

## English 10 Honors

# Summer Reading

Please read, sign, and return the FRONT PAGE of this assignment to your CURRENT English teacher.  
Thank you!

### HONORS ENGLISH CONTRACT

The decision to enroll in this course is an academic one, based on current skills and motivation; it is not a social decision. We are committed to tackling the challenge of an advanced curriculum at an accelerated pace. We feel that this is a wise decision, and we are committed to fulfilling these requirements. We understand the prerequisites and the work ethic expectations that apply to this agreement.

Student's Name (printed): \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Name (printed): \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*As an enrollee in an honors class, I understand there is an initial requirement for summer reading. Regardless of the completion of this, I will not be allowed to drop or transfer out of this course unless it is at the end of the semester. Furthermore, I understand and take responsibility for any grade that I receive as a result of failure to meet this initial requirement.*

Student Initials \_\_\_\_\_

## ENGLISH 10 HONORS

**All honors English courses at SME are rigorous classes designed for students who are extremely talented in language arts and who are committed to challenging themselves with advanced, accelerated curriculum.**

**PREREQUISITE SKILLS:** *Students who enroll in this course should already. . .*

- have succeeded in an honors course or have made strong A's every quarter in a standard class
- be advanced vocabulary learners; students should be able not only to easily memorize new words but also to use them in real speech and writing situations
- demonstrate a thorough knowledge of formal written language; students need to have mastered parts of speech, punctuation, subject-verb agreement, verb tense agreement, pronoun types, pronoun-antecedent agreement, common writing dos and don'ts, and the SME freshman sentence patterns
- be adept at clearly expressing original and insightful thoughts in writing and class discussion
- be adept at structuring ideas and arguments in a logical, convincing way by supporting claims with precise and relevant examples
- be adept at developing clear, specific central arguments (claims/thesis statements) for essays
- be familiar with correctly integrating and citing quotations
- be advanced in reading comprehension
- be able to recognize and analyze literary terminology
- be able to tackle challenging texts at a rigorous pace and show appreciation for a variety of literary genres

**WORK ETHIC EXPECTATIONS:** *Students who enroll in this course should be able and willing to. . .*

- complete the summer reading requirement(s)
- master 20-30 new vocabulary words per lesson and recall previous words (spelling, definitions, correct usage, etc.)
- read at least 30 pages per night (on average) and take thorough, extensive notes over these readings
- compose the following kinds of papers: a narrative essay, an expository essay, an argumentative essay, a literary analysis, a research essay, an original poem, short story or play, and a timed writing or in-class essay
- participate actively and productively in class discussions
- practice excellent time management and self-discipline
- do approximately 1-2 hour(s) of homework per class period (on average); note: writing assignments may take more time and will vary
- complete most assignments at home rather than in class
- expect that no late work will be accepted for credit
- adhere to a strict honor code: all students are expected to do their own work and read all of the assigned literature, never substituting internet sources or summaries
- be responsible for one's own behavior, complete assignments in a quality fashion, and be accepting and respectful of others' viewpoints

**STANDARD versus HONORS CLASSES:** *Please be advised. . .*

The pace of English 10 Honors is faster than that of standard English classes and of English 9 Honors classes. Students will cover more material more quickly and at a higher level of performance. Some periods of increased intensity are to be expected as students may have overlapping vocabulary, grammar, reading, and writing assignments. Assessment grades are based on quality and insight, not on time spent or completion.

It is generally rare for a student to move from a standard class to an honors class from year to year. (Movement has usually been due to a rare occurrence or an extenuating circumstance that prevented a student from taking the honors class the year before.) It is expected that a student who moves from a standard class into an honors class will have received strong A's each quarter in his/her standard class and has a pre-established work ethic. Even then, students who move to an advanced class need to realize and accept that they will likely not have covered all of the skills and material presented in the honors course; therefore, the student is responsible for bridging this gap by acquiring the prerequisite skills independently or through extra assistance.

English 10 Honors Summer Reading  
*The Glass Castle* by Jeannette Walls (ISBN 978-0-7432-4754-2\*)

Directions: Read *The Glass Castle* by Jeannette Walls and be prepared to discuss and write about the memoir when you return to school in August. The following guide will help you prepare for some of the topics we might cover. (\*Note: In class, students will be required to use the pagination from the ISBN edition above. Please keep this in mind if using an eBook.)

1. What is the meaning of the word “nonconformity?”

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2. In the chart below, list some examples of nonconformity from the novel:

Page #	Quotes from the novel	How is the quote an example of nonconformity? How does this differ from a conventional life?

3. Poverty and homelessness plague the characters throughout the novel. In the chart below, list some quotes that identify extreme instances of poverty and the effects it has on the characters:

Page #	Quotes from the novel	How does this quotation display poverty or homelessness? What are its effects on the characters?


4. Throughout the course of the novel, the Walls children learn to become self-reliant or self-sufficient. In the chart below, list some quotes that identify examples of self-reliance or self-sufficiency:

Page #	Quotes from the novel	How does the example portray the children as self-reliant or self-sufficient?

5. Who do you hold responsible for the plight of the Walls family? Provide some quotes to support your opinion below:

Page #	Quotes from the novel	Who do you blame? Who is responsible? How does this example support your assertion?


6. Along with blame often comes forgiveness. In the chart below, provide examples of quotes that show forgiveness.

Page #	Quotes from the novel	How does the quotation indicate forgiveness?

7. Children learn from their parents' advice and actions; the Walls children are no exception. Provide examples of advice given by and lessons learned from Rose Mary and Rex Walls throughout the novel. Consider whether or not this advice or these life lessons are good or bad.

Page #	Quotes from the novel	What advice is given or what lesson is learned in the example? Is the advice or lesson good or bad? Explain.

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8. Throughout the novel, there are many symbols: fire, the glass castle, the Joshua tree, stars. Provide several examples of these symbols in the chart below:

Page #	Quotes from the novel	What is the symbol in the quotation and what might it represent?

9. Finally, write at least five open-ended questions that require more than a yes or no response. These questions should include social issues, issues that are relevant to and affect a large group of people or an entire society. You may also include outside research about these social issues.

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