

ENGLISH DEPARTMENT SUMMER CURRICULUM NINTH GRADE

As part of a unit on Library Orientation and How to Avoid Plagiarism, students will be required to submit their summer reading assignment on *Turnitin.com* within the first few weeks of school.

Turnitin is an online plagiarism prevention system that is used worldwide in thousands of institutions. Students submit their work online and the system checks papers against an in-house database of previously submitted student work, as well as internet sources. *Turnitin* provides teachers and their students with a “Turnitin Originality Report” that indicates the percentage of the possibility of plagiarism within the paper. It serves as a tool for teachers in their instruction of writing, and for students to review their work, revise where necessary, and use proper citations. For more information about the program, please access the official website: <http://turnitin.com/static/index.html>

By signing below, I acknowledge and understand the expectations regarding the English Department summer assignment. I also acknowledge and understand that the SBHS integrity policy and procedure, as found in the Student Handbook, concerning plagiarism and other issues of academic honesty apply to this assignment:
“Students are expected to prepare and complete their own work with the highest standards of honesty and integrity. Plagiarism is the use of any source without proper acknowledgment.”

Signed: _____

Date: _____

English I / English I with Lab / Transitional English

New Jersey Language Arts Literacy Standard 3.1.12 D and 3.1.12 E: Fluency and Reading Strategies (before, during and after reading)

Objective: Read developmentally appropriate materials at an independent level in order to practice and apply personal reading strategies that were most effective in previous learning.

Reading Task: Please read *Buried Onions* by Gary Soto.

New Jersey Language Arts Literacy Standard 3.2.12 B: Writing as a Product

Objective: Practice and apply writing strategies necessary for HSPA assessment.

Writing Task: Complete both open-ended questions.

Each open-ended response contains **two** paragraphs – one paragraph per bullet. The first paragraph must contain the **author and title of the novel** and **at least one direct quotation** from the novel. Be sure to address all parts of the task and give specific examples and **quotations** from *Buried Onions* to support your ideas. Use the rubric found on the next page as a guideline for writing, revising, and editing your responses. This will be counted as a homework assignment included in the first marking period grade. **In addition, your teacher will require you to post your work on turnitin.com within the first few weeks of school.**

Prompt #1:

- What role does trust play in Eddie’s relationship with another character in *Buried Onions*?
- What role does trust play in a relationship/friendship in your life?

Prompt #2:

- How does Eddie mature throughout *Buried Onions*?
- How have you changed from the time you started middle school to the present day?

OPEN-ENDED SCORING RUBRIC

POINTS	CRITERIA
4	<ul style="list-style-type: none"> • Clearly demonstrates understanding of the task. • Completes all requirements (2 paragraphs for EACH response). • Provides an insightful explanation/opinion that links to or extends aspects of the text. • Includes support from both the story <i>and</i> from the writer’s experiences or mind. • Shows evidence of synthesized thinking; offers related facts and opinions. • Uses at least one direct quotation. • Has a strong opening which includes the focus question and has a strong closing. • Well-organized paragraph(s) with well-constructed sentences. • No errors: title/author, 3rd person, MLA, transitions, diction, grammar, & mechanics.
3	<ul style="list-style-type: none"> • Demonstrates an understanding of the task. • Completes all requirements (2 paragraphs for EACH response).. • Provides some explanation/opinion using situations or ideas from the text as support. • Uses at least one direct quotation. • Has an opening which includes the focus question and has a relevant closing. • Well-organized paragraph(s) with well-constructed sentences. • Few errors: title/author, 3rd person, MLA, transitions, diction, grammar, & mechanics.
2	<ul style="list-style-type: none"> • Shows a <i>partial</i> understanding of the task and <i>may</i> address all of the requirements. • Uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation. • Opening and/or closing may be weak. • Focus may drift. • Some errors may exist; a pattern of errors may exist.
1	<ul style="list-style-type: none"> • Demonstrates <i>minimal</i> understanding of the task. • Does not complete the requirements. • Provides only a vague reference to or no use of the text. Mostly opinion. • May be missing an opening or a closing. • Sentences may appear unrelated to the ones before them. • Errors may interfere with meaning.
0	<ul style="list-style-type: none"> • Irrelevant or off-topic. Does not even sound like it answers the same question. • No opening or closing. • A non-sentence or “I don’t know” answer.

Academic English I

New Jersey Language Arts Literacy Standard 3.1.12 G: Comprehension Skills and Response to Text

Objective: To identify, describe, evaluate, and synthesize the central ideas in texts.

Reading Task: Please read **TWO** books from the following list:

Life of Pi – Yann Martel
The Absolutely True Diary of a Part-time Indian – Sherman Alexie
Born Confused – Tanuja Desai Hidier
Far North – Will Hobbs
Homecoming – Cynthia Voigt
The Hunger Games – Suzanne Collins
Shabanu: Daughter of the Wind – Suzanne Fisher Staples
Knights of the Hill Country – Tim Tharp
The Compound – S. A. Bodeen
In These Girls, Hope is a Muscle – Madeleine Blais
Zeitoun – Dave Eggers

New Jersey Language Arts Literacy Standard 3.2.12 D: Exploring a Variety of Forms

Objective: To demonstrate command of a variety of writing genres such as the open-ended response.

Writing Task: Choose **TWO** of the essential questions below to complete open-ended responses (two paragraphs each) about the readings. For each question include examples, textual support and evidence for your ideas from **BOTH** of the books you read. The first paragraph should address one book and the second paragraph should address the other book. Follow the rubric found on the next page as a guideline for writing, revising, and editing your responses. This writing task will be counted as a homework assignment included in the first marking period grade. **In addition, your teacher will require you to post your work on turnitin.com within the first few weeks of school.**

1. How is one responsible for friends, family, community, or society? Explain how this is demonstrated in each book you read.
2. How does trust play a role in one's relationships with others? Explain how this is demonstrated in each book you read.
3. How does one change through a physical or emotional journey? Explain how this is demonstrated in each book you read.

OPEN-ENDED SCORING RUBRIC

POINTS	CRITERIA
4	<ul style="list-style-type: none"> • Clearly demonstrates understanding of the task. • Completes all requirements (2 paragraphs for <u>EACH</u> response). • Provides an insightful explanation/opinion that links to or extends aspects of the text. • Includes support from both the story <i>and</i> from the writer’s experiences or mind. • Shows evidence of synthesized thinking; offers related facts and opinions. • Uses at least one direct quotation in <u>EACH</u> paragraph (one from each book). • Has a strong opening which includes the focus question and has a strong closing. • Well-organized paragraph(s) with well-constructed sentences. • No errors: title/author, 3rd person, MLA, transitions, diction, grammar, & mechanics.
3	<ul style="list-style-type: none"> • Demonstrates an understanding of the task. • Completes all requirements (2 paragraphs for <u>EACH</u> response). • Provides some explanation/opinion using situations or ideas from the text as support. • Uses at least one direct quotation in <u>EACH</u> paragraph (one from each book). • Has an opening which includes the focus question and has a relevant closing. • Well-organized paragraph(s) with well-constructed sentences. • Few errors: title/author, 3rd person, MLA, transitions, diction, grammar, & mechanics.
2	<ul style="list-style-type: none"> • Shows a <i>partial</i> understanding of the task and <i>may</i> address all of the requirements. • Uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation. • Opening and/or closing may be weak. • Focus may drift. • Some errors may exist; a pattern of errors may exist.
1	<ul style="list-style-type: none"> • Demonstrates <i>minimal</i> understanding of the task. • Does not complete the requirements. • Provides only a vague reference to or no use of the text. Mostly opinion. • May be missing an opening or a closing. • Sentences may appear unrelated to the ones before them. • Errors may interfere with meaning.
0	<ul style="list-style-type: none"> • Irrelevant or off-topic. Does not even sound like it answers the same question. • No opening or closing. • A non-sentence or “I don’t know” answer.

Honors English I

New Jersey Language Arts Literacy Standard 3.1.12 G: Comprehension Skills and Response to Text

Objective: To identify, describe, evaluate, and synthesize the central ideas in texts.

Reading Task #1: Please read *Silas Marner* by George Eliot.

New Jersey Language Arts Literacy Standard 3.2.12 B: Writing as a Product

Objective: To draft a theme statement and support/defend it through highly developed ideas and content, organization, and paragraph development.

Writing Task #1: Create and support a theme statement for *Silas Marner*. Be sure to use textual support, specific examples and analysis to develop and prove this theme. Use the rubric found on the next page as a guideline for writing, revising, and editing your paper. **In addition, your teacher will require you to post your work on [turnitin.com](https://www.turnitin.com) within the first few weeks of school.**

Reading Task #2: Please read one of the following novels:

Middlemarch – George Eliot

Emma – Jane Austen

Oliver Twist – Charles Dickens

Wuthering Heights – Emily Brontë

Great Expectations – Charles Dickens

Writing Task #2: As you read this second novel, take notes on character development, plot structure, theme and literary devices. These notes should be typed and in MLA style (www.mla.org/style). Notes will be collected on the first day of school.

Essay Rubric

Skill	4	3	2	1
Interpretation and analysis of the text	<ul style="list-style-type: none"> Excellent insight into literary elements and techniques In-depth analysis of text 	<ul style="list-style-type: none"> Good insight into literary elements and techniques Satisfactory understanding of text 	<ul style="list-style-type: none"> Basic understanding of literary elements and techniques Some understanding of text evident 	<ul style="list-style-type: none"> Minimal evidence of understanding of literary elements and techniques Minimal or mistaken understanding of the text
Connection of thesis statement to details	<ul style="list-style-type: none"> Insightful discussion of overt and subtle relationships between thesis statement and details 	<ul style="list-style-type: none"> Clear explanation of relationships between thesis statement and details 	<ul style="list-style-type: none"> Basic explanation of relationships between thesis statement and details 	<ul style="list-style-type: none"> Minimal explanation of relationships between thesis statement and ideas
Use of textual evidence	<ul style="list-style-type: none"> Thorough analysis of textual evidence Insightful application of quotations to the thesis 	<ul style="list-style-type: none"> Good analysis of textual evidence Appropriate use of quotations in writing 	<ul style="list-style-type: none"> Attempts to analyze textual evidence Some quotations may not support thesis. 	<ul style="list-style-type: none"> Little or no use of textual evidence
Organization and Development of Ideas	<ul style="list-style-type: none"> Coherent, well-developed organization and ideas Logical progression of ideas Fluid writing with effective details 	<ul style="list-style-type: none"> Single focus with good development of ideas Good details Good use of transitions Appropriate use of details 	<ul style="list-style-type: none"> Attempts single focus Ideas may not be fully developed Weak transitions Inadequate or inappropriate use of details 	<ul style="list-style-type: none"> Ideas are random and have no coherence Mostly generalization with no details No transitions
G.U.M.S. (Grammar, Usage, Mechanics, Spelling)	<ul style="list-style-type: none"> Very few, if any, errors 	<ul style="list-style-type: none"> No consistent pattern of errors Errors do not interfere with meaning 	<ul style="list-style-type: none"> Patterns of errors evident Errors may interfere with meaning 	<ul style="list-style-type: none"> Numerous errors which impact meaning and understanding
Understanding of task	<ul style="list-style-type: none"> Clearly addresses prompt Correct use of MLA throughout (10th grade and beyond only) 	<ul style="list-style-type: none"> Adequately addresses prompt MLA format used; may be a few errors (10th grade and beyond) 	<ul style="list-style-type: none"> Misinterpretation of prompt May not have correct MLA format (10th grade and beyond) 	<ul style="list-style-type: none"> Does not address prompt/off topic MLA format used incorrectly or not at all (10th grade & beyond)

ENGLISH DEPARTMENT SUMMER CURRICULUM TENTH GRADE

By signing below, I acknowledge and understand the expectations regarding the English Department summer assignment. I also acknowledge and understand that the SBHS integrity policy and procedure, as found in the Student Handbook, concerning plagiarism and other issues of academic honesty apply to this assignment:
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Signed: _____

Date: _____

English II

New Jersey Language Arts Literacy Standard 3.1.12 D and 3.1.12 E: Fluency and Reading Strategies (before, during and after reading)

Objective: Read developmentally appropriate materials at an independent level in order to practice and apply personal reading strategies that were most effective in previous learning.

Reading Task: Please read *Whale Talk* by Chris Crutcher.

New Jersey Language Arts Literacy Standard 3.2.12 B: Writing as a Product

Objective: Practice and apply writing strategies necessary for HSPA assessment.

Writing Task: Choose any **TWO** of the following open-ended questions to answer.

Each open-ended response contains **two** paragraphs – one paragraph per bullet. The first paragraph must contain the **author and title of the novel** and **at least one direct quotation** from the novel. Be sure to address all parts of the task and give specific examples and quotes from *Whale Talk* to support your ideas. Use the rubric found on the next page as guideline for writing, revising, and editing your responses. This will be counted as a homework assignment included in the first marking period grade.

Prompt #1:

- Explain how TJ, or another character in the novel, maintains his/her individuality while being a member of the swim team.
- Explain why it is important for people to stay true to themselves and not give into the pressures to conform to what others want them to be.

Prompt #2:

- Explain the result of a time when TJ, or another character in the novel, is forced to make a decision because of society's expectations.
- Explain the result of a time when you have been forced to follow society's expectations.

Prompt #3:

- Explain how TJ's swim team is affected and/or influenced by Cutter High School's excellent reputation in athletics.
- Explain a specific example of how the rules and expectations of today's society affect people's actions.

Prompt #4:

- Explain an internal conflict that TJ, or another character in the novel, struggles with and the choices or decisions the character has to make because of it.
- Explain an internal conflict that you struggled with and the choices or decisions you had to make because of it.

OPEN-ENDED SCORING RUBRIC

POINTS	CRITERIA
4	<ul style="list-style-type: none"> • Clearly demonstrates understanding of the task. • Completes all requirements (2 paragraphs for EACH response). • Provides an insightful explanation/opinion that links to or extends aspects of the text. • Includes support from both the story <i>and</i> from the writer’s experiences or mind. • Shows evidence of synthesized thinking; offers related facts and opinions. • Uses at least one direct quotation. • Has a strong opening which includes the focus question and has a strong closing. • Well-organized paragraph(s) with well-constructed sentences. • No errors: title/author, 3rd person, MLA, transitions, diction, grammar, & mechanics.
3	<ul style="list-style-type: none"> • Demonstrates an understanding of the task. • Completes all requirements (2 paragraphs for EACH response). • Provides some explanation/opinion using situations or ideas from the text as support. • Uses at least one direct quotation. • Has an opening which includes the focus question and has a relevant closing. • Well-organized paragraph(s) with well-constructed sentences. • Few errors: title/author, 3rd person, MLA, transitions, diction, grammar, & mechanics.
2	<ul style="list-style-type: none"> • Shows a <i>partial</i> understanding of the task and <i>may</i> address all of the requirements. • Uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation. • Opening and/or closing may be weak. • Focus may drift. • Some errors may exist; a pattern of errors may exist.
1	<ul style="list-style-type: none"> • Demonstrates <i>minimal</i> understanding of the task. • Does not complete the requirements. • Provides only a vague reference to or no use of the text. Mostly opinion. • May be missing an opening or a closing. • Sentences may appear unrelated to the ones before them. • Errors may interfere with meaning.
0	<ul style="list-style-type: none"> • Irrelevant or off-topic. Does not even sound like it answers the same question. • No opening or closing. • A non-sentence or “I don’t know” answer.

Academic English II

New Jersey Language Arts Literacy Standard 3.1.12 G: Comprehension Skills and Response to Text

Objective: To identify, describe, evaluate, and synthesize the central ideas in texts.

Reading Task #1: Please read *The Moon is Down* by John Steinbeck, including the introduction to the book. This novel is a fictional allegory simulating some of the events that occurred during World War II.

Students are encouraged to take notes as they read as preparation for in-class assessment on the reading and comprehension of this novel.

Reading Task #2: Please read one of the following novels in order to complete the writing task below:

The Heart is a Lonely Hunter – Carson McCullers

The Good Earth – Pearl Buck

The Secret Life of Bees – Sue Monk Kidd

The Glory Field – Walter Dean Myers

The Bell Jar – Sylvia Plath

A Northern Light – Jennifer Donnelly

The Martian Chronicles – Ray Bradbury

New Jersey Language Arts Literacy Standard 3.2.12 D: Exploring a Variety of Forms

Objective: To demonstrate command of a variety of writing genres such as the open-ended response.

Writing Task: Choose **TWO** of the essential questions below to complete open-ended responses (two paragraphs each) about the readings. For each question include examples, textual support and evidence for your ideas from **BOTH** of the books you read. Follow the rubric found on the next page as a guideline for writing, revising, and editing your responses. This writing task will be counted as a homework assignment included in the first marking period grade.

1. How does one maintain his or her individuality while being a contributing member of a larger group?
2. What happens when society's values and ideals are forced upon the individual?
3. How does a person's character, nature and/or spirit influence the choices he/she makes?
4. How does conflict affect all people involved?

OPEN-ENDED SCORING RUBRIC

POINTS	CRITERIA
4	<ul style="list-style-type: none"> • Clearly demonstrates understanding of the task. • Completes all requirements (2 paragraphs for <u>EACH</u> response). • Provides an insightful explanation/opinion that links to or extends aspects of the text. • Includes support from both the story <i>and</i> from the writer’s experiences or mind. • Shows evidence of synthesized thinking; offers related facts and opinions. • Uses at least one direct quotation in <u>EACH</u> paragraph (one from each book). • Has a strong opening which includes the focus question and has a strong closing. • Well-organized paragraph(s) with well-constructed sentences. • No errors: title/author, 3rd person, MLA, transitions, diction, grammar, & mechanics.
3	<ul style="list-style-type: none"> • Demonstrates an understanding of the task. • Completes all requirements (2 paragraphs for <u>EACH</u> response). • Provides some explanation/opinion using situations or ideas from the text as support. • Uses at least one direct quotation in <u>EACH</u> paragraph (one from each book). • Has an opening which includes the focus question and has a relevant closing. • Well-organized paragraph(s) with well-constructed sentences. • Few errors: title/author, 3rd person, MLA, transitions, diction, grammar, & mechanics.
2	<ul style="list-style-type: none"> • Shows a <i>partial</i> understanding of the task and <i>may</i> address all of the requirements. • Uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation. • Opening and/or closing may be weak. • Focus may drift. • Some errors may exist; a pattern of errors may exist.
1	<ul style="list-style-type: none"> • Demonstrates <i>minimal</i> understanding of the task. • Does not complete the requirements. • Provides only a vague reference to or no use of the text. Mostly opinion. • May be missing an opening or a closing. • Sentences may appear unrelated to the ones before them. • Errors may interfere with meaning.
0	<ul style="list-style-type: none"> • Irrelevant or off-topic. Does not even sound like it answers the same question. • No opening or closing. • A non-sentence or “I don’t know” answer.

Honors English II

New Jersey Language Arts Literacy Standard 3.1.12 G: Comprehension Skills and Response to Text

Objective: To identify, describe, evaluate, and synthesize the central ideas in texts.

Reading Task: Please read *My Antonia* by Willa Cather **and** at least one of the following novels:

A Farewell to Arms – Ernest Hemingway

The Good Earth – Pearl Buck

The Heart is a Lonely Hunter – Carson McCullers

The Bell Jar – Sylvia Plath

Uncle Tom's Cabin – Harriet Beecher Stowe

The Moon is Down – John Steinbeck

New Jersey Language Arts Literacy Standard 3.2.12 B: Writing as a Product

Objective: To draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development.

Writing Task: Write a paper that compares *My Antonia* and the second novel of your choice. Be sure to consider any of the following literary elements when demonstrating, analyzing, and supporting your comparison: settings, characters, conflicts, themes, narrative style, literary style. The paper must include textual evidence in MLA format. Use the rubric found on the next page as a guideline for writing, revising, and editing your paper.

Students will also complete a timed writing on the summer reading requirements during the first week of school.

Essay Rubric

Skill	4	3	2	1	0
Thesis	Stated clearly at an appropriate place in the essay; presents an insightful idea that relates to the prompt.	Stated clearly at an appropriate place in the essay; present a strong idea that relates to the prompt.	Stated, but is either vague, slightly off-topic, simplistic, or not situated in an appropriate place in the essay.	Unclear, difficult to locate, or off-topic.	Uncertain or missing. The reader cannot find it.
Connection Between Works	Selects important features or attributes to compare, shows thoroughness, quality and a strong knowledge base of information.	Selects important features or attributes to compare, displays thoroughness, quality and some knowledge base of information.	Selects characteristics that can provide for a meaningful comparison, shows limited knowledge base and lacks thoroughness.	Selects characteristics that provide little comparison and shows limited knowledge base, lack in thoroughness and quality.	Selects characteristics that are not important and displays no knowledge base of topic or thoroughness.
Support and Content	Contains explicit details that effectively support all points of the thesis and the prompt. Includes embedded quotations with analysis/ explanations.	Contains explicit details that effectively support many points of the thesis and the prompt. Includes embedded quotations with analysis/ explanations	Contains details (not specific) that support thesis, but not all points of thesis and/or prompt. Quotations are present but perhaps not embedded or explained thoroughly.	Contains some, non-effective details. Little elaboration or may be repetitive. Contains few quotations, but they are not embedded, relevant, or analyzed thoroughly.	Details are vague; evidence is subjective or ungrounded. No elaboration and few, if any, quotations.
Organization	Employs a logical progression of ideas with clear transitions and/or topic sentences. Intentional structure guiding the development of the essay. Very easy to understand.	Employs a logical progression of ideas. May be missing a few logical transitions and/or topic sentences. Intentional structure guiding the development of the essay. Easy to understand.	Employs a logical progression of ideas. Is missing a few logical transitions and/or topic sentences. The structure works but feels accidental instead of intentional.	Illogical or unclear progression of ideas; weak logical transitions and/or topic sentences.	Disjointed connection between ideas; weak or no transitions/topic sentences at all.
G.U.M.S. (Grammar, Usage, Mechanics, Spelling)	Very few, if any errors.	Few errors.	No consistent pattern of errors. Errors do not interfere with meaning.	Patterns of errors evident. Errors interfere with meaning.	Numerous errors which impact meaning and understanding.
Understanding of Task	Insightfully addresses prompt. Correct use of MLA throughout.	Clearly addresses prompt. MLA format used but there may be a few errors.	Adequately addresses prompt. MLA format used but there are multiple errors.	Misinterpretation of the prompt. May not have correct MLA format.	Does not address prompt/off topic. MLA format used incorrectly or not at all.

ENGLISH DEPARTMENT SUMMER CURRICULUM ELEVENTH GRADE

By signing below, I acknowledge and understand the expectations regarding the English Department summer assignment. I also acknowledge and understand that the SBHS integrity policy and procedure, as found in the Student Handbook, concerning plagiarism and other issues of academic honesty apply to this assignment:
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Signed: _____

Date: _____

English III

New Jersey Language Arts Literacy Standard 3.1.12 D and 3.1.12 E: Fluency and Reading Strategies (before, during and after reading)

Objective: Read developmentally appropriate materials at an independent level in order to practice and apply personal reading strategies that were most effective in previous learning.

Reading Task: Please read at least one of the following books:

Tears of a Tiger – Sharon Draper

Speak – Laurie Halse Anderson

New Jersey Language Arts Literacy Standard 3.2.12 B: Writing as a Product

Objective: Employ support from a piece of literature to develop a central idea in response to an essential question.

Writing Task: Answer **TWO** of the essential questions below using examples and textual evidence from the book you read to support your response. These must be in full paragraph form (minimum of 6-8 sentences) and each must include **at least one direct quotation** in MLA format. This will be counted as a homework assignment included in the first marking period grade.

An insider is a character who is defined as someone who is an accepted and welcomed member of a specific group or society. Conversely, an outsider is someone who has no connections to any specific group or society, an outcast.

1. Why are there insiders **and** outsiders in a society or social group?
2. How do the qualities that define an insider **or** an outsider affect his/her relationships in a society or group?
3. What are the advantages and disadvantages of being the insider **or** the outsider?
4. Under what circumstances might the roles of the insider **or** the outsider reverse or change? What is the effect of this change?

In addition, there will be a final test on your chosen book once school begins.

Academic English III

New Jersey Language Arts Literacy Standard 3.1.12 G: Comprehension Skills and Response to Text

Objective: To identify, describe, evaluate, and synthesize the central ideas in texts.

Reading Task: Please read *1984* by George Orwell **and** one of the books from the following list in order to complete the writing task below. **Students are encouraged to take notes as they read as preparation for a test on the reading and comprehension of 1984 which will be given once school begins.**

The Namesake – Jhumpa Lahiri

A Lesson Before Dying – Ernest J. Gaines

The Bean Trees – Barbara Kingsolver

The Chosen – Chaim Potok

Pomegranate Soup – Marsha Mehran

In Cold Blood – Truman Capote

Nineteen Minutes – Jodi Picoult *if you have already read this title, you may choose another title by this author

New Jersey Language Arts Literacy Standard 3.2.12 D: Exploring a Variety of Forms

Objective: To demonstrate command of a variety of writing genres such as the open-ended response.

Writing Task: Choose **TWO** of the essential questions below to complete open-ended responses (two paragraphs each) about the readings. For each question include examples, textual support and evidence for your ideas from **BOTH** of the books you read. Follow the rubric found on the next page as a guideline for writing, revising, and editing your responses. This writing task will be counted as a homework assignment included in the first marking period grade.

An insider is a character who is defined as someone who is an accepted and welcomed member of a specific group or society. Conversely, and outsider is someone who has no connections to any specific group or society, an outcast.

1. Why are there either insiders or outsiders in a society/social group?
2. How do the qualities that define either an insider or an outsider affect his/her relationships in a society or group?
3. What are the advantages and disadvantages of being either the insider or the outsider?
4. Under what circumstances might the roles of the insider or the outsider reverse or change? What is the effect of this change?

OPEN-ENDED SCORING RUBRIC

POINTS	CRITERIA
4	<ul style="list-style-type: none"> • Clearly demonstrates understanding of the task. • Completes all requirements (2 paragraphs for <u>EACH</u> response). • Provides an insightful explanation/opinion that links to or extends aspects of the text. • Includes support from both the story <i>and</i> from the writer’s experiences or mind. • Shows evidence of synthesized thinking; offers related facts and opinions. • Uses at least one direct quotation in <u>EACH</u> paragraph (one from each book). • Has a strong opening which includes the focus question and has a strong closing. • Well-organized paragraph(s) with well-constructed sentences. • No errors: title/author, 3rd person, MLA, transitions, diction, grammar, & mechanics.
3	<ul style="list-style-type: none"> • Demonstrates an understanding of the task. • Completes all requirements (2 paragraphs for <u>EACH</u> response). • Provides some explanation/opinion using situations or ideas from the text as support. • Uses at least one direct quotation in <u>EACH</u> paragraph (one from each book). • Has an opening which includes the focus question and has a relevant closing. • Well-organized paragraph(s) with well-constructed sentences. • Few errors: title/author, 3rd person, MLA, transitions, diction, grammar, & mechanics.
2	<ul style="list-style-type: none"> • Shows a <i>partial</i> understanding of the task and <i>may</i> address all of the requirements. • Uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation. • Opening and/or closing may be weak. • Focus may drift. • Some errors may exist; a pattern of errors may exist.
1	<ul style="list-style-type: none"> • Demonstrates <i>minimal</i> understanding of the task. • Does not complete the requirements. • Provides only a vague reference to or no use of the text. Mostly opinion. • May be missing an opening or a closing. • Sentences may appear unrelated to the ones before them. • Errors may interfere with meaning.
0	<ul style="list-style-type: none"> • Irrelevant or off-topic. Does not even sound like it answers the same question. • No opening or closing. • A non-sentence or “I don’t know” answer.

Honors English III

New Jersey Language Arts Literacy Standard 3.1.12 G: Comprehension Skills and Response to Text

Objective: To identify, describe, evaluate, and synthesize the central ideas in texts.

Reading Task #1: Please read *Their Eyes Were Watching God* by Zora Neale Hurston.

New Jersey Language Arts Literacy Standard 3.2.12 B: Writing as a Product
Objective: To draft a thesis statement and support/defend it through highly developed ideas and content, organization, and textual evidence.

Writing Task: Choose one of the following Harlem Renaissance poets. Once you have researched the poet and familiarized yourself with his/her poetry, write a paper that connects Hurston's novel with the life and poetry of your chosen poet. The paper must include textual evidence in MLA format from both the novel and the poet's work. Use the rubric found on the next page as a guideline for writing, revising, and editing your paper.

Gwendolyn Bennett
Arna Bontemps
Countee Cullen
Georgia Douglas Johnson
Jean Toomer

Reading Task #2: Please read one book from the following list:

The Gothic Romance is a type of novel that first emerged and flourished in the 1700s. These works influenced later writers and Gothic paperback novels are popular even today. This genre includes the elements of mystery, romance, passion, and suspense. The female hero usually survives many obstacles and is rescued in the end by a handsome man. Often terror and the supernatural are involved.

The Woman in White – Wilkie Collins
Melmoth the Wanderer – Charles Robert Maturin
Mysteries of Udolpho – Anne Radcliffe
Waverley – Sir Walter Scott

Students will complete an assessment about the choice novel on the FIRST day of school.

Essay Rubric

Skill	4	3.5	3	2.75	0
Thesis	Stated clearly at an appropriate place in the essay; presents an insightful idea that relates to the prompt.	Stated clearly at an appropriate place in the essay; present a strong idea that relates to the prompt.	Stated, but is either vague, slightly off-topic, simplistic, or not situated in an appropriate place in the essay.	Unclear, difficult to locate, or off-topic.	Uncertain or missing. The reader cannot find it.
Connection Between Works x 3	Selects important features or attributes to compare, shows thoroughness, quality and a strong knowledge base of information.	Selects important features or attributes to compare, displays thoroughness, quality and some knowledge base of information.	Selects characteristics that can provide for a meaningful comparison, shows limited knowledge base and lacks thoroughness.	Selects characteristics that provide little comparison and shows limited knowledge base, lack in thoroughness and quality.	Selects characteristics that are not important and displays no knowledge base of topic or thoroughness.
Support and Content x 3	Contains explicit details that effectively support all points of the thesis and the prompt. Includes embedded quotations with analysis/ explanations.	Contains explicit details that effectively support many points of the thesis and the prompt. Includes embedded quotations with analysis/ explanations	Contains details (not specific) that support thesis, but not all points of thesis and/or prompt. Quotations are present but perhaps not embedded or explained thoroughly.	Contains some, non-effective details. Little elaboration or may be repetitive. Contains few quotations, but they are not embedded, relevant, or analyzed thoroughly.	Details are vague; evidence is subjective or ungrounded. No elaboration and few, if any, quotations.
Organization	Employs a logical progression of ideas with clear transitions and/or topic sentences. Intentional structure guiding the development of the essay. Very easy to understand.	Employs a logical progression of ideas. May be missing a few logical transitions and/or topic sentences. Intentional structure guiding the development of the essay. Easy to understand.	Employs a logical progression of ideas. Is missing a few logical transitions and/or topic sentences. The structure works but feels accidental instead of intentional.	Illogical or unclear progression of ideas; weak logical transitions and/or topic sentences.	Disjointed connection between ideas; weak or no transitions/topic sentences at all.
G.U.M.S. (Grammar, Usage, Mechanics, Spelling)	Very few, if any errors.	Few errors.	No consistent pattern of errors. Errors do not interfere with meaning.	Patterns of errors evident. Errors interfere with meaning.	Numerous errors which impact meaning and understanding.
Understanding of Task	Insightfully addresses prompt. Correct use of MLA throughout.	Clearly addresses prompt. MLA format used but there may be a few errors.	Adequately addresses prompt. MLA format used but there are multiple errors.	Misinterpretation of the prompt. May not have correct MLA format.	Does not address prompt/off topic. MLA format used incorrectly or not at all.

Advanced Placement English III

Students are required to complete **both** assignments listed below.

New Jersey Language Arts Literacy Standard 3.1.12 G: Comprehension Skills and Response to texts.

Objective: To analyze and evaluate how an author advances the theme or purpose of a work.

New Jersey Language Arts Literacy Standard 3.2.12 B: Writing as a Product

Objective: To draft a thesis statement and support/defend it through highly developed ideas and content, organization, and textual evidence.

Assignment #1: *East of Eden* by John Steinbeck

Critically read *East of Eden* and write an essay discussing how Steinbeck's use of point of view, metaphor, and the Biblical allusion of Cain and Abel creates theme. This essay will be due the first day of class. It should be no longer than three to five pages, typed and cited in MLA format. (www.mla.org/style)

If you consult any outside sources, you need a works cited page. If you take ideas directly from a source other than the novel, you need in-text citations. (See school integrity policy in the handbook.)

Assignment #2: *Twenty-Five Great Essays* edited by Robert Diyanni

Critically read *Twenty-Five Great Essays*, First or Second Edition, including the Preface and Introduction. Evaluate and classify each of the 25 essays according to the four modes of discourse - persuasion, exposition, narration, and description. For each essay, define its mode of discourse and include two pieces of proof (quotations) from the essay which support your choice. Briefly explain why the proof validates your mode of discourse selection. This work is due the first week of class and will be used for the basis of class discussion and a written assignment.

ENGLISH DEPARTMENT SUMMER CURRICULUM TWELFTH GRADE

By signing below, I acknowledge and understand the expectations regarding the English Department summer assignment. I also acknowledge and understand that the SBHS integrity policy and procedure, as found in the Student Handbook, concerning plagiarism and other issues of academic honesty apply to this assignment:
"Students are expected to prepare and complete their own work with the highest standards of honesty and integrity. Plagiarism is the use of any source without proper acknowledgment."

Signed: _____

Date: _____

English IV

New Jersey Language Arts Literacy Standard 3.1.12 D and 3.1.12 E: Fluency and Reading Strategies (before, during and after reading)

Objective: Read developmentally appropriate materials at an independent level in order to practice and apply personal reading strategies that were most effective in previous learning.

Reading Task: Please read at least one of the following books:

Never Tell Our Business to Strangers: A Memoir – Jennifer Mascia
A Long Way Gone: Memoirs of a Boy Soldier – Ishamael Beah
Crazy for the Storm: A Memoir of Survival – Norman Ollestad
Stealing Buddha's Dinner – Bich Minh Nguyen
I'm Down: A Memoir – Mishna Wolff
Hardcore Zen – Brad Warner
A Question of Freedom – R. Dwayne Betts
Amen, Amen, Amen – Abby Sher
Please Stop Laughing at Me – Jodee Blanco
Three Little Words – Ashley Rhodes-Courter
Lucky Girl – Mei-Ling Hopgood
First Darling of the Morning – Thrity Umrigar
Funny in Farsi – Firoozeh Dumas
Breaking Night – Liz Murray

New Jersey Language Arts Literacy Standard 3.2.12 B: Writing as a Product

Objective: Employ support from a piece of literature to develop a central idea in response to an essential question.

Writing Task: Choose **TWO** of the essential questions below to complete open-ended responses (minimum of two paragraphs each) about the reading. For each question include examples, textual support and evidence for your ideas from the book you read. Follow the rubric found on the next page as a guideline for writing, revising, and editing your responses. This writing task will be counted as a homework assignment included in the first marking period grade.

1. How do we find a balance in our own lives between the expectations of family or society and maintaining our individuality?
2. What challenges arise in the process of discovering one's self?
3. What happens when our reality or belief systems are challenged or altered?
4. What is the significance of storytelling as part of the human experience?

OPEN-ENDED SCORING RUBRIC

POINTS	CRITERIA
4	<ul style="list-style-type: none"> • Clearly demonstrates understanding of the task. • Completes all requirements (2 paragraphs for EACH response). • Provides an insightful explanation/opinion that links to or extends aspects of the text. • Includes support from both the story <i>and</i> from the writer’s experiences or mind. • Shows evidence of synthesized thinking; offers related facts and opinions. • Uses at least one direct quotation in EACH paragraph (one from each book). • Has a strong opening which includes the focus question and has a strong closing. • Well-organized paragraph(s) with well-constructed sentences. • No errors: title/author, 3rd person, MLA, transitions, diction, grammar, & mechanics.
3	<ul style="list-style-type: none"> • Demonstrates an understanding of the task. • Completes all requirements (2 paragraphs for EACH response). • Provides some explanation/opinion using situations or ideas from the text as support. • Uses at least one direct quotation in EACH paragraph (one from each book). • Has an opening which includes the focus question and has a relevant closing. • Well-organized paragraph(s) with well-constructed sentences. • Few errors: title/author, 3rd person, MLA, transitions, diction, grammar, & mechanics.
2	<ul style="list-style-type: none"> • Shows a <i>partial</i> understanding of the task and <i>may</i> address all of the requirements. • Uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation. • Opening and/or closing may be weak. • Focus may drift. • Some errors may exist; a pattern of errors may exist.
1	<ul style="list-style-type: none"> • Demonstrates <i>minimal</i> understanding of the task. • Does not complete the requirements. • Provides only a vague reference to or no use of the text. Mostly opinion. • May be missing an opening or a closing. • Sentences may appear unrelated to the ones before them. • Errors may interfere with meaning.
0	<ul style="list-style-type: none"> • Irrelevant or off-topic. Does not even sound like it answers the same question. • No opening or closing. • A non-sentence or “I don’t know” answer.

English IV College Composition

New Jersey Language Arts Literacy Standard 3.1.12 D and 3.1.12 E: Fluency and Reading Strategies (before, during and after reading)

Objective: Read developmentally appropriate materials at an independent level in order to practice and apply personal reading strategies that were most effective in previous learning.

New Jersey Language Arts Literacy Standard 3.2.12 B: Writing as a Product

Objective: Employ support from a piece of literature to develop a central idea in response to an essential question.

Summer Reading Assignment #1: Critically read *1984* by George Orwell. Be sure to read the Appendix on “The Principles of Newspeak.”

An objective test on the entire text will be given on the **FIRST FULL DAY OF CLASS.**

Subsequent assignments will occur regarding the text.

Summer Reading Assignment #2: Critically read *Twenty-five Great Essays*, first, second or third edition, including the Preface and introduction. Classify each essay according to the four modes of discourse – persuasion, exposition, narration, and description. Give two reasons for each classification. Hand these notes in on the first day of class. Next, choose one essay from each different mode of discourse (four total), and write a two to three page essay typed and cited in MLA format, evaluating which one of the four chosen essays is the most effective. Use textual proof to validate your points. **THIS ESSAY IS DUE THE FIRST DAY OF CLASS.**

Academic English IV

New Jersey Language Arts Literacy Standard 3.1.12 G: Comprehension Skills and Response to Text

Objective: To identify, describe, evaluate, and synthesize the central ideas in texts.

Reading Task: Please read **TWO** of the following books in order to complete the writing task below:

Never Tell Our Business to Strangers: A Memoir – Jennifer Mascia

A Long Way Gone: Memoirs of a Boy Soldier – Ishamael Beah

Crazy for the Storm: A Memoir of Survival – Norman Ollestad

Stealing Buddha's Dinner – Bich Minh Nguyen

I'm Down: A Memoir – Mishna Wolff

Hardcore Zen – Brad Warner

A Question of Freedom – R. Dwayne Betts

Amen, Amen, Amen – Abby Sher

Please Stop Laughing at Me – Jodee Blanco

Three Little Words – Ashley Rhodes-Courter

Lucky Girl – Mei-Ling Hopgood

First Darling of the Morning – Thrity Umrigar

Funny in Farsi – Firoozeh Dumas

Breaking Night – Liz Murray

New Jersey Language Arts Literacy Standard 3.2.12 D: Exploring a Variety of Forms

Objective: To demonstrate command of a variety of writing genres such as the open-ended response.

Writing Task: Choose **TWO** of the essential questions below to complete open-ended responses (minimum of two paragraphs each) about the readings. For each question include examples, textual support and evidence for your ideas from **BOTH** of the books you read. Follow the rubric found on the next page as a guideline for writing, revising, and editing your responses. This writing task will be counted as a homework assignment included in the first marking period grade.

5. How do we find a balance in our own lives between the expectations of family or society and maintaining our individuality?
6. What challenges arise in the process of discovering one's self?
7. What happens when our reality or belief systems are challenged or altered?
8. What is the significance of storytelling as part of the human experience?

OPEN-ENDED SCORING RUBRIC

POINTS	CRITERIA
4	<ul style="list-style-type: none"> • Clearly demonstrates understanding of the task. • Completes all requirements (minimum 2 paragraphs for <u>EACH</u> response). • Provides an insightful explanation/opinion that links to or extends aspects of the text. • Includes support from both the story <i>and</i> from the writer’s experiences or mind. • Shows evidence of synthesized thinking; offers related facts and opinions. • Uses at least one direct quotation in <u>EACH</u> paragraph (one from each book). • Has a strong opening which includes the focus question and has a strong closing. • Well-organized paragraph(s) with well-constructed sentences. • No errors: title/author, 3rd person, MLA, transitions, diction, grammar, & mechanics.
3	<ul style="list-style-type: none"> • Demonstrates an understanding of the task. • Completes all requirements (minimum 2 paragraphs for <u>EACH</u> response). • Provides some explanation/opinion using situations or ideas from the text as support. • Uses at least one direct quotation in <u>EACH</u> paragraph (one from each book). • Has an opening which includes the focus question and has a relevant closing. • Well-organized paragraph(s) with well-constructed sentences. • Few errors: title/author, 3rd person, MLA, transitions, diction, grammar, & mechanics.
2	<ul style="list-style-type: none"> • Shows a <i>partial</i> understanding of the task and <i>may</i> address all of the requirements. • Uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation. • Opening and/or closing may be weak. • Focus may drift. • Some errors may exist; a pattern of errors may exist.
1	<ul style="list-style-type: none"> • Demonstrates <i>minimal</i> understanding of the task. • Does not complete the requirements. • Provides only a vague reference to or no use of the text. Mostly opinion. • May be missing an opening or a closing. • Sentences may appear unrelated to the ones before them. • Errors may interfere with meaning.
0	<ul style="list-style-type: none"> • Irrelevant or off-topic. Does not even sound like it answers the same question. • No opening or closing. • A non-sentence or “I don’t know” answer.

Honors English IV

New Jersey Language Arts Literacy Standard 3.1.12 G: Comprehension Skills and Response to Text

Objective: To identify, describe, evaluate, and synthesize the central ideas in texts.

Reading Task #1: Read *The Three Stigmata of Palmer Eldritch* by Philip K. Dick.

Reading Task #2: Read Book VII (7) of *The Republic* by Plato. I recommend using *The Dover Thrift* edition, ISBN# 0486411214.

Feel free to use the ebook versions of either of these works.

Viewing Task: Watch *Inception* (2010 film, directed by Christopher Nolan). The film can be rented, or obtained through the South Brunswick Library. If students have any questions, they may speak with Mr. Halaw, room D200.

New Jersey Language Arts Literacy Standard 3.2.12 B: Writing as a Product

Objective: To draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development.

Writing Task: Choose **ONE** of the prompts below. For **both** prompts, make sure to *provide embedded textual support from all titles. Use MLA format to cite your sources.* The letters should not exceed **four total** typed pages (double-spaced with one-inch margins, using 12-point, Times New Roman font). **The assignment will be collected on the first full day of school.**

Prompt #1: Dom Cobb and Plato have both been drafted to go to Mars. Plato, ever the explorer, has taken Chew Z and is now trapped in Palmer Eldritch's Chew Z hallucination! As part of a counter resistance movement to Palmer Eldritch's growing Chew-Z empire, Cobb has volunteered to become a freedom fighter. If accepted, he can use his dream navigation skills to "extract" actual people from Palmer Eldritch's Chew-Z hallucination (instead of removing information as he does in *Inception*, he will "remove" people). This is highly dangerous work for both the extractor and extracted, so the freedom fighters must only choose targets that have a strong conception of what's "true" and "real."

Write two letters. The first should be from Cobb, explaining why he is qualified to "extract" people **and** to navigate Eldritch's dreamscape. Use specifics from both *Inception* and *The Three Stigmata of Palmer Eldritch* as evidence. The second letter should be written from Plato, explaining why he is a prime candidate to be "extracted." This should stress his knowledge of truth and reality, as found in *The Republic*. Use specifics from both *The Republic* and *The Three Stigmata of Palmer Eldritch* as evidence.

Prompt #2: In *Walden* Henry David Thoreau writes, "Rather than love, than money, than fame, give me truth," because to him truth is the most important thing in the world. This is also the motto of The United Nations' newest committee, The Preservation of Truth and Reality Committee.* Recently, the PTRC's President has retired for health concerns, which means that a seat has opened up on the committee. And guess who is applying? You've got it, both Dom Cobb and Palmer Eldritch. Wait, it gets better. Plato is the one performing the interview!

Write a transcript of Plato interviewing both Palmer Eldritch and Dom Cobb for the position. The interview can take whatever form you'd like—group or individual interview, debate, etc. Plato's questions should a.) reflect his position on truth and reality b.) concentrate on how Cobb and Eldritch view truth and reality, and c.) address their **specific** experiences with truth and reality that qualify them for the position. At the end of the interview, Plato should explain whom he decides to hire and why.

*Please note: this committee does not actually exist, at least not in *this* reality.

Have fun with this assignment. I look forward to meeting you in September!

Essay Rubric

Categories	3	2	1	0
Introduction	Contains a distinct, interesting introduction that logically leads to the thesis and essay as a whole.	Contains an introduction but the connection to the thesis and essay is weak, illogical, or unclear.	Awkward introduction with a weak (or no) logical connection to thesis or essay as a whole.	No introduction; perhaps using thesis as introduction.
Thesis	Stated clearly at an appropriate place in the essay; presents a complex idea that relates to prompt.	Stated, but is either vague, slightly off-topic, simplistic, or not situated in an appropriate place in the essay.	Unclear, difficult to locate, or off-topic.	Uncertain or missing. The reader cannot find it.
Support and Content X 2	Contains explicit details that effectively support all points of the thesis and the prompt. Includes embedded quotations with analysis/explanations. Clear, intelligent rationale. No gaps in logic.	Contains details (not specific) that support thesis, but not all points of thesis and/or prompt. Quotations are present but perhaps not embedded or explained thoroughly. Perhaps a leap in logic or a failure to notice an important part of the argument.	Contains some, non-effective details. Little elaboration, may be repetitive. Contains few quotations, but they are not embedded, relevant, or analyzed thoroughly. May contain simplistic logic.	Details are vague; evidence is subjective or ungrounded. No elaboration, few if any quotations. Definite leaps in the logic.
Organization X 2	Employs a logical progression of ideas with clear transitions and/or topic sentences. Intentional structure guiding the development of the essay. Very easy to understand.	Employs a logical progression of ideas. May be missing a few logical transitions and/or topic sentences. The structure works but feels accidental instead of intentional.	Illogical or unclear progression of ideas; weak logical transitions and/or topic sentences.	Disjointed connection between ideas; weak or no transitions/topic sentences at all.
Conclusion	Contains an original, insightful conclusion that relates to the focus of the essay. Fully represents how complicated the main idea of the essay is. Does not contain any summary. Refers back to any major metaphors established in the essay. Excites the reader to learn more about the topic.	Attempts a distinct conclusion, but falls short. Perhaps it does not fully represent the complexity of the essay's topic; or fails to refer back to a major established metaphor; or to excite the reader. No summary. A bit off.	Summary of paper; may begin with some form of "In conclusion." OR Weak, rushed, or irrelevant.	Difficult to find, or no conclusion at all.
Command of Language	Clear and easy to read. Few if any technical mistakes. Writer's voice is evident. Natural flow and rhythm in the sentences. The writer is in complete control of the essay.	Clear and easy to read. Perhaps minor technical errors. Either the writer's voice is present, but needs developing OR the sentences aren't rhythmic (don't quite flow into one another).	Writing is choppy due to technical errors OR the writer's voice needs developing. Sounds like a computer or thesaurus wrote the essay.	No evidence of the writer's voice OR difficult to understand.

Advanced Placement English IV

New Jersey Language Arts Literacy Standard 3.1.12 G: Comprehension Skills and Response to texts.

Objective: To analyze and evaluate how an author advances the theme or purpose of a work.

New Jersey Language Arts Literacy Standard 3.2.12 B: Writing as a Product

Objective: To draft a thesis statement and support/defend it through highly developed ideas and content, organization, and textual evidence.

Assignment #1: Please read *Return of the Native* by Thomas Hardy.

Using the Hardy novel, write a paper that discusses how the author's use of diction and imagery supports the novel's theme. This assignment is due the first day of class and will be part of the first marking period grade. Papers must be clear and concise – no more than three typed pages, double spaced, 12-point font.

Assignment #2: Please read *The Great Gatsby* by F. Scott Fitzgerald.

Be prepared to complete a timed writing analyzing a passage during the first two weeks of class.

Assignment #3: Author Study

Choose one book to read from the following list. During the first few weeks of class you will be asked to complete an open-ended timed writing. For a first marking period outside reading project, you will be asked to read the second book by the same author and complete an Author Study Assignment.

William Faulkner

As I Lay Dying

The Sound and the Fury

Toni Morrison

Song of Solomon

The Bluest Eye

James Joyce

A Portrait of the Artist as a Young Man

Ulysses

Virginia Woolf

Mrs. Dalloway

To the Lighthouse

A GENERAL REMINDER: You should rely on your own ability to comprehend and analyze text since you will not have outside sources available on the A.P. Exam. However, should you consult additional sources, you **MUST** cite your sources in MLA format. Plagiarism is a serious integrity violation.