following summer work:

1. You will read a short novel titled: *'Las cajas de carton'* that will be available to you electronically.
2. You are responsible for annotating throughout your reading. Annotating in a foreign language means creating a list of words that you do not understand and writing down their meaning in English (you should have at least five (5) words for each chapter).
3. At the end of each chapter, you will write a 2-4 sentence summary (depending on the length of each chapter) in Spanish of the chapter.
4. Finally, in the first week of classes, you will be responsible for an assessment of the novel based on comprehension.

Social Studies Department

9th Grade United States History Honors and College Prep

In preparation for a year of United States History, we ask you to take time this summer to collect an oral history – stories from a first-hand perspective. In other words, you will act as a historian would collecting primary source information from one adult in your life. Interviews can be done over the phone, in person, or over another communication platform such as FaceTime. Consider asking the person you are interviewing to send you a photo of an artifact that represents a pivotal moment in their life linked to a historical event.

1. Determine who you will interview. You must interview one adult in your life – mom/dad, grandmother/grandfather, aunt or uncle, mentor.
2. Interview questions – use the following questions to collect an oral history. Be sure you are taking notes and if you decide to record the interview, you must have written permission from your interviewee. Keep your notes as you will need to turn in this documentation at the start of the school year.
 - First, collect demographic information. Name, birth year, profession, etc. Then ask what three pivotal events in history your interviewee has lived through. Follow the same set of questions for each event.
 - What pivotal historical events have you lived through? Ask the following questions for each of the three events the interviewee discusses:
 - How old were you when the event happened?
 - What was your life like before the pivotal event?
 - What were the immediate consequences/effects of the event?
 - What were the lasting consequences, if any?
 - How did people close to you feel about the event?
 - What was public opinion about the event?
 - How did the event make you feel?
 - Did the event change or impact you personally in a lasting way?
3. After you have collected this oral history, carefully review your notes.
4. Write a summary of your interview. Include an explanation of who you interviewed and why you decided to collect an oral history from this person. Your summary should also include a brief description of the three pivotal events in history your interviewee lived through. Finally, what pivotal moment in history have you, the student, lived through so far. Describe how this event has impacted you.

TIPS FOR CONDUCTING AN ORAL HISTORY INTERVIEW

1. Have a list of start-up questions to ask to get your interview going and get both you and the interviewee comfortable.
2. Do plan the topic and form of your first substantial question after the "settling down" phase. Ask a question that will prompt a long answer and "get the subject going."
3. Ask easy questions first, such as brief biographical questions. "Where and when were you born?"
4. After the biographical questions and once you are both "settled in" to the interview, ask an open-ended question that will prompt a long answer and the interviewee talking.
5. Unless you want one-word answers, phrase your questions so that they can't be answered with a simple "yes" or "no." Don't ask, "Were you a farmer on Denny Hill during the 1930s?" Ask instead, "What was it like farming up on Denny Hill during the 1930s?" Think "essay questions" more than

“true/false” or “multiple choice.”

6. Ask questions one at a time.

7. Allow silence to work for you. Wait.

8. Be a good listener. If interviewing in person or through video, use body language such as looking at the interviewee, nodding, and smiling to encourage and give the message, "I am interested."

9. If necessary, use verbal encouragement such as "This is wonderful information!" or "How interesting!" Be careful, however, not to speak at the same time that the interviewee is speaking, such as saying “uh huh” to encourage them.

10. Ask for specific examples if the interviewee makes a general statement and you need to know more. Or you might say, "I don't understand. Could you explain that in more detail?"

11. Ask follow-up questions and then ask some more.

12. Be flexible. Watch for and pick up on promising topics introduced by the interviewee, even if the topics are not on your interview guide sheet.

10th Grade World History Honors and College Prep:

In preparation for the first semester of Social Studies in the Sophomore year, we ask that you research a world historical event and conduct an interview with an individual that has a recollection of the event and report on your findings.

Choose one of the following world historical events:

- The Cuban Missile Crisis
- The Moon Landing
- The Jonestown Massacre
- Overthrow of Ethiopian Monarch Haile Selassie I
- The Vietnam War
- The 1972 Munich Olympics Massacre
- The Camp David Accords
- The Iran Hostage Crisis
- The First or Second Intifada
- The Fall of the Berlin Wall & German Reunification
- The Break-up of the Soviet Union
- Chernobyl Or Fukushima Nuclear Disasters
- 1979 Energy Crisis
- Death of Pope John Paul II, Selection of Pope Benedict XVI
- Tiananmen Square Protests
- The Rwanda Genocide
- The Bosnian War
- The Gulf War
- Live Aid
- The Challenger Explosion
- The Good Friday Agreement
- TWA 800 Crash
- The Congo Wars, 1996-2003
- Salvadorean Civil War
- 1993 World Trade Center Bombing
- Exxon Valdez Oil Spill

- Beirut Barracks Bombing
- Nelson Mandela & the end of South African Apartheid
- Overthrow of Chilean President Salvador Allende
- World Trade Organization and Anti-globalization Protests, Seattle, 1999

Select one or more potential interviewees and ask them if they have any strong and clear memories about any of these world historical events. One you have chosen an interviewee and a world historical event, please complete the following:

1. **Preliminary Research:** Conduct research on your chosen world historical event. Be sure to access primary sources like magazines, newspapers, first-hand accounts, images, material culture, and news reports. Your research should familiarize you with the event and give you enough information to compose at least two specific questions to ask your interviewee, along with the following fixed questions:
 “What memories do you have about [world historical event].”
 “What impact do you think [world historical event] had on this country and the World.”
 “[additional pre-set question]”
2. **The Interview:** Interview the person you selected. Interviews can be done over the phone, in person, or over another communication platform such as FaceTime. Be sure to ask your interviewee the pre-set questions as well as the two additional questions that you composed from your research. Feel free to ask additional questions if they come up during the interview.
3. **The Report:** To complete the project include the following:
 - a. Create a historical overview for your event (approximately one page) describing the world historical event and its international importance.
 - b. A transcript of your interview.
 - c. A reflection on the world historical event and how your interviewees’ experience puts the event in a personal and historical perspective.
 - d. An annotated research list including the sources used and a brief entry on the source and its value to your research.

TIPS FOR CONDUCTING AN ORAL HISTORY INTERVIEW

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2. Do plan the topic and form of your first substantial question after the "settling down" phase. Ask a question that will prompt a long answer and "get the subject going."
3. Ask easy questions first, such as brief biographical questions. “Where and when were you born?”
4. After the biographical questions and once you are both “settled in” to the interview, ask an open-ended question that will prompt a long answer and the interviewee talking.
5. Unless you want one-word answers, phrase your questions so that they can't be answered with a simple "yes" or "no." Don't ask, "Were you a farmer on Denny Hill during the 1930s?" Ask instead, "What was it like farming up on Denny Hill during the 1930s?" Think “essay questions” more than “true/false” or “multiple choice.”
6. Ask questions one at a time.

7. Allow silence to work for you. Wait.
8. Be a good listener. If interviewing in person or through video, use body language such as looking at the interviewee, nodding, and smiling to encourage and give the message, "I am interested."
9. If necessary, use verbal encouragement such as "This is wonderful information!" or "How interesting!" Be careful, however, not to speak at the same time that the interviewee is speaking, such as saying "uh huh" to encourage them.
10. Ask for specific examples if the interviewee makes a general statement and you need to know more. Or you might say, "I don't understand. Could you explain that in more detail?"
11. Ask follow-up questions and then ask some more.
12. Be flexible. Watch for and pick up on promising topics introduced by the interviewee, even if the topics are not on your interview guide sheet.

11th Grade American Government & Global Politics

Current Events in Government & Politics

- Contextualize and Analyze: Pick one current political issue in American government **and** one non-American current event political issue.
 - Research each issue and provide a summary (paragraph) that explains the background for each. Include bibliographic information on the sources (minimum of three).
 - Who is involved in this issue and when did it begin?
 - What are the motivations and goals of the participants in this issue?
 - Why is this issue important and/or worthy of study?
 - To what extent has this issue changed since it began?
 - Are my sources sufficiently comprehensive, reliable, and informative?
 - Analyze the current situation and explain its importance by answering the following questions with evidence and detail. Answer by using a mixture of your own prose and evidence from your sources.
 - Where does the matter stand today?
 - What role does/will politics play in the resolving, perpetuating, and/or intensifying this issue?
 - What are the most probable outcomes for or developments in this issue in the near future, and why?

Choose your issue based on your personal interests. The following are suggested topics.

American Politics

- Mid-term elections, Maryland gubernatorial race
- Election integrity/voter suppression
- Gerrymandering
- Supreme court cases and docket
- Maryland or other state political issues
- Economic policy (combatting inflation?)
- Immigration policy (border apprehensions, asylum policies?)
- Infrastructure policy

- Energy policy
- State and federal pandemic policy
- Climate change
- Gun rights and gun control
- Education policy
- Big tech & government policies (privacy, speech moderation)

Global Politics

- Covid-19
- Women's rights
- Immigration
- Humanitarian & refugee crises (i.e. Horn of Africa, Afghanistan, Haiti)
- Climate change and pollution (esp. marine and air pollution)
- International water conflicts
- International petrol politics and energy policy
- Global supply chain
- Ukraine conflict
- Israel & the Occupied Territories
- Nuclear proliferation (esp. Iran and North Korea)
- Modern slavery & human trafficking

AP Psychology

Mindset by Carol S. Dweck

Science Department

9 th Grade <i>(Incoming)</i>	10 th Grade	11 th Grade	12 th Grade
Biology (H) & (CP) <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot	IPS & Intro to Physics (H) <i>What If</i> by Randall Munroe	Chemistry (H) & (CP) <i>Napoleon's Buttons: How 17 Molecules Changed History</i> by Penny Le Couteur and Jay Burreson Environmental Science: <i>No One is Too Small to Make a Difference</i> by Greta Thunberg	Chemistry: <i>Napoleon's Buttons: How 17 Molecules Changed History</i> by Penny Le Couteur and Jay Burreson Environmental Science: <i>No One is Too Small to Make a Difference</i> by Greta Thunberg AP Biology: <i>The Ghost Map: The Story of London's Most Terrifying Epidemic</i> by Steven Johnson Biology II (H) <i>The Ghost Map: The Story of London's Most Terrifying Epidemic</i> by Steven Johnson Physics (H): <i>What If</i> by Randall Munroe
WIM: <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot	WIM: <i>Florence Nightingale: The Courageous Life of a Legendary Nurse</i> by Catherine Reef	WIM: <i>When Breath Becomes Air</i> by Dr. Paul Kalanithi	WIM: <i>Senior Project</i>
Year 1 Neumann Scholars: <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot	Year 2 Neumann Scholars: <i>Florence Nightingale: The Courageous Life of a Legendary Nurse</i> by Catherine Reef	Year 3 Neumann Scholars: <i>When Breath Becomes Air</i> by Dr. Paul Kalanithi	
PLTW: <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot	PLTW: N/A	PLTW: N/A	PLTW: <i>Senior Project</i>

Math Department

Please refer to the packet you received from your teacher for your math course for the 2022-2023 school year. Click on the appropriate course to find your summer assignment.

[Algebra I](#)

[Algebra II \(College Prep\)](#)

[Algebra II \(Honors\)](#)

[Finite Math](#)

[Geometry](#)

[Introductory Pre-Calculus](#)

[Honors Pre-Calculus](#)

[AP Calculus AB](#)

[AP Calculus BC](#)

[Statistics](#)

Financial Literacy

Using tab 1 of the Tracking Sheet, please record all your purchases (to the best of your ability) over any given week (seven days) this summer.

https://docs.google.com/spreadsheets/d/1Uxravaq_U7l9elCcuT5SkoK6rjqveTeKOtSwCgeXYy4/edit#gid=0

Then, in complete sentences, answer the following two questions:

1. If you were to categorize each of your purchases (Ex: Food, entertainment, transportation, etc), what are the main areas you spent money in?
2. How do you feel about the amount you spent? If you have a budget for yourself, does this spending fit within that budget?