



May 30, 2022

Dear Honors English 10 Student,

Welcome to Honors English 10. Starting now, you are part of a rigorous but rewarding English course that will build on the reading, writing, and analysis skills learned during freshman year. This class is designed for students with intellectual curiosity, adept reading skills, a strong work ethic, and a willingness to participate in lively discussion.

The goals for this course are for you as a student to . . .

- o learn to read more purposefully and critically;
- o become engaged with the subject matter—question it, agree with it, disagree with it, compare it to other issues, make connections;
- o come to see reading and writing as a way of exploring and learning about a subject, rather than just a product to be judged;
- o move from merely summarizing material into analyzing, interpreting and evaluating material;
- o make meaning for yourself rather than look to teachers for the “right answers;”
- o and become a more confident reader and thinker.

There are two novels which are required reading over the summer in preparation for Honors English 10. Both novels are available for purchase at major bookstores (for example, Barnes and Noble) or through an online vendor (for example, Amazon.com). However, several copies of each book will be available for you on a “first come, first served” basis in the main office at BSM. We highly recommend purchasing your own copies in order to annotate the text as you read. Attached to this letter is a list of active reading strategies to help you make the most of your interaction with these novels.

### **REQUIRED READING:**

*Old Man and the Sea* by Ernest Hemingway

*Lord of the Flies* by William Golding

We recommend reading the novels near the start of school so the material is fresh in your mind when class begins. Expect a test within 1-2 days of class to assess your understanding of the novels and effectiveness of your reading strategies. See attached page for more details on the test.

Summer reading aside, take time to laze and linger about so you come to class refreshed and eager to read, write, and discuss. Please feel free to email us if you have any questions or concerns. We look forward to our time with you in the fall.

Sincerely,

***Ms. Dominguez***

***Honors English 10 Teacher***

[adominguez@bsmschool.org](mailto:adominguez@bsmschool.org)

***Ms. Watson***

***Honors English 10 Teacher***

[bwatson@bsmschool.org](mailto:bwatson@bsmschool.org)

## Honors English 10 Student Expectations

Below is a description of the pace of class, the homework load, and key class policies. Please read carefully and provide signatures at the bottom of the page. **STUDENTS NEED TO TURN THIS IN ON THE FIRST DAY OF CLASS.**

1. Students in this class will read approximately 7 texts (both novel and drama) of varying length and difficulty over 2 semesters.
2. While dramas will be read aloud in class, novels will be required reading for homework. Most times students will have 2 nights to complete reading up to 50-60 pages. Students are expected to complete all the reading which occasionally will be checked with announced quizzes.
3. Original essays will be assigned for students to explore and analyze themes in the texts as well as correlations and relevance to other writers' work or real-world issues. Rough drafts will be required where students focus on particular writing skills to integrate into a final draft for summative assessment.
4. In addition to essays and projects, students are required to deliver a 5-6 minute in-person speech to the class as part of a research unit. A late penalty of 10 % will be given if students fail to give their speech on the assigned day resulting from poor preparation. Any other accommodations for giving the speech not officially documented in the student's BSM file will result in a loss of points as well.
5. There are no retakes with tests and quizzes. In preparation for tests, students are expected to take notes (hand written preferably) and participate in other class activities or assignments that help crystallize understanding of the texts and develop critical thinking skills. Test study guides are provided for students as well as review time in class.

**Any extended absences** from class will make the work load more challenging for the student to maintain, especially if the teacher is not informed in a timely manner to advise the student about the work missed. **Although all materials and basic directions are documented on the daily slides on Schoology, the student will miss direct instruction from the teacher and interaction with student partners or small group activities that cannot be replicated once the student returns from class.** Any tests or major quizzes missed will need to be completed within 3 school days from the day the student returns to school.

**To reduce the impact of any absences from class, please do the following:**

- If ill, check the class page on Schoology for the day's work and materials. If students still have questions, then they may email or see the teacher about what they need clarified.
- If there is an extended absence (3 or more days) whether family-, sport-, or school-related, students are required to have their teachers sign a form that documents what is to be done during the absence and the student's ability to complete the work.

Overall, thoughtful and prompt communication between the student, teacher, and parents resolves most questions and concerns which ultimately benefits the student.

**I have read and understand the above expectations of Honors English 10.**

Parent/guardian \_\_\_\_\_  
(print)

\_\_\_\_\_  
(signature / date)

Student \_\_\_\_\_  
(print)

\_\_\_\_\_  
(signature / date)

## Active Reading Strategies and Test Preparation

Choose the strategies that work best for you or that best suit your purpose. These are suggestions, not required homework.

- **Ask yourself pre-reading questions.** For example: What is the setting, and what do you already know about it?
- **Identify and define any unfamiliar terms.**
- **Pay particular attention to any introduction, preface, or epigraph that may provide insight to the context of the story.**
- **Put down your highlighter. Make marginal notes or comments instead.** Every time you feel the urge to highlight something, write instead. You can summarize the text, ask questions, give assent, protest vehemently. You can also write down key words to help you recall where important points are discussed. Above all, strive to enter into a dialogue with the author.
- **Write questions in the margins, and then answer the questions in a reading journal or on a separate piece of paper.** If there are chapter titles, reflect on how they relate to the action or events in that chapter.
- **Make outlines, flow charts, or diagrams that help you to map and to understand ideas visually.**
- **Read each paragraph carefully and then determine “what it says” and “what it does.” Answer “what it says” in only one sentence.** Represent the main idea of the paragraph in your own words. To answer “what it does,” describe the paragraph’s purpose within the text, such as “provides evidence for the author’s first main reason” or “introduces an opposing view.” (This portion relates to textbook reading.)
- **Write a summary of an essay or chapter in your own words.** Do this in less than a page. Capture the essential ideas and perhaps one or two key examples. This approach offers a great way to be sure that you know what the reading really says or is about.
- **Write your own exam question based on the reading.**
- **Teach what you have learned to someone else!** Research clearly shows that teaching is one of the most effective ways to learn. If you try to explain aloud what you have been studying, (1) you’ll transfer the information from short-term to long-term memory, and (2) you’ll quickly discover what you understand — and what you don’t.

Taken from The McGraw Center for Teaching and Learning at Princeton University, 2016.

### The test on the summer reading will assess the following:

- student’s ability to organize details and provide logical reasoning to support their interpretation of a quotation from the text
- student’s understanding of different types of sentence structure and how to use them effectively
- student’s ability to interpret meaning from basic literary devices (metaphor, symbolism, personification, and irony) and types of character development
- student’s recall, comprehension, and interpretative skills through active reading strategies (e.g., annotation, understanding words in context, using inference to glean knowledge from what is written in the text and unwritten in the text, questioning ideas in the text, summarizing chapters, etc.)