



SUMMER READING ASSIGNMENTS

Summer Reading 2023-2024

Grade 9 English A & B

Topic: High School Stereotypes

ASSIGNMENT: 1. Read and interact* with the informational text (article).

**Interacting is two parts: 1. Highlight key information; 2. Make a written annotation (note) about the highlighted information: restate, rephrase, ask a question, make a personal connection etc...*

2. Create a One-Pager* for the text.

**A one-pager is a single page that summarizes a topic or a text. It should be clear enough that someone with no prior knowledge of the topic can understand your main points. It uses both visual symbols and important words to clearly and concisely share your most important takeaways.*

REQUIREMENTS: A. At least 5 “tiles”* (30 points)

1. title and author
2. (1) visual image of a symbol and/or image from the text
3. (2) meaningful direct quotes
4. (2) words with definitions
5. (2) main points/themes

**Use may use the provided template or create a 5-tiled form of your own.*

B. Effective Presentation (10 points)

1. Be neat.
2. Use color.
3. Have a border around and between tiles.
4. Consider layout, design, and overall appearance for effect.
5. Include your name in the bottom right corner.

C. Text Interactions (5 Points)

1. Turn in the text, with your interactions, with the one-pager.

D. Mechanics (5 points)

1. Spelling
2. Capitalization
3. Punctuation

CRITERIA:	Response to Each (Tile) & Text Interactions	–	/35
	Presentation	–	/10
	Mechanics	–	<u>/5</u>
			/50 Pts

Raising Healthy High Schoolers: How Do High School Stereotypes Hurt Teens?

Updated April 28, 2023

by [BetterHelp Editorial Team](#)

Today, many teens contend with the pressure of high school stereotypes on top of their schoolwork, social media, relationships, and puberty-related changes.

Stereotypes are cognitive generalizations made about the qualities and characteristics of the members of a particular group. While stereotypes help us make quick judgments and perceptions, they tend to be exaggerated and negative, which can prevent us from getting to know others in a more understanding, empathetic light.

What Are The Harmful Effects Of High School Stereotypes?

While stereotypes do not always hurt teens, these generalizations may encourage bias, exclusion, misinformation, and other social behaviors with harmful psychological effects.

Based on current psychological research, stereotypes can lead to the following harmful outcomes in high school-aged students.

1. Stereotype Threat

Stereotype threat refers to a person's expectation that negative stereotypes about their member group will adversely influence others' judgments of their performance. Within this line of reasoning, a person believes their poor performance will reflect badly on their group.

Research suggests that **stereotype threat** commonly occurs in classrooms, where negative stereotypes about a particular race, ethnicity, gender, and/or cultural group can create stress and ultimately reduce a student's academic focus and performance.

Stereotype threat is common among any member of a marginalized group, whether the group is defined by race, gender, or another core identity.

2. Limited Exploration Of Passions.

Negative [stereotypes](#) about high schoolers' gender, race, and other identifying features may discourage them from fully exploring their passions and budding interests.

For instance: the widespread belief that girls are better at language than boys, and that boys are better in math, may lead high schoolers to avoid certain clubs or hobbies in accordance with these stereotypes. Relatedly, if a high schooler belongs to a certain group that rejects specific interests or skillsets, they may stifle their natural interests in exchange for social currency.

The implications of these behaviors extend beyond high school, and may even shape students' career choices and confidence in their future endeavors.

3. The Formation Of Harmful Cliques

High school stereotypes are often linked to specific "[cliques](#)", which are status- or friendship-based subgroups within a larger group: in this case, high school. Depending on your age and where you attended school, you may have encountered some of the following [high school cliques](#):

- Jocks, athletes, and cheerleaders
- Theater kids
- Popular kids
- "Nerds" or academics
- Artsy kids
- Band or choir kids
- Rebels
- Hipsters
- Loners

As teens navigate the social challenges of high school, belonging to a clique can enhance their social standing and friendship ties while reducing feelings of isolation and exclusion. Relatedly, [stereotypes](#) about certain cliques can provide helpful information about the characteristics of people who belong to those groups.

But if you've ever been excluded from a clique, you likely understand the potential harm of cliques and their associated stereotypes from firsthand experience. Some of the [negatives of cliques](#) include:

- Cruelty to people outside the clique
- Forced conformity to specific rules or ways of acting
- A sense of social instability: one day, other clique members may decide they do not want another member in the clique anymore

Collectively, the unspoken dynamics of cliques can make it difficult to make new friends, explore alternative interests, or exit a potentially harmful social group.

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Takeaway

The high school years can be transformative, enlightening, and turbulent. With the support of a parent or other caring adults, high schoolers can develop the tools and awareness they need to combat harmful stereotypes – and, perhaps most importantly, learn to accept themselves and others.

Whether you're a teen, parent, or simply someone with a high schooler in your life, learning about common stereotypes can help you better understand the teens in your life. As you navigate this process, a licensed therapist can offer additional tools to enhance your understanding and improve.

Pre-AP English 9

Score: 57 Total Points (5 pts for MLA)

A. READING QUIZ -- Read the Text, including the Epilogue & the Manuscript.

The Quiz will include Character Identification, Quote Identification, True/False, Multiple Choice, and Short Answer. (25 points)

**It is recommended that you maintain some type of note-taking system: summaries, written notes, and Post-it notes. This is not required, but it will benefit you on the Reading Quiz and during our discussion of the text.*

B. CHARACTER LIST – Complete the following items for each of the 10 major characters.

(30 Points Total)

1. Full Name
2. Description: at least 3 items: profession, physical attribute, personality trait etc...
3. Order, by number, of his/her death

**MLA Format: typed, 12 point TNR, double spaced, MLA Heading, 1" margins*

**Example of content and MLA formatting on back*

C. MODULE THEMATICS -- For 3 of the characters, excluding Mr. Rogers, respond to the following in a 3-5 sentence paragraph. (15 Points Total)

1. Explain how his/her perception of reality impacts his/her responsibilities and actions.
2. Include at least one piece of parenthetically cited direct textual evidence for each response.
3. Discuss the textual evidence in relation to the character before he/she comes to the Island and/or during their stay.

**MLA Format: typed, 12 point TNR, double spaced, MLA Heading, 1" margins*

**Example of content and MLA formatting on back*

SUBMISSION OPTIONS:

1. Handwritten -- neatly and with MLA Heading and margins
2. Google Document -- neatly and with MLA Format as noted above
3. Google Document via Google Classroom -- On the 1st day of school, you will be invited to join the Google Classroom and this assignment will be posted there so you can attach your work.

Student Name
Teacher Name
Course Title
Inverted Date

And Then There Were None Summer Assignment: Part B

1. Mr. Rogers: the Butler, "...tall lanky man, grey-haired and very respectable" (27), conscientious, practical; 4th to die

And Then There Were None Summer Assignment: Part C

1. Mr. Rogers' perception of reality is that on the night Mrs. Brady became ill, the storm prevented him from getting her to the doctor; thus, he believes he is blameless in her death. He tells Mr. Lombard: "I went for him [the doctor]...on foot. But he got there late. We'd done everything possible for her...Devoted to her, we were'" (69). Because of this, Mr. Rogers never takes responsibility for his part in Mrs. Brady's death when he is questioned by the other guests, and he is able to carry on with his duties calmly and professionally on Indian Island until he is murdered.

English 9

Choose **ONE** from Group **A** and **ONE** from Group **B**.

GROUP A

1. Read a work of fiction of 150 pages or more. YA or Adult Literature.
2. Choose a video game and research it-how it began, who made it, how much it is worth, etc. Or read a book about the game.
3. Choose a topic of interest and read 3-5 articles or a book about that topic.
4. Watch a documentary of your choice and read 3-5 articles that deal with the subject.
5. Read a biography or autobiography of someone you admire. (3-5 articles or a book)
6. Research any invention, technology, or scientific finding that intrigues you. (3-5 articles, a book, or a documentary and 3-5 articles)

THEN

Choose one method of presenting your work:
(All documented and in MLA format)

GROUP B

1. Dialectical Journal

Dialectical Journals

The term “Dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations with the texts you read. The process is meant to help you develop a better understanding of the texts as you read them. Use your journal to incorporate your personal responses to the texts, your ideas about the themes, and your evaluations of the texts’ rhetoric. You will find that it is a useful way to process what you are reading and analyze the way the authors present their ideas and arguments.

PROCEDURE:

- As you read, choose passages that stand out to you and record them in the left-hand column of the chart (ALWAYS include page numbers).
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage).
 - You must label your responses using the following code
 - **(Q) Question** – ask about something in the passage that is unclear
 - **(C) Connect** – make a connection to your life, the world, or another text
 - **(P) Predict** – anticipate what will occur based on what’s in the passage
 - **(CL) Clarify** – answer earlier questions or confirm/disaffirm a prediction
 - **(R) Reflect** – think deeply about what the passage means in a broad sense – not just to the characters in the story/author of the article. What conclusions can you draw about the world, about human nature, or just the way things work?
 - **(E) Evaluate** – make a judgment about what the author is trying to say
 - **(A) Analyze** – explain how the author is using rhetoric and language to make a point and persuade the audience
- Your dialectical journal should have at **least 40** well-developed entries and cover the entire book.
- I will respond to you and you can respond back to me as one of your entries using evidence from the text as part of your response.

Sample Dialectical Journal entries

Quotation From the Text/Response to the teacher You will need at least 40 entries	Page #/ Para #	Response	Teacher comment/question
1. "...this had always been the case: mostly not very good teachers, mostly quite boring classes, but one or two life preservers to keep me afloat."	5/2	(C) Like Sam, I find this pattern in my own life having those couple of people who keep my sanity in check. It is those couple of classes and teachers that allow me to still find joy in school, despite seeing it as a burden most of the time, which I find quite devastating. Ever since I was young, I have always enjoyed learning new things and expanding my knowledge on even the most random of concepts, but as I have gone through the years of school, I have slowly noticed myself hating it more and more and simply doing it for the grade.	Do you think you could tell other teachers what you need from them to make their classes more engaging for you?
2. I loved the farm...I loved sliding open the big red doors...I loved walking deep into the back fields...I loved...I loved...I loved the mornings..."	5/4, 6/1	(A) By incorporating anaphora as he repeatedly begins consecutive sentences with the phrase, "I loved...", Sam shows his small joys in life away from his high school environment. These parts of the day that make life good play a sharp contrast compared to the mediocre hours spent at school that he later describes. Along with his contrast comes an emphasis on the need for a reformed school system that has been seen to suck the life out of even the most dedicated student, further supporting the entire idea that he presents of creating his own student-run school.	

CHOOSING PASSAGES FROM THE TEXT:

Look for quotes that seem significant, powerful, thought-provoking or puzzling. For example, you might record:

- Effective &/or creative use of stylistic or rhetorical devices
- Passages that remind you of your own life or something you have seen before
- Structural shifts or change of rhetorical mode
- A passage that makes you realize something you had not seen before
- Examples of patterns: recurring images, ideas, words.
- Passages with confusing language or unfamiliar vocabulary
- Information you find surprising or confusing
- Passages you strongly agree or disagree with

RESPONDING TO THE TEXT:

You can *respond* to the text in a variety of ways. The most important thing to remember is that your observations should be *specific and detailed*. You can write as much as you want for each entry.

Basic Responses

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with the author
- Higher Level Responses
- Analyze the text for use of rhetorical devices (tone, structure, style, imagery)
- Make connections between different ideas or events in the text
- Make connections to a different text (or film, song, etc...)
- Discuss the words, ideas, or actions of the author
- Consider an event or description from the perspective of a different individual
- Analyze a passage and its relationship to the book or world as a whole

Rubric for Dialectical Journal

Critical Reader (detailed, elaborate responses)—**40-50:**

- Extra effort is evident.
- You include more than the minimal number of entries.
- Your quotes are relevant, important, thought-provoking, and representative of the big ideas of the text.
- You can “read between the lines” of the text (inference).
- You consider the meaning of the text in a universal sense.
- You create new meaning through connections with your own experiences or other texts.
- You carry on a dialogue with the writer. Your question, agree, disagree, appreciate, and object.
- Sentences are grammatically correct with correct spelling and punctuation.

Connected Reader (detailed responses)—**49-39:**

- A solid effort is evident.
- You include an adequate number of legible entries.
- Your quotes are relevant and connect to the big ideas of the text.
- Entries exhibit insight and thoughtful analysis.
- You construct a thoughtful interpretation of the text.
- You show some ability to make meaning of what you read.
- You create some new meaning through connections with your own experiences and the text.
- You explain the general significance.
- You raise interesting questions.
- You explain why you agree or disagree with the text.

Thoughtful Reader (somewhat detailed responses)—**38-48:**

- You include an insufficient number of entries.
- Sentences are mostly correct with a few careless spelling and grammatical errors.

- You selected quotes that may be interesting to you, but that do not necessarily connect to the big ideas of the text.
- Entries exhibit insight and thoughtful analysis at times.
- You make connections but explain with little detail.
- You rarely make new meaning from the reading.
- You ask simple questions about the text.
- You may agree or disagree but do not support your views.

Literal Reader (simple, factual responses)—**28-38:**

- You include a few entries.
- Entries exhibit limited insight or none at all.
- You accept the text literally.
- You are reluctant to create meaning from the text.
- You make a few connections, which lack detail.
- You are sometimes confused by unclear or difficult sections of the text.

Limited Reader (perfunctory responses)—**below 27:**

- You include very few entries.
- Very little effort is evident.
- You find the text confusing but do not attempt to figure it out.
- You create little or no meaning from the text.
- You make an occasional connection to the text, and the ideas lack development.
- Sentences contain numerous grammatical and spelling errors.

2. **Three Paragraph Essay**

Directions: Critiquing the novel, discussing the theme, the storyline, or the characters. Do not merely summarize. Use details to support your claims.

A. Minimum 250 words to a Maximum of 550.

B. Rubric

Score	9-8	7-6	5-4	3 – 0
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Introduction/ Conclusion	<ul style="list-style-type: none"> • well-developed introduction engages the readers • develops a significant and compelling position • clear explanation or definition of the problem • perceptive and properly placed thesis statement clearly states the writer's position and includes their rationale • Clearly summarizes the main topics without repeating. • shows movement in the writer's argument. 	<ul style="list-style-type: none"> • satisfactory introduction uses a technique for creating interest • develops a clearly stated position • states the problem, using sufficient details • clear and properly placed thesis statement obviously states the writer's position with some understanding of their rationale • loosely summarizes the main topics without repeating. • Shows some movement in the writer's argument. 	<ul style="list-style-type: none"> • introduction does not adequately attempt to create interest • unnecessary information found in introduction. • problem is stated but lacks detail. • introduction is evident, but position may not be clearly stated. • thesis statement is present; however, it does not clearly state the writer's position and/or it is improperly placed and lacks sufficient rationale. • Ineffectively summarizes the main topics without repeating. • Shows minimal movement in the writer's argument. 	<ul style="list-style-type: none"> • introduction is vague or fails to establish a position that responds to the topic • excessive details and information present in introduction • problem is not stated or it is vague. • thesis statement is vague/unclear, improperly placed, and/or does not clearly state the writer's position; thus making the text difficult or impossible to follow • summary of the main topics not present • Shows no movement in the writer's argument. <p>0—no thesis statement OR introduction not developed or missing. No conclusion</p>
CONTENT	<ul style="list-style-type: none"> • Content is well developed and directly related to the thesis. • supporting details are concrete and so rich that the readers learn by 	<ul style="list-style-type: none"> • Content is present and directly related to the thesis, but one or more may lack enough detail and development. • The writer knows his/her material well enough to 	<ul style="list-style-type: none"> • Content is present, but one or more may lack development and/or may not directly relate to the thesis • essay contains sufficient details to make the 	<ul style="list-style-type: none"> • Content is not sufficient/relevant • poor/skimpy/vague development of ideas and a weak or nonexistent link to the thesis. • Body is too brief to develop a convincing

	<p>reading the essay.</p> <ul style="list-style-type: none"> • writer is obviously comfortable with his/her material and knows enough about the subject to explain it in great detail. • Explicit and implicit support uses appropriate patterns of development and style • Each aspect relates to the thesis, providing coherence and continuity • Counterclaim acknowledges the opposing view 	<p>clearly explain it.</p> <ul style="list-style-type: none"> • Patterns of development used for Explicit and implicit support and the style are not necessarily appropriate • Each aspect of argument is present, but the writer may not have shown connection to thesis. • Counterclaim somewhat acknowledges the opposing view. 	<p>overall point clear, but it leaves the reader with unanswered questions.</p> <ul style="list-style-type: none"> • Support for argument is logical but lacks implicit and explicit evidence with a pattern of development and style is simplistic. • Some aspects of arguments do not relate to thesis. • Counterclaim barely acknowledges the opposing view. 	<p>argument; exhibits no style.</p> <ul style="list-style-type: none"> • Essay lacks focus and tends to wander. • Counterclaim is missing or vague.
ORGANIZATION	<ul style="list-style-type: none"> • logical, compelling progression of ideas in essay • clear structure which enhances and showcases the central idea or theme and moves the reader through the text • flows so smoothly the reader hardly thinks about it. • effective, mature, graceful transitions exist 	<ul style="list-style-type: none"> • paper is logically developed • progression of ideas in essay makes sense and moves the reader easily through the text. • strong transitions exist throughout and add to the essay's coherence 	<ul style="list-style-type: none"> • progression of ideas in essay is awkward, yet moves the reader through the text without too much confusion. • inconsistent flow • transitions appear sporadically, but not equally throughout essay 	<ul style="list-style-type: none"> • arrangement of essay is unclear and illogical. • writing lacks a clear sense of direction • there is no identifiable internal structure • few or no transitions are present

	throughout the essay.			
Score	9-8	7-6	5-4	3 - 0
STYLE	<ul style="list-style-type: none"> smooth, skillful, and coherent syntax sentences strong with varied structure diction at a college level or the appropriate level for the audience 	<ul style="list-style-type: none"> smooth and coherent syntax varied sentence length and style, with an occasional repetition of beginnings some awkward sentences do appear but do not interfere with meaning diction mostly at the college level, but may have some examples of unsophisticated or poor/incorrect word choices 	<ul style="list-style-type: none"> lack flow to achieve coherence throughout the essay. contains multiple sentence errors and grammatical errors. frequent repetition of beginnings diction is elementary 	<ul style="list-style-type: none"> writing is incoherent contains multiple incorrect sentence structures diction too elementary and inappropriate
CONVENTIONS	<ul style="list-style-type: none"> punctuation, spelling, and capitalization are correct virtually error free 	<ul style="list-style-type: none"> some errors in punctuation, spelling, capitalization or other mechanics errors do not distract the reader from the text 	<ul style="list-style-type: none"> multiple errors in punctuation, spelling, capitalization, and/or other mechanics errors are distracting but the reader can still follow the basic intentions of the writer 	<ul style="list-style-type: none"> too many errors in punctuation, spelling, capitalization, and/or other mechanics unacceptable for high school-level writing
DOCUMENTATION	<ul style="list-style-type: none"> resource material is acknowledged and 	<ul style="list-style-type: none"> resource material is acknowledged but is not 	<ul style="list-style-type: none"> most source material is used, 	<ul style="list-style-type: none"> lacks sources and sources

	<p>smoothly integrated in a logical manner</p> <ul style="list-style-type: none"> • sources are relevant and reliable • all textual evidence accurately documented in the paper • MLA style used with precision 	<p>logically integrated into text</p> <ul style="list-style-type: none"> • most sources are relevant and reliable • all textual evidence accurately documented in the paper • MLA style used with few errors 	<p>but integration may be awkward and some sources are relevant and reliable</p> <ul style="list-style-type: none"> • material from outside sources is evident but not documented or source(s) appears in paper but not in Works Cited or vice versa • MLA style used but contains numerous errors 	<p>are not documented</p> <ul style="list-style-type: none"> • sources not relevant nor reliable • 0—Works Cited page and documentation were required but are missing • MLA style is barely or not at all evident
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3. One-Pager

Directions: One-Pager is a creative response to your learning experience. It allows you to respond imaginatively while being brief and concise in making connections between words and images. We think about what we see and read differently when we are asked to do something with what we have seen or read. We learn best when we create our own ideas. Your personal thinking about what you have experienced should be understood by the audience that views the One-Pager.

Follow this format for your One-Pager:

- Use unlined white paper.
- Title the One-Pager appropriately to reflect the content.
- Use colored pens, pencils, or markers. The more visually appealing it is the more your peers will learn.
- Fill the entire page.
- Be purposeful about the arrangement of your One-Pager. For example, have a reason for using a certain color or for placing an object in a certain place.
- Write two quotations from the reading or activity. Use the proper grammatical format.

- Use three visual images, either drawn or cut out from magazines, to create a central focus on your page. If you use a computer image, personalize it to make it your own.
- Place essential vocabulary words/phrases around the images. These terms/words/phrases should express the main ideas, your impressions, feelings, or thoughts about what you have seen or read.
- Write the main idea of the reading.
- Write two higher-level thinking questions (questions that cannot be answered with a yes or no) and answer them.
- Put a symbolic colored border around the edges of the page.
- Write your name on the back.

Rubric: **ONE PAGER RUBRIC**

	15 pts	14pts	12 pts	10pts	8 pt
Information	-The information used is accurate and demonstrates good research. -Student used multiple sources for information. -Provided full information for each category	-Information is accurate. -Project does demonstrate some research and/or details. -Provided information for each category	Information is somewhat accurate. Project does not demonstrate much research and/or details. -Provided information for some but not all categories	Information is not always accurate, and it does not demonstrate much research or examples. -Did not provide much information. -Did not address all categories	-The information is not accurate. Very few or no details. -Did not provide information or very limited information. -Did not address all categories
Illustrations Images	Illustrations were created with effort (not hurried); large enough to see; they do a good job illustrating the information	Illustration was created with "some" effort; pictures illustrate information	Illustrations were created with little effort; picture does not necessarily illustrate information	Illustrations were created hastily; they do not clearly illustrate the information	No illustrations or very few illustrations.

Personal Response	<p>Response indicates a thorough understanding of the text.</p> <p>Student makes relevant connections with material and provides personal experiences with detail.</p>	<p>Response indicates an understanding of the text</p> <p>Student makes relevant connections and provides personal experiences</p>	<p>Response indicates a partial understanding of the text; information may be too general or simplistic</p> <p>Student makes some connections and provides personal experiences</p>	<p>Response indicates a very limited understanding of the text; response may exhibit some flaws</p> <p>Some or no personal connections were provided.</p>	<p>Response is inaccurate, confused, and/or irrelevant</p> <p>No connections or details.</p>
Appearance	The project was neat, clear, and shows a lot of brainstorming and effort went into it	The project is not as neat as it could be, but the information is organized	The project lacks neatness and looks like little effort was put into it; the information isn't organized well on the paper	The project is sloppy and disorganized; it looks like it was done on the "bus"	The project is extremely sloppy and disorganized or large sections are missing

4. **Outline with Quotes**

Directions: You are either summarizing, critiquing, or discussing the theme, the storyline, or the characters from the selected text. Use details to support your claims. You must include at least three quotes from the text and cite them using MLA format.

Below is a 'sample outline' to use as a template for your outline. Your thesis and topic sentences should be complete sentences. Your evidence can be more in 'list form' (see below)

I. Thesis: Though John Barsad and Sydney Carton both exhibit despicable character traits, they have different motivations and, therefore, different fates.

A. Topic Sentence: Early in the novel, Barsad and Carton both appear despicable.

Barsad: put in debtor's prison 5 or 6 times, kicked for cheating at dice, paid by the government to spy on Darnay

Barsad: “he had crossed the Channel, and accepted service in France: first, as a tempter and an eavesdropper among his own countrymen there” (299).

Carton: “I care for no man on earth, and no man on earth cares for me” (87).

Carton: is described as the “idlest and most unpromising of men” (89).

B. Topic Sentence: Whereas Barsad is motivated by money, Carton is ultimately motivated by his feelings for Lucie.

i. Barsad: (put examples and quotes here re: Barsad’s jobs and his taking all of Miss Pross’ money.)

ii. Carton: (put examples and quotes here of Carton’s love for Lucie and his ultimate self-sacrifice)

C. Topic Sentence: The differences in Barsad’s and Carton’s motivations lead to differences in their ultimate ends.

Rubric for Outline

	Exemplary 8 pts	Sufficient 6 pts	Insufficient 4 pts	In Need of Work 2 pts
Format	Exemplary The outline employs the correct format, and proper use of symbols, and correct indentations are evident. *ALL required elements of the outline are present.	Sufficient The outline shows the correct format, though proper symbols and indentations may be misplaced or inconsistent. *ALL required elements of the outline are present.	Insufficient The outline resembles the correct format, but proper symbols and indentations are not used. Most required elements of the outline are present.	In Need of Work The outline has serious errors and does not use the correct format. Many required elements of the outline are omitted.
Title	Exemplary Title is original, creative, and is pertinent to the material.	Sufficient Title is original and is pertinent to material.	Insufficient Title shows little originality or creativity and/or does not pertain to topic.	In Need of Work Title needs serious work as it has no relation to topic.
Thesis/Central Controlling Claim	Exemplary Thesis/claim is extremely clear, relevant, insightful and uses strong language. Thesis includes three, strong, relevant supporting claims written in parallel structure.	Sufficient Thesis is clear and relevant, but may not reflect depth of thinking. Thesis includes three somewhat relevant supporting claims written in parallel structure.	Insufficient Thesis is somewhat clear, but may not be relevant or demonstrate depth of thinking. Thesis includes three supporting claims, but they lack strength and/or parallel structure.	In Need of Work Thesis is not clear and lacks organization, relevancy, and insight. The thesis is absent from the outline. Thesis does not

				include three supporting claims.
Evidence/ Commentary	Exemplary The outline contains three supporting claims with very precise, detailed information/evidence (2+) for each supporting point that is essential to the topic, in addition to including commentary (2+) specific anecdotes and	Sufficient The outline contains sufficient 2+ information/evidence for each of the three supporting claims and includes attributions to sources with proper MLA parenthetical documentation and 2+ commentary for each supporting point, though one or	Insufficient The outline includes weak information/evidence related to the topic, but may not include three supporting claims each with 2+ pieces of commentary, elaborating or expanding upon essential information which is	In Need of Work The outline includes insufficient and/or inappropriate information and commentary and does not include any attribution to sources in MLA format or otherwise.

	quotations which are attributed to sources with proper MLA parenthetical documentation.	two errors may appear.	attributed the sources and may not use proper MLA parenthetical documentation.	
Mechanics	Exemplary The outline exhibits excellent use of spelling, punctuation, grammar, and format.	Sufficient The outline exhibits good use of spelling, punctuation, grammar, and format, but has several mistakes.	Insufficient The outline exhibits an undeveloped use of spelling, punctuation, grammar, and format. There are many errors.	In Need of Work The outline has serious errors in spelling, punctuation, grammar, and format.

5. PowerPoint (Minimum ten slides)

Directions: You are either summarizing, critiquing, or discussing the theme, the storyline, or the characters from the selected text. Use details to support your claims. You must include at least three quotes from the text and cite them using MLA format.

Grading Rubric for PowerPoint Project

	8	7	6	5	4
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Content	Content is accurate and all required information is presented in a logical order.	Content is accurate but some required information is missing and/or not presented in a logical order but is still generally easy to follow.	Content is accurate but some required information is missing and/or not presented in a logical order, making it difficult to follow.	Content is questionable. Information is not presented in a logical order, making it difficult to follow.	Content is inaccurate. Information is not presented in a logical order, making it difficult to follow.
Slide Creation	Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way	Presentation flows well. Tools are used correctly. Overall presentation is interesting.	Presentation flows well. Some tools are used to show acceptable understanding.	Presentation is unorganized. Tools are not used in a relevant manner.	Presentation has no flow. No tools used.
Slide Transitions	Transitions are smooth. Transitions enhance the presentation.	Smooth transitions are used on most slides.	Smooth transitions are used on some slides	Very few transitions are used and/or they distract from the presentation.	No transitions are used.
Pictures, Clip Art Background	Images are appropriate. Layout is pleasing to the eye.	Images are appropriate. Layout is cluttered.	Most images are appropriate	Images are inappropriate.	No images
Mechanics	No spelling errors. No grammar errors. The text is in the authors' own words.	Few spelling errors. Few grammar errors. The text is in the authors' own words.	Some spelling errors. Some grammar errors. The text is in the authors' own words.	Some spelling errors. Some grammar errors. Most of the text is in the authors' own words.	Many spelling and or grammar errors. Text is copied.

English 10 Summer Assignment

100 points

You'll spend a lot of time next year completing various types of writing in English 10. When you write, you're automatically reading, too.

Good reading and writing skills are rooted in life experiences. Therefore, please complete a "Who am I" journal. You must describe who you *really* are based on different experiences during the summer. You certainly may use a first-person point of view. Discuss any **FOUR of the following topics**:

1. Vacations
2. Favorite family traditions
3. Familiar phrases or sayings from family or friends
4. Important beliefs or values
5. Images, sounds, smells, or emotions that impact you
6. Special meals or favorite foods
7. Songs, shows, or movies that impact you
8. Reading a good book that affects you
9. Your best day or night
10. Favorite stories family or friends often tell
11. Favorite activities or hobbies
12. New experiences

Handwrite or type your journal. Each of the four journal entries must be at least $\frac{3}{4}$ of one page. Your writing must be specific--describe your experience in as much detail as possible using your senses (see, touch, taste, smell, and feel), and explain why each affects you. How does each experience help create your identity? Email Mrs. Coons with any questions at scoons@deerlakes.net.

Here's how you'll be graded for each journal entry:

Explaining each experience using sensory language: 10 points
Explaining how each experience affects who you are: 10 points
Easy to read and neatly organized: 5 points

Mrs. Coons wrote an example below. Your journals don't have to look or sound the same as hers. Sometimes reading an example just helps you understand what to do. She wouldn't ask you to do anything she wouldn't do.

EXAMPLE JOURNAL:

One of my favorite night routines every summer is simply sitting on my deck after dinner. My favorite seat is on a red bench that sits against our house. I normally wait until 7:30 or 8:00 pm because it's quite hot--the sun sets in our backyard. And I really like air conditioning because I'm ALWAYS too hot every time I go outside in the summer! So, my husband and I sit on the deck any night we're free. Since we have woods in our backyard, we often hear owls. It's hard to spot where they are, but once in a while, we can find them based on which direction their sounds are coming from.

My kids are often with friends at this point, so it's a chance for me to talk to my husband about our day or whatever else is going on. Our kids will sometimes join us; it's nice to talk to them without technology consuming everyone. We don't look at our phones much during this nightly ritual.

My favorite part of being on the deck when the sun sets is seeing the bats fly out into the woods! I don't know where they come from (I'm pretty sure they're not in our attic or anything since we've never heard them.). I don't know why I like seeing them so much. Since their wings are so recognizable, it's easy to notice the bats as opposed to the birds. And watching them fly out together is interesting because they all travel in packs--like females going to restrooms together...LOL (That's so true!)

Now that I think about it more, I enjoy seeing the black, beating wings against the night-time sky. On a clear night, the sky often blazes shades of pink and blue. The dark black wings against a lighter-colored sky look rather ethereal.

Sometimes I sit by myself, watch the bats, and go back inside. I'm kind of quiet and reserved in real life. I'm quite observant, too. I feel calm and at peace after watching the bats come out for the night. It's like a sign that everything is normal and a reminder that life goes on no matter what.

11th English

Choose **ONE** from group **A** and **ONE** from Group **B**.

GROUP A

1. Read a work of fiction.150 pages or more. YA or Adult Literature.
2. Choose a video game and research it-how it began, who made it, how much it is worth, etc. Or read a book about the game.
3. Choose a topic of interest and read 3-5 articles or a book about that topic.
4. Watch a documentary of your choice and read 3-5 articles that deal with the subject.
5. Read a biography or autobiography of someone you admire. (3-5 articles or a book)
6. Research any invention, technology, or scientific finding that intrigues you. (3-5 articles, a book, or a documentary and 3-5 articles)

THEN

Choose one method of presenting your work:
(All documented and in MLA format)

GROUP B

1. Dialectical journal

Dialectical Journals

The term “Dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations with the texts you read. The process is meant to help you develop a better understanding of the texts as you read them. Use your journal to incorporate your personal responses to the texts, your ideas about the themes, and your evaluations of the texts’ rhetoric. You will find that it is a useful way to process what you are reading and analyze the way the authors present their ideas and arguments.

PROCEDURE:

- As you read, choose passages that stand out to you and record them in the left-hand column of the chart (ALWAYS include page numbers).
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage).
 - You must label your responses using the following code
 - **(Q) Question** – ask about something in the passage that is unclear
 - **(C) Connect** – make a connection to your life, the world, or another text
 - **(P) Predict** – anticipate what will occur based on what’s in the passage
 - **(CL) Clarify** – answer earlier questions or confirm/disaffirm a prediction
 - **(R) Reflect** – think deeply about what the passage means in a broad sense – not just to the characters in the story/author of the article. What conclusions can you draw about the world, about human nature, or just the way things work?
 - **(E) Evaluate** - make a judgment about what the author is trying to say
 - **(A) Analyze** – explain how the author is using rhetoric and language to make a point and persuade the audience
- Your dialectical journal should have at **least 40** well-developed entries and cover the entire book.
- I will respond to you and you can respond back to me as one of your entries using evidence from the text as part of your response.

Sample Dialectical Journal entries

Quotation From the Text/Response to the teacher You will need at least 40 entries	Page #/ Para #	Response	Teacher comment/question

1. "...this had always been the case: mostly not very good teachers, mostly quite boring classes, but one or two life preservers to keep me afloat."	5/2	(C) Like Sam, I find this pattern in my own life having those couple of people who keep my sanity in check. It is those couple of classes and teachers that allow me to still find joy in school, despite seeing it as a burden most of the time, which I find quite devastating. Ever since I was young, I have always enjoyed learning new things and expanding my knowledge on even the most random of concepts, but as I have gone through the years of school, I have slowly noticed myself hating it more and more and simply doing it for the grade.	Do you think you could tell other teachers what you need from them to make their classes more engaging for you?
2. I loved the farm...I loved sliding open the big red doors...I loved walking deep into the back fields...I loved...I loved...I loved the mornings..."	5/4, 6/1	(A) By incorporating anaphora as he repeatedly begins consecutive sentences with the phrase, "I loved...", Sam shows his small joys in life away from his high school environment. These parts of the day that make life good play a sharp contrast compared to the mediocre hours spent at school that he later describes. Along with his contrast comes an emphasis on the need for a reformed school system that has been seen to suck the life out of even the most dedicated student, further supporting the entire idea that he presents of creating his own student-run school.	

CHOOSING PASSAGES FROM THE TEXT:

Look for quotes that seem significant, powerful, thought-provoking or puzzling. For example, you might record:

- Effective &/or creative use of stylistic or rhetorical devices
- Passages that remind you of your own life or something you have seen before
- Structural shifts or change of rhetorical mode
- A passage that makes you realize something you had not seen before
- Examples of patterns: recurring images, ideas, words.
- Passages with confusing language or unfamiliar vocabulary
- Information you find surprising or confusing
- Passages you strongly agree or disagree with

RESPONDING TO THE TEXT:

You can *respond* to the text in a variety of ways. The most important thing to remember is that your observations should be ***specific and detailed***. You can write as much as you want for each entry.

Basic Responses

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author

- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with the author
- Higher Level Responses
- Analyze the text for use of rhetorical devices (tone, structure, style, imagery)
- Make connections between different ideas or events in the text
- Make connections to a different text (or film, song, etc...)
- Discuss the words, ideas, or actions of the author
- Consider an event or description from the perspective of a different individual
- Analyze a passage and its relationship to the book or world as a whole

Rubric for Dialectical Journal

Critical Reader (detailed, elaborate responses)—**40-50:**

- Extra effort is evident.
- You include more than the minimal number of entries.
- Your quotes are relevant, important, thought-provoking, and representative of the big ideas of the text.
- You can “read between the lines” of the text (inference).
- You consider the meaning of the text in a universal sense.
- You create new meaning through connections with your own experiences or other texts.
- You carry on a dialogue with the writer. Your question, agree, disagree, appreciate, and object.
- Sentences are grammatically correct with correct spelling and punctuation.

Connected Reader (detailed responses)—**49-39:**

- A solid effort is evident.
- You include an adequate number of legible entries.
- Your quotes are relevant and connect to the big ideas of the text.
- Entries exhibit insight and thoughtful analysis.
- You construct a thoughtful interpretation of the text.
- You show some ability to make meaning of what you read.
- You create some new meaning through connections with your own experiences and the text.
- You explain the general significance.
- You raise interesting questions.
- You explain why you agree or disagree with the text.

Thoughtful Reader (somewhat detailed responses)—**38-48:**

- You include an insufficient number of entries.
- Sentences are mostly correct with a few careless spelling and grammatical errors.
- You selected quotes that may be interesting to you, but that do not necessarily connect to the big ideas of the text.
- Entries exhibit insight and thoughtful analysis at times.
- You make connections but explain with little detail.
- You rarely make new meaning from the reading.

- You ask simple questions about the text.
- You may agree or disagree, but do not support your views.

Literal Reader (simple, factual responses)—**28-38:**

- You include a few entries.
- Entries exhibit limited insight or none at all.
- You accept the text literally.
- You are reluctant to create meaning from the text.
- You make few connections, which lack detail.
- You are sometimes confused by unclear or difficult sections of the text.

Limited Reader (perfunctory responses)—**below 27:**

- You include very few entries.
- Very little effort is evident.
- You find the text confusing, but do not attempt to figure it out.
- You create little or no meaning from the text.
- You make an occasional connection to the text, and the ideas lack development.
- Sentences contain numerous grammatical and spelling errors.

2. 3 Paragraph Essay

Directions: Critiquing the novel, discussing the theme, the storyline, or the characters. Do not merely summarize. Use details to support your claims. Minimum 250 words to a Maximum of 550.

Scoring Rubric	9-8	7-6	5-4	3 – 0
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Intro/ Conclusion	<ul style="list-style-type: none"> • well-developed introduction engages the readers • develops a significant and compelling position • clear explanation or definition of the problem • perceptive and properly placed thesis statement clearly states the writer's position and includes their rationale • Clearly summarizes the main topics without repeating. • shows movement in the writer's argument. 	<ul style="list-style-type: none"> • satisfactory introduction uses a technique for creating interest • develops a clearly stated position • states the problem, using sufficient details • clear and properly placed thesis statement obviously states the writer's position with some understanding of their rationale • loosely summarizes the main topics without repeating. • Shows some movement in the writer's argument. 	<ul style="list-style-type: none"> • introduction does not adequately attempt to create interest • unnecessary information found in introduction. • problem is stated but lacks detail. • introduction is evident, but position may not be clearly stated. • thesis statement is present; however, it does not clearly state the writer's position and/or it is improperly placed and lacks sufficient rationale. • Ineffectively summarizes the main topics without repeating. • Shows minimal movement in the writer's argument. 	<ul style="list-style-type: none"> • introduction is vague or fails to establish a position that responds to the topic • excessive details and information present in introduction • problem is not stated or it is vague. • thesis statement is vague/unclear, improperly placed, and/or does not clearly state the writer's position; thus making the text difficult or impossible to follow • summary of the main topics not present • Shows no movement in the writer's argument. <p>0—no thesis statement OR introduction not developed or missing.No conclusion</p>
CONTENT	<ul style="list-style-type: none"> • Content is well developed and directly related to the thesis. • supporting details are concrete and so rich that the readers learn by 	<ul style="list-style-type: none"> • Content is present and directly related to the thesis, but one or more may lack enough detail and development. • The writer knows his/her material well enough to 	<ul style="list-style-type: none"> • Content is present, but one or more may lack development and/or may not directly relate to the thesis • essay contains sufficient details to make the 	<ul style="list-style-type: none"> • Content is not sufficient/relevant • poor/skimpy/vague development of ideas and a weak or nonexistent link to the thesis. • Body is too brief to develop a convincing

	<p>reading the essay.</p> <ul style="list-style-type: none"> • writer is obviously comfortable with his/her material and knows enough about the subject to explain it in great detail • Explicit and implicit support uses appropriate patterns of development and style • Each aspect relates to the thesis, providing coherence and continuity • Counterclaim acknowledges the opposing view 	<p>clearly explain it.</p> <ul style="list-style-type: none"> • Patterns of development used for Explicit and implicit support and the style are not necessarily appropriate • Each aspect of argument is present, but the writer may not have shown connection to thesis. • Counterclaim somewhat acknowledges the opposing view. 	<p>overall point clear, but it leaves the reader with unanswered questions.</p> <ul style="list-style-type: none"> • Support for argument is logical but lacks implicit and explicit evidence with a pattern of development and style is simplistic. • Some aspects of arguments do not relate to thesis. • Counterclaim barely acknowledges the opposing view. 	<p>argument; exhibits no style.</p> <ul style="list-style-type: none"> • Essay lacks focus and tends to wander. • Counterclaim is missing or vague.
ORGANIZATION	<ul style="list-style-type: none"> • logical, compelling progression of ideas in essay • clear structure which enhances and showcases the central idea or theme and moves the reader through the text • flows so smoothly the reader hardly thinks about it. • effective, mature, graceful transitions exist 	<ul style="list-style-type: none"> • paper is logically developed • progression of ideas in essay makes sense and moves the reader easily through the text. • strong transitions exist throughout and add to the essay's coherence 	<ul style="list-style-type: none"> • progression of ideas in essay is awkward, yet moves the reader through the text without too much confusion. • inconsistent flow • transitions appear sporadically, but not equally throughout essay 	<ul style="list-style-type: none"> • arrangement of essay is unclear and illogical. • writing lacks a clear sense of direction • there is no identifiable internal structure • few or no transitions are present

	throughout the essay.			
Score	9-8	7-6	5-4	3 - 0
STYLE	<ul style="list-style-type: none"> smooth, skillful, and coherent syntax sentences strong with varied structure diction at a college level or the appropriate level for the audience 	<ul style="list-style-type: none"> smooth and coherent syntax varied sentence length and style, with an occasional repetition of beginnings some awkward sentences do appear but do not interfere with meaning diction mostly at the college level, but may have some examples of unsophisticated or poor/incorrect word choices 	<ul style="list-style-type: none"> lack flow to achieve coherence throughout the essay. contains multiple sentence errors and grammatical errors. frequent repetition of beginnings diction is elementary 	<ul style="list-style-type: none"> writing is incoherent contains multiple incorrect sentence structures diction too elementary and inappropriate
CONVENTIONS	<ul style="list-style-type: none"> punctuation, spelling, and capitalization are correct virtually error free 	<ul style="list-style-type: none"> some errors in punctuation, spelling, capitalization or other mechanics errors do not distract the reader from the text 	<ul style="list-style-type: none"> multiple errors in punctuation, spelling, capitalization, and/or other mechanics errors are distracting but the reader can still follow the basic intentions of the writer 	<ul style="list-style-type: none"> too many errors in punctuation, spelling, capitalization, and/or other mechanics unacceptable for high school-level writing
DOCUMENTATION	<ul style="list-style-type: none"> resource material is acknowledged and 	<ul style="list-style-type: none"> resource material is acknowledged but is not 	<ul style="list-style-type: none"> most source material is used, 	<ul style="list-style-type: none"> lacks sources and sources

	<p>smoothly integrated in a logical manner</p> <ul style="list-style-type: none"> • sources are relevant and reliable • all textual evidence accurately documented in the paper • MLA style used with precision 	<p>logically integrated into text</p> <ul style="list-style-type: none"> • most sources are relevant and reliable • all textual evidence accurately documented in the paper • MLA style used with few errors 	<p>but integration may be awkward and some sources are relevant and reliable</p> <ul style="list-style-type: none"> • material from outside sources is evident but not documented or source(s) appears in paper but not in Works Cited or vice versa • MLA style used but contains numerous errors 	<p>are not documented</p> <ul style="list-style-type: none"> • sources not relevant nor reliable • 0—Works Cited page and documentation were required but are missing • MLA style is barely or not at all evident
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3. One-Pager

Directions: One-Pager is a creative response to your learning experience. It allows you to respond imaginatively while being brief and concise in making connections between words and images. We think about what we see and read differently when we are asked to do something with what we have seen or read. We learn best when we create our own ideas. Your personal thinking about what you have experienced should be understood by the audience that views the One-Pager.

Follow this format for your One-Pager:

- Use unlined white paper.
- Title the One-Pager appropriately to reflect the content.
- Use colored pens, pencils, or markers. The more visually appealing it is the more your peers will learn.
- Fill the entire page.
- Be purposeful about the arrangement of your One-Pager. For example, have a reason for using a certain color or for placing an object in a certain place.
- Write two quotations from the reading or activity. Use the proper grammatical format.

- Use three visual images, either drawn or cut out from magazines, to create a central focus on your page. If you use a computer image, personalize it to make it your own.
- Place essential vocabulary words/phrases around the images. These terms/words/phrases should express the main ideas, your impressions, feelings, or thoughts about what you have seen or read.
- Write the main idea of the reading.
- Write two higher-level thinking questions (questions that cannot be answered with a yes or no) and answer them.
- Put a symbolic colored border around the edges of the page.
- Write your name on the back.

Grading Rubric	15 pts	14pts	12 pts	10pts	8 pt
Information	<p>-The information used is accurate and demonstrates good research.</p> <p>-Student used multiple sources for information.</p> <p>-Provided full information for each category</p>	<p>-Information is accurate.</p> <p>-Project does demonstrate some research and/or details.</p> <p>-Provided information for each category</p>	<p>Information is somewhat accurate. Project does not demonstrate much research and/or details.</p> <p>-Provided information for some but not all categories</p>	<p>Information is not always accurate and it does not demonstrate much research or examples.</p> <p>-Did not provide much information.</p> <p>-Did not address all categories</p>	<p>-The information is not accurate. Very few or no details.</p> <p>-Did not provide information or very limited information.</p> <p>-Did not address all categories</p>
Illustrations Images	<p>Illustrations were created with effort (not hurried); large enough to see; they do a good job illustrating the information</p>	<p>Illustration was created with "some" effort; pictures illustrate information</p>	<p>Illustrations were created with little effort; picture does not necessarily illustrate information</p>	<p>Illustrations were created hastily; they do not clearly illustrate the information</p>	<p>No illustrations or very few illustrations.</p>

Personal Response	Response indicates a thorough understanding of the text; Student makes relevant connections with material and provides personal experiences with detail.	Response indicates an understanding of the text Student makes relevant connections and provides personal experiences	Response indicates a partial understanding of the text; information may be too general or simplistic Student makes some connections and provides personal experiences	Response indicates a very limited understanding of the text; response may exhibit some flaws Some or no personal connections were provided.	Response is inaccurate, confused, and/or irrelevant No connections or details.
Appearance	The project was neat, clear, and shows a lot of brainstorming and effort went into it	The project is not as neat as it could be, but the information is organized	The project lacks neatness and looks like little effort was put into it; the information isn't organized well on the paper	The project is sloppy and disorganized; it looks like it was done on the "bus"	The project is extremely sloppy and disorganized or large sections are missing

4. Sketch/Doodle notes

How-to: Watch this YouTube video: <https://youtu.be/D86t4VJ2fg0>

Honors English 11

You will read Walls' *The Glass Castle* this summer. You are expected to read and annotate the text using post-it notes or similar notes. You will not be graded on the annotations, but you will be allowed to use them on the Text Dependent Questions (TDQ's).

The TDQ's will be an introduction to what you will see the rest of the year on your literary exams; you'll answer three questions worth 10 points. Your answers will be written in paragraph format utilizing textual evidence. These questions are interpretive and applied level questions requiring you to relate the knowledge you gain from reading to thematic ideas we encounter in our lives (love, war, death, etc.) and literary terms you've learned (figurative language, tone, etc.). The questions aren't literal ones that require only a one sentence answer, nor should they be that easy in an honors level class.

AP Language

It is essential in AP Lang. to understand the world around you, how we communicate, how perspectives often vary with the same event, and how to identify bias. That said, your summer reading will help you understand the complexity of arguments in society.

There are **two** assignments.

Assignment 1

Select two news programs offering different perspectives on the same stories and answer the following questions for three days.

1. Date and time of the newscast
2. Which network did you watch? Who was the broadcaster for the news program?
3. What was the lead story? How long was spent on the lead story? (Minutes? Seconds?)
4. Write a brief description in the appropriate category for the remainder of the stories.
 - A. Tragedy or Catastrophe =
 - B. Health-Related news =
 - C. International News =
 - D. Human Interest Story =
 - E. Political News =
 - F. Other News =
5. What types of commercials were played during the news broadcast? As best you can keep track of them.
6. What was the final story on the news?

***News can be streamed, or you can watch the early news on station 1 and the last news on station 2. News is also available on YouTube. If you prefer printed media, choose two opposing views to answer the above questions for three days. Add more than a phrase or one-word response; you will use these the first week.

Below is a link for a bias chart, which should help you decide what to read or watch.

<https://www.allsides.com/media-bias/media-bias-chart>

Each day is worth 50 points (25 for each review per day) for 150 points.

Assignment 2

Watch any documentary on YouTube, Netflix, Hulu, etc.

Take notes about the order of events, the people involved, how they are described, etc. This assignment will be utilized during the first nine weeks of school,

Discovery English

1. Choose any novel or nonfiction book that has been adapted into a movie.
2. Watch the film version- make sure to take notes and include the year that the movie was produced.
3. Then, create a comparison and contrast between what you read and what you watched. Be sure to conclude which was better and why. You could do this with a poster, a written essay, a slide show, or any creative way to demonstrate the similarities and differences. Pay close attention to how the characters or activities are described physically and their actions in the novel-did the movie stay true to the storyline, the characterizations, etc.? If they did not, what effect did it have on you? On the plot? If they were spot on, is it how you imagined it? Did they change any of the story or alter the procedure? Then, based on that evidence, discuss which is better.

12TH GRADE ENGLISH

Read the following graphic novels, then complete the 12 questions that follow for each.

1. <https://www.uzickagimnazija.edu.rs/files/Frankenstein%20graphic%20novel.pdf>
2. https://waltonhigh.typepad.com/files/beowulf_the_graphic_novel-1.pdf

1. Book Title & Author
Copyright Date & Number of Pages
2. Describe the setting of the story.
3. Summary of the plot.
4. Who is the protagonist (Main Character)? Describe that character.
5. Who is an antagonist (Opposing the main character)? Describe that character.
6. What are the major and minor conflicts within the story?
Major Conflict:
Minor Conflict:
7. What is the turning point or climax of the story?
8. Write a memorable quote (quote/citation/line) from the story and explain it.

9. What is a motif that runs throughout the story?
10. What is the theme or message of the story?
11. How does the story end? Would you recommend this book to another reader? Why or why not?
12. List four difficult words from the reading and define them.

12th Grade Honors English

Text: *Tuesdays with Morrie* by Mitch Albom

Text <https://kami.app/3b2vDX3krfic->

Movie <https://youtu.be/E463tZdAGn4>

1. Honors will take a 50-point test upon return to school.
2. Watch the film version- make sure to take notes and include the year that the movie was produced.
3. Then, create a comparison and contrast of the film and the novel. Be sure to conclude which was better and why. You could do this with a poster, a written essay, a slide show, or any creative way to demonstrate the similarities and differences. Pay close attention to how the characters are described physically as well as their actions in the novel-did the movie stay true to the storyline, the characterizations, etc.? If they did not, what effect did it have on you? On the plot? If they were spot on, is it how you imagined it? Did they change any of the story? Then, based on that evidence, conclude which was better.

AP Literature

Students will complete one reading assignment and one writing assignment:

1. The only reading assignment is to read an adult book for fun. I attached a list of books that I've enjoyed if that helps. I also included a link to the most cited books on the AP Lit exam. Enjoy reading whatever you want to read. You may think about how the aforementioned AP Lit. ideas relate to your book.

Additional Notation: I'll read Idra Novey's [*Take What You Need*](#) this summer because she's tentatively visiting DL in October to discuss her book! You may want to read it in order to participate in the visit.

2. Choose one day this summer to live with NO TECHNOLOGY, including no phone, no social media, no computer, no TV, no earbuds, etc. You certainly may drive a car if needed; I'm not completely unreasonable. Reading and writing are rooted in experiences. The only way you'll successfully write in AP Lit. is if you see what others *can't* see. So, meaningfully experience twenty-four hours while purposefully noticing EVERYTHING. Use all senses. You'll be surprised at what you'll understand when technology isn't distracting you. The only writing assignment is to write or type a journal describing your experiences on this technology-free day.. Don't focus on what you can't do; focus on what you truly feel. Describe it as specifically as you can. Use adjectives and adverbs. Use what may feel like a ridiculous amount of imagery. Include figurative language. Be honest about what you sense and how you interpret what's happening around you. Write without hesitation. Write without limits. Write without worrying about a teacher's expectations. Just be honest; be yourself. Just write.

Books Mrs. Coons read that you may enjoy....

1. *All the Light We Cannot See* by Doerr (fiction)
2. *Beneath a Scarlet Sky* by Sullivan (historical fiction)
3. *Born a Crime* by Noah (memoir)
4. *Born Survivors* by Holden (based on a true story)
5. *Caste: The Origins of Our Discontents* by Wilkerson (nonfiction)
6. *Educated* by Westover (memoir)
7. *A Gentleman in Moscow* by Towles (fiction)
8. *Goldenrod* by Smith (poems)
9. *The Help* by Stockett (fiction)
10. *Homegoing* by Ygasi (fiction)
11. *How the Word is Passed* by Smith (nonfiction)
12. *I am Malala* by Yousafzai (memoir)
13. *Invisible Man* by Ellison (fiction)
14. *Lessons in Chemistry* by Garmus (fiction)
15. *The Martian* by Weir (science fiction)
16. *The Nightingale* by Hannah (historical fiction)
17. *One Flew Over the Cuckoo's Nest* by Kesey (fiction)
18. *Othello* by Shakespeare (fictional play)
19. *The Poisonwood Bible* by Kingsolver (fiction)
20. *Project Hail Mary* by Weir (science fiction)
21. *The Seven Husbands of Evelyn Hugo* by Reid (fiction)
22. *Shout* by Anderson (poems)
23. *There, There* by Orange (fiction)
24. *This Tender Land* by Krueger (fiction)
25. *A Thousand Splendid Suns* by Housseini (fiction)
26. *Unbroken: A WWII Story of Survival, Resilience, and Redemption* by Hillenbrand (based on a true story)
27. *We Begin at the End* by Whitaker (fiction)
28. *Where the Crawdads Sing* by Owens (fiction)

Link to the most cited novels used on AP Lit Exams:

<https://www.madeiracityschools.org/userfiles/300/classes/39310/most%20frequently%20cited%20books.pdf>

In case you're interested, the AP Lit. curriculum revolves around these ideas:

Character

-values, beliefs, assumptions, biases and cultural norms represented by both main and minor characters

Setting

-details that prove specific time, place, and societal values

Structure

-arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information (all structural choices made by a writer that contribute to the reader's interpretation of a text)

Narration

-how the narrator's or the speaker's perspective controls and emphasizes details that affect how readers interpret a text

Figurative Language

-simile, metaphor, personification, hyperbole, etc. affect how readers interpret a text

Themes

-how the universal themes in a text relate to our societal norms

Literary Argumentation

-how you communicate your interpretive *claims* supported by substantial text evidence