



ENGLISH SUMMER READING

Students in Pre-AP, Honors, and CP English classes will complete the following work over the summer. Each class has been assigned a book to read over the summer. Books, Google Classroom codes, and assignments for each class are listed below.

AP Seminar (10), AP Language (11), and AP Literature (12) students will receive separate assignments: they are NOT required to complete the work listed here.

- Students (except freshmen) will submit responses to summer writing assignments in the Summer Reading Google Classroom for their grade. The questions are printed below, and may be found in the Google Classrooms listed below for sophomores, juniors and seniors.
Responses are due in the Summer Google Classroom by 8:00 am on the first day of classes.
- Following these activities, class time will be spent working with the book that was assigned. Students will be expected to have a physical copy of the book (paperback or hardcover) and participate in class discussions and activities beginning on the first day of school. Following the unit of study, an additional assessment will be given. An Amazon link to purchase the book is included in the Summer Reading Google Classroom for each grade.
- Rising sophomores, juniors, and seniors can access the Google Classroom dedicated to Summer Reading 2026 resources for their class using the codes listed below.

FRESHMAN PRE-AP & CP

All freshmen are encouraged to attend a Summer Reading Review Session. These sessions (approximately 90 minutes long) are designed to help students review the book and understand the expectations for their work. Registration is required: Please use [this link](#) or go to the "Summer Reading" tab on the school website. This year's sessions will be held at 10:30 am on Wednesday, August 19th, and Monday, August 24th.

Book: *The Other Wes Moore*, by Wes Moore

FRESHMAN SUMMER READING STUDY GUIDE

- *Discussion Questions:* Consult the discussion questions provided at the back of the book. Think about how you would answer each question if you were asked to write a short-answer response to them on a test. In particular, develop your thinking about Questions #1, 6, 9, and 11.
- *Structure:* What does the author do to indicate which parts of the book are about himself, and which parts are about the Other Wes Moore? Why does the author decide to emphasize certain years in their lives? Why does the author alternate their stories moment-by-moment?
- *Environment:* What are the environments surrounding each Wes Moore like? How do these environments change and/or remain the same? How do these environments affect them?
- *Mothers:* What does each mother do for her son? Is one mother "better" or more successful than the other? What factors seem to influence each mother's ability to guide, protect, teach, and love her son?
- *Turning Points:* What seem to be the key moments in the life of each Wes Moore? What opportunities did they have to succeed or fail, and how did they respond to those opportunities?

IDEAS FOR TAKING NOTES

- List the names of the people important to each Wes Moore, along with a short description of how they are related to him, and/or what they mean to him.

- Construct a chart (like this) to keep track of what happens to each Wes Moore, and when. This exercise is helpful for seeing the similarities and differences in their experiences.

YEAR	AUTHOR WES MOORE	OTHER WES MOORE

SOPHOMORE HONORS & CP

Google Classroom Code: c5lc2eot

Book: *The Last Lecture*, by Randy Pausch

ASSIGNMENT

Your answers to the following questions are due on the first day of class at 8:00am in the Summer Reading Google Classroom. Each response should be 1-2 paragraphs, and include evidence from the text to support your claims.

At the beginning of Part II, the author makes a list of his childhood dreams. What do those dreams, and their fulfillment, tell you about the kind of person he is?

List your own childhood dreams. Which ones are you still working on? Which ones are you willing to keep working on until they are realized?

In Chapter 23, the author gives time management advice, including, "Ask yourself: Are you spending your time on the right things?" What percentage of your time do you think you are spending on the "right things?" What steps could you take to increase that percentage?

JUNIOR HONORS & CP

Google Classroom Code: awszu2fv

Book: *Mind and Matter*, by John Urschel

ASSIGNMENT

Your answers to the following questions are due on the first day of class at 8:00am in the Summer Reading Google Classroom.

- A. Please go to [this link](#) to hear the author interviewed on the AMDG podcast. What are the three most interesting things you learn about John Urschel in this conversation that were not included in the book?

- B. In Chapter 1, Urschel acknowledges that most people will never need calculus or quadratic equations in their everyday lives, but he also writes that “it would be a mistake to think that they don’t use mathNo matter what career you have, you need to be able to reason well, recognize patterns, use logic, compute numbers, make rational predictions, and communicate clearly. Everybody needs to solve problems.” Based on that list of skills, how do you think the author would say he used what he learned through mathematics to become an outstanding football player?

- C. In the last chapter of the book, Urschel describes how he made the decision to retire from football, and talks about the impact of the article about CTE in retired football players. Do you think if John Urschel was beginning his career now, his parents would have encouraged him to play football? Why or why not?

- D. Would you recommend this book? Why or why not? And, if you would, who do you think would enjoy it?

SENIOR HONORS & CP

Google Classroom Code: g53vwcji

Book: *The Midnight Library*, by Matt Haig

ASSIGNMENT

Answers to these questions are due in the Summer Reading Google Classroom by 8:00 am on the first day of school. Each response should be 1-2 paragraphs, and include evidence from the text to support your argument.

- 1) Nora tries a number of variations of her life. During each, she is able to eliminate regret from her past. Why does this happen, and what might she (or anyone) learn about the role of regret in our lives from what happens to her?
- 2) If you could accompany Nora in any of these "lives," which one would it be? What role would you play? What would be different and what would remain the same?

THEOLOGY SUMMER READING
Catholic Mission and Identity

Book: *The Forgotten Way*, by Matthew Kelly

Books have been purchased by the school. If you did not receive one by the end of school please come to the main office to pick yours up.

ASSIGNMENT

Answer the following questions in your own words in complete sentences. 100 Point Test Grade. You will be required to submit your typed responses in your Theology teacher's Google Classroom by the first week of school.

1. "You can become a saint by governing your speech." Do you agree or disagree with this statement? Explain your response.
2. "The normalization of profanity and blasphemy in our culture goes hand and hand with the normalization of evil." Do you agree or disagree with this statement? Explain your response. Do you struggle with the habitual use of profanity? Do you use the Lord's name in vain? Explain your answer.
3. As Christians, we are expected to give God the praise and worship that is due Him. Apart from this, why is it important to talk to God? To your guardian angel? What does this look like in your own life?
4. What are some ways to fight temptation that comes from the Evil One?
5. Why is the virtue of humility so critical to growing spiritually? What is the vice that humility counters, and why is it considered a "capital sin"?
6. "You will never have more happiness than you have discipline" is a quote from the book. How does this relate to living a Christian life? Do you view discipline as a positive or negative? How can discipline help you to keep a secret and be worthy of trust?

7. Describe how "nice" and "loving kindness" are different. Give an example of how you can use loving kindness to deepen your own spiritual awareness and treat others with dignity.
8. Gossip: the everyday evil. Gossip can profoundly and negatively affect the course of someone's life. The harm of gossip is that it hardens our hearts toward the person we are gossiping about and reduces their humanity. Do you think more or less of yourself when you gossip? Does the thrill of telling a "story" overcome the guilt of gossip? How can you break the cycle of gossip? What challenge does this present to you?
9. The "Forgotten Way" challenges us to change our thinking about our words. What have you learned from reading this book? How has it challenged you to think differently about your choice of words? Did the book give the confidence to change your manner of speaking when with friends, teammates and peers?
10. Choose one of the Scriptural Meditations in the Appendix A on pages 110 - 113. Include the passage below. Why did you choose this one and what does it mean to you? How will this meditation help you to "govern your speech?"