

# Spring Valley High School

## Summer Reading Philosophy

Much of today's research continues to insist that nothing will improve a student's overall academic achievement in school (and in life) better than reading. The simple act of reading, regardless of the difficulty level, provides a means of enrichment that society cannot afford to lose. We want students to develop a love for reading that will translate into a life-long habit of reading. The Spring Valley English Department intends for all students to experience the pleasure of reading and the opportunity for enlightenment through our summer reading initiatives.

The Spring Valley 2016 Summer Reading Program is designed for students in all grade levels. At the regular and college preparatory levels, the intent is to encourage students to continue and extend their reading experiences. While this reading is not mandatory, there is an incentive offered for the completion of the reading and the follow-up assignment. The assignments associated with the honors (pre-AP) and Advanced Placement courses are specifically designed to allow students an opportunity to continue their educational growth through a focused reading experience, as well as to enhance the students' general preparation for all AP course work. Each Honors and AP summer reading assignment is designed to be appropriately challenging and reflects a major content area of the curriculum for each specific course. Our biggest hope is that the summer reading program will stimulate continued appreciation for the pure joy of reading at all grade levels while providing a meaningful extension of the learning process. For any additional information regarding these assignments, please contact Ms. Kim Bouchey at [kbouchey@richland2.org](mailto:kbouchey@richland2.org)

The following information explains the requirements for each summer reading assignment by designated grade levels. Students will know the course level they are scheduled for next year after finishing registration through the Guidance Department during the Spring of 2016. For those students who are new to Richland District Two or to Spring Valley High School, please refer to the special requirements below.

## Departmental Policies Regarding Summer Reading Requirements

**New Enrollees:** If the student is new to Richland District Two or to Spring Valley High School and is officially enrolling at least two weeks prior to the official start of school for students, the student is responsible for the completion of the entire summer reading assignment designated for the grade level into which the student has been enrolled.

If the student enrolls within the two weeks prior to the official start of school, the student will be given three weeks after the official start of school in which to complete the summer reading assignment designated for the appropriate course.

**Level Changes/Schedule Changes:** If the student makes a change in the level of the course (or any other schedule change) during the two weeks prior to the official start of

school, the student will be required to complete the summer reading assignment designated for the course in which the student was originally scheduled.

If the student makes a change in the level of the course (or any other schedule change) before the two week period prior to the official start of school, the student will be required to complete the summer reading assignment(s) for the rescheduled course.

**Enrollment After The Start Of School:** If the student enrolls after the official start of school, the designated teacher will have the discretion to determine the timeframe in which the student will complete the assignments.

**Incomplete Assignment(s):** If the student chooses not to complete the requirements for the summer reading assignment(s), the student will receive a zero and the grade will be calculated into the first nine weeks report card grade.

**Richland Two's Honor Policy:** All rules regarding the honor code for students will be adhered to by the English Department with particular emphasis on original work and plagiarism.

**Semester Two Requirements:** Students with a scheduled second semester English course must turn in all completed assignments to their designated teacher **on the first day of class.**

## Honors/ AP Summer Reading Texts and Assignments

### Ninth Grade English I Honors (T & G English)

Students enrolled in **English I Honors** (T & G English) are to complete the following assignment. Please follow the instructions carefully, and remember to allot enough time in which to process the reading. Students are to choose **ONE** of the following:

*Jane Eyre* by Charlotte Bronte  
*Warriors Don't Cry* by Melba Pattillo Beals  
*The Red Badge of Courage* by Stephen Crane  
*The Catcher in the Rye* by J.D. Salinger  
*Little Women* by Louisa May Alcott  
*The Joy Luck Club* by Amy Tan  
*The Secret Life of Bees* by Sue Monk Kidd

Parents are encouraged to review book choices with their student to ensure the appropriateness of the content. All of the titles center on a “Coming of Age” theme.

As students complete this reading assignment, they should complete the following:

- 1) Keep a chapter by chapter journal that includes a summary of the relevant plot information for each chapter. These journal entries should also include personal reactions to events.
- 2) Make notes of characters and how they develop throughout the book.
- 3) Note significant quotes (and page numbers) that are relevant to theme.

The content of the journal should be in depth enough to aid the student in writing an in-class essay. The students will be allowed to use it on the day of the in-class essay but should have the journal with them on the first day of school to turn in.

Students may acquire their summer reading text in a variety of ways. Students are not required to purchase a text for summer reading. Students may elect to buy their text, borrow it from the library, download it legally onto an electronic reader (Kindle, Nook, etc.), or read it online if it is legally available. If you have any trouble locating or acquiring a copy of your summer reading text choices, you may contact Ms. Kim Bouchey for options and details at [kbouchey@richland2.org](mailto:kbouchey@richland2.org).

\*Students enrolled in T and G English who do not complete the summer reading assignment will be recommended to level down to a college prep course.

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## **Tenth Grade English II Honors English 2 Honors Summer Reading**

Students enrolled in **English 2 Honors** are required to complete TWO summer reading assignments. We will be discussing these summer reading texts and there will be assessments during the first weeks of school (tests and/or in-class essays), so the reading and work **MUST** be completed by the first day of school. It is imperative that you read and complete the assignments as they will be connected to other units during the school year.

### **Readings:**

1. Students are to read *The Importance of Being Earnest* by Oscar Wilde. While reading, students should annotate the text, take notes, or keep a journal to record important details from the text along with their own analysis. These notes should go beyond plot summary to show understanding and analysis.

Students are encouraged to take notes that include relevant information and analysis on:

- Plot
- Character
- Setting
- Author’s style
- Symbols

- Theme
- Conflict
- Significant quotes with explanations that are relevant to theme.

These notes will be useful in preparing for class discussion and studying for the summer reading assessments on the play. These notes should be thoughtful, neat, and organized. Students should bring these notes to class with them on the first day of school.

2. Students are also to read *1984* by George Orwell. While reading, students should create a reading log that explores the development of ideas about the following thematic topics: Power, Control, Government, Conformity, Individuality, Thinking, Language, Technology, History, Memory, and Manipulation.

**Requirements for the Reading Log:**

- Minimum of 15 quotes from the text
- MLA Documentation (Orwell 24)
- Quotes must be labeled by thematic topic (Power, Control, Government, Conformity, Individuality, Thinking, Language, Technology, History, Memory, Manipulation)
- Quotes should show understanding of the text as a whole.
- Explanations should go beyond what the text says to show what it means!
- Reading Logs must be handwritten, neat, and show evidence of Honors level thought and effort.
- Reading Logs are due on the first day of school.

Set up your log this way...

Topic or Device	Quote	Analysis/ Explanation/ Significance

## Eleventh Grade English III Honors

Students enrolled in **English III Honors** are required to complete the summer reading assignment. Please follow the instructions carefully, and remember to allot ample time in which to complete the assignments. Honors students will be required to read *The House of Mirth* by Edith Wharton. This novel is available for sale in bookstores as well as free on-line. The assessment for summer reading will be an essay completed in class. However, students are required to complete notes on the novel over the summer. The in-class essay will be completed the first week of class. Students will be allowed to use

their hand-written notes and a physical copy of the novel on the in-class essay. They will not have access to the Internet or to typed/printed notes.

**Note:** As you read *The House of Mirth* by Edith Wharton, you are required take detailed, hand-written notes on the following topics:

1. **Setting: Time/Place (There are a couple of important shifts in setting)**
2. **Plot: Exposition, Rising Action, Turning Point, Falling Action, Climax, Resolution –main events that occur in the text; cause/effect.**
3. **Characters: Protagonist/Antagonist, How do they interact? Who are the “supporting” characters? How does the protagonist evolve in the piece? What does she learn from the conflict?**
4. **Conflict: Types, Describe key events.**
5. **General Notes: Consider the following:**
  - a. **Shifts in setting**
  - b. **Characters and their conflicts/struggles**
  - c. **Character alliances/ relationships**
  - d. **Symbols or Irony that seem important**
  - e. **Lily Bart's shifting financial situation**

Your notes will be a part of your summer reading test grade. You should have at least three pages of notes -- front side only **HAND WRITTEN**. You will submit them on the day that you write the in-class essay for *The House of Mirth*. They will be checked to ensure that you have completed original work and not simply copied from a novel summary source (such as Sparknotes).

Richland Two's Honor Policy regarding student work will be enforced.

**If any student does not complete the assignment in its entirety or fails to do original work, he or she will be instructed to transfer to College Prep English III.**

The completed assignments (in class/ out of class) will count for no more than 10% of the first nine weeks grade.

## **AP Language and Composition: 2016 Summer Reading**

Congratulations on your decision to take the AP Language and Composition class! Your first assignment will be to read two nonfiction books prior to the first day of class. All students will read *Narrative of the Life of Frederick Douglass\** by Frederick Douglass. You will also select one title from following memoirs and reflections.

*\*Me Talk Pretty One Day* by David Sedaris

*A Heartbreaking Work of Staggering Genius* by Dave Eggers

*The Liars Club* by Mary Karr

*The Woman Warrior* by Maxine Hong Kingston

*The Year of Magical Thinking* by Joan Didion

\*titles available online in PDF format

You will be required to keep and turn in dialectical journals on *both* the assigned text and your chosen text. Journals will be due the first day of class. You will also test and/or write about these texts during the first two weeks of class. While it is recommended that you purchase copies that you can annotate, it is not required and several titles are available online or at a local library.

**Dialectical Journal Assignment:**

As you read, keep a dialectical journal for each of your books. **DO NOT TYPE YOUR JOURNALS.** These journals will consist of **quotations** to which you respond critically. Label and date journals appropriately. **Journals are due on the first day of class.** Select one quotation or passage for approximately every 15 pages. Respond to the quotations, focusing on the ways the author uses language to create an effect. What is it about the language that stands out and makes the passage distinctive? How does the passage reflect the author's style and reveal larger themes of the work? Develop your responses thoughtfully and intellectually. Responses should be **approximately 60 words** in length. The dialectical journal should be constructed in the following manner:

<b>Quote</b>	<b>Response</b>
"Write the quote from the book on the left side of the paper with the correct MLA citation" (176)	Your response and analysis of the quote should be written on the opposite side of the page. For the RESPONSE column, you have several ways to respond to a text and you only need to use way per quotation.  *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 or character *Tell what it reminds you of from your own experiences *Write about what it makes you think or feel *Argue with or speak to the character or author

## Twelfth Grade English IV Honors

Students enrolled in **English IV Honors** are required to read *Wuthering Heights* as the summer reading assignment and complete a study guide while reading. During the first week of school, students will take a test and write an in-class essay on the novel. Students enrolled in **English IV Honors** must understand that this will be a reading/writing intensive course. Therefore, self-responsibility, time management skills, and intrinsic motivation are vital assets in succeeding at this academic level.

It is important each student completes the study questions individually and submits only original work. The questions can be found on my website (<https://sites.google.com/a/richland2.org/e4hgrice/>). Additionally, the work should be handwritten. Any student who does not complete the assignment in full will be recommended to drop to ENG 4 CP. The expectations for the Honors level student demand a strong work ethic and a dedication to producing quality work. Each of the completed assignments will count no more than 10% of the student's first nine weeks grade.

## Twelfth Grade AP English Literature & Composition

### Twelfth Grade AP English Literature & Composition

Students enrolled in **AP English IV Literature & Composition** are required to complete TWO summer reading assignments and TWO written assignments (Critical Reading Portfolio entries for each text). Students can choose which of the two summer reading texts they would like to use for their critical reading portfolio. Any student who does not complete all assignments will be advised to drop the AP course. Students enrolled in AP Literature & Composition must understand that this course will be reading/writing intensive. Reading assignments based on multiple literary works will be given on a regular basis in order to cover the breadth of American, British, and select world writings in preparation for the AP exam given in early May. Therefore, self-responsibility, time management skills, and intrinsic motivation are vital assets in succeeding at this academic level.

We will be discussing these summer reading texts and there will be assessments during the first weeks of school, so the reading and work **MUST** be completed by the first day of school. It is imperative that you read and complete the assignments as they will be

connected to other units during the school year and will be useful in preparation for the AP Literature exam.

**Readings:**

1. Students are to read *Wuthering Heights* by Emily Bronte. While reading, students should take notes to record important details from the text along with their own analysis to aid in creating the Critical Reading Portfolio entry.
  
2. Students are also to read ONE text from the following list:
  - *The Grapes of Wrath* by John Steinbeck
  - *The Great Gatsby* by F. Scott Fitzgerald
  - *A Raisin in the Sun* by Lorraine Hansberry
  - *The Sun Also Rises* by Ernest Hemingway
  - *Wide Sargasso Sea* by Jean Rhys. It may be helpful to read or re-read *Jane Eyre* in addition to this title as it would offer alternate character perspective, but it is not required.

While reading, students should take notes or keep a journal to record important details from the text along with their own analysis to aid in creating the Critical Reading Portfolio entry.

**Critical Reading Portfolio assignment:** (Complete this assignment for both Summer Reading Texts that you read)

It is important to read each work of literature with highlighter or pen in hand to take notes in the text or in your notebook. You will use these notes to create your Critical Reading Portfolio entry on ONE of the two summer reading texts. The final draft of this entry will be typed, follow all guidelines, and include all ten numbered/ labeled sections described in the directions included on page 2 of this document. The CRP entry will be useful for class discussions and writings, and most importantly serve as review material prior to the AP exam. It is important that your work show understanding and analysis as well as your ability to discern the crucial elements of the text. Avoid extraneous information-make choices about what to include.

It is important that each student completes this assignment individually and submits original work. Students should avoid using any commercially available materials in the completion of these exercises. Please avoid the use of supplemental aids such as Spark/Cliff Notes, Wikipedia, Schmoop, or other comparable commercial/internet sources. Richland Two's Honor Policy regarding plagiarism will be enforced. Students are advised to make notes as they read each selection that will help in class discussion and writing assignments. The CRP entry should reflect the insightful reading comprehension of texts appropriate to AP students. Students who do not complete the summer reading assignments will be advised to move from the AP course.

**The Critical Reading Portfolio will be collected on the first day of school.**



## **Guidelines for the Critical Reading Portfolio Entry on Summer Reading Text AP Literature and Composition 2016**

### **Page Set-up:**

- 1" margins all around
- Double space all text
- Standard 11-12 pt , readable font
- MLA Heading (name, teacher name, course, date in top left hand corner)
- Center Title of Book/ CRP entry
  - Ex. *The Great Gatsby* Critical Reading Portfolio Entry

### **Sections:**

Please number and label each section heading.

#### **Section 1: Significance of Title**

Briefly discuss the significance of the title. Is it an allusion to an event or other work? How is it thematically connected to the body of the work? Does it have multiple meanings? Explain.

#### **Section 2: Author**

Briefly discuss the author and how the work reflects the concerns of its creator. Who is the author? What are his or her major themes/ issues? How does the work demonstrate concerns important to the author?

#### **Section 3: Setting**

Describe the time and place in which the action occurs. How is it related to the time period in which the work was written? What is significant about the setting? How is the setting connected to thematic concerns?

#### **Section 4: Plot**

Briefly summarize the plot, using standard formats of basic plot structure as they may apply: exposition, initial incident, rising action, turning point, climax, falling action, denouement (resolution). Discuss any conflict and any other devices that significantly impact plot.

#### **Section 5: Point of View**

From what perspective is the story told (novel)/ From what perspective does the playwright approach the story (drama)? How does the point of view affect your understanding of the work? How does the choice of narrator/ perspective impact the theme(s) of the work?

#### **Section 6: Characterization**

Identify the characters in order of importance (starting with the protagonist and antagonist) and describe them and their role in the work. Discuss any characters that have a significant impact on the work. Be sure to include physical and psychological details in your descriptions.

**Section 7: Theme**

Identify and discuss any important messages and ideas the author communicates in the work. Remember that themes are important ideas conveyed. In order for an idea to be important (and, therefore, thematic) it must be repeated.

**Section 8: Symbols and Literary Devices**

Identify and discuss any symbols and literary devices used in the work. How did these affect your understanding of the work? How are they important in their connection to theme and meaning in the work? You should consider such devices as symbolism, diction, metaphor, imagery, irony, humor, etc. as they have meaningful impact on any part of the work.

**Section 9: Quotes**

Select three to five quotes that illustrate thematic ideas in the work. You must fully analyze and explain each quote showing not only what the quote says, but what it MEANS to the work as a whole. Be sure to use quotation marks and include a page number. Note bibliographic information for the text you are using at the bottom of this section (MLA Citation).

**Section 10: Response**

Discuss your response to this work. Did you enjoy it? Why/ Why not? What elements of this book did you enjoy/ not enjoy? What is your appraisal of this book and its place within the canon of world literature? Would you recommend it to someone else? What type of person would enjoy this work most? Most importantly, what connections are there between this work and other texts and/ or the world that you live in? (This response should be 2-3 paragraphs)

## College Preparatory Assignments

### Ninth Grade English I College Prep

Students enrolled in English I College Prep/ ASAP are strongly encouraged to read one of the following novels:

*The Book Thief* by Markus Zusak

*Uglies* by Scott Westerfield

*145th Street Short Stories* by Walter Dean Myers

*Petty Crimes* by Gary Soto

### Tenth Grade English II College Prep

*The Graveyard Book* by Neil Gaiman:

*Looking for Alaska* by John Green:

*Mirage* by Soheir Khashoggi

*In My Hands: Memories of a Holocaust Rescuer* by Irene Gut Opdyke  
*Soldier X* by Don L Wulffson

## **Eleventh Grade English III College Prep**

*The Color Purple* by Alice Walker:  
*Esperanza Rising* by Pam Munoz Ryan:  
*Whale Talk* by Chris Crutcher  
*Divergent* by Veronica Roth

## **Twelfth Grade English IV College Prep**

*Beloved* by Toni Morrison  
*Fahrenheit 451* by Ray Bradbury  
*Feed* by M.T. Anderson  
*A Long Way Gone* by Ishmael Beah

Students will complete a writing assignment the first week of school based on the reading. If a student does not read, they will have an assignment to read the first week of school.