

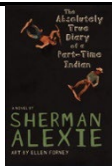
## 9<sup>th</sup> GRADE

### Level(s): Foundations, Academic, and College Prep

1. Students should choose TWO texts below – one from the Fiction column and one from the Nonfiction column – to read over the summer.
2. Students will be *required* to take their own original notes while reading. These notes will be due by the end of the first week of school. Students should use the note-taking templates at the end of this packet (or modified versions of them).
3. Students will complete assessments during the second week of school. For the assessments, students will be required to write a constructed response in class on each text they read. Students will be allowed to use their prepared notes during the assessments.

#### Fiction Texts: Choose ONE

\*May contain sensitive content / L = Lexile measurement



#### *The Absolutely True Diary of a Part-time Indian* by Sherman Alexie\*

*The Absolutely True Diary of a Part-Time Indian* chronicles the adolescent experiences of the author as a Native American boy, including his attempts to break away from the life he was destined to live. (600L)



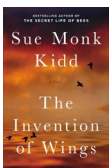
#### *Feed* by M.T. Anderson\*

*Feed* is a smart, savage satire that delves into identity crises, consumerism, and star-crossed teenage love in a futuristic society where people connect to the Internet via feeds implanted in their brains. (770L)



#### *The Secret Life of Bees* by Sue Monk Kidd

When Lily's fierce-hearted "stand-in mother," Rosaleen, insults three of the town's most vicious racists, Lily decides they should both escape to Tiburon, South Carolina—a town that holds the secret to her mother's past. There they are taken in by an eccentric trio of beekeeping sisters who introduce Lily to a mesmerizing world. (840L)



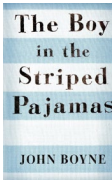
#### *The Invention of Wings* by Sue Monk Kidd

Sarah Grimke has known from an early age she is meant to do something large in the world, but she is hemmed in by the limits imposed on women. Kidd's sweeping novel is set in motion on Sarah's eleventh birthday, when she is given ownership of ten-year-old Handful, a slave in her household, who is to be her handmaid. (920L)



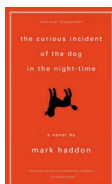
#### *Parrot in the Oven: Mi Vida* by Victor Martinez

Manny, a teenage Mexican American boy, attempts to find his place in a society full of disappointment. Set in the projects, Manny gives a very realistic account of what it is like to grow up as a minority in a poor, dysfunctional home. (1000L)



#### *The Boy in the Striped Pajamas* by John Boyne

While exploring his new environment called "Out-With", a young boy named Bruno meets another boy whose life and circumstances are very different to his own, and their meeting results in a friendship that has devastating consequences. (1080L)



#### *The Curious Incident of the Dog in the Nighttime* by Mark Haddon\*

Christopher John Francis Boone relates well to animals but has no understanding of human emotions. He cannot stand to be touched. And he detests the color yellow. This improbable story of Christopher's quest to investigate the suspicious death of a neighborhood dog makes for one of the most captivating novels in recent years. (1180L)

#### Nonfiction Texts: Choose ONE

\*May contain sensitive content / L = Lexile measurement



#### *Night* by Elie Wiesel\*

Elie Wiesel's masterpiece is a candid, horrific, and deeply poignant autobiographical account of his survival as a teenager in the Nazi death camps, Auschwitz and Buchenwald in 1944–1945, at the height of the Holocaust and toward the end of the Second World War. (570L)



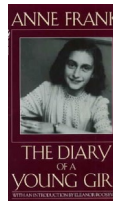
#### *Chinese Cinderella: The Secret Story of an Unwanted Daughter* by Adeline Yen Mah

Adeline Yen Mah's affluent, powerful family considers her bad luck after her mother dies giving birth to her. Life does not get any easier when her father remarries. Although Adeline wins prizes at school, they cannot compensate for what she really yearns for -- the love and understanding of her family. (960L)



#### *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* by Malala Yousafzai

When the Taliban took control of the Swat Valley in Pakistan, one girl spoke out. Malala Yousafzai refused to be silenced and fought for her right to an education. At sixteen, she became a global symbol of peaceful protest and the youngest nominee ever for the Nobel Peace Prize. (1000L)



#### *The Diary of a Young Girl* by Anne Frank\*

Anne Frank and her family, fleeing the horrors of Nazi occupation forces, hid in the back of an Amsterdam office building for two years. This is Anne's record of that time. She was thirteen when the family went into the "Secret Annex," and in these pages, she grows to be a young woman and proves to be an insightful observer of human nature as well. (1080L)

**9<sup>th</sup> GRADE**  
**Level(s): Honors**

1. Students should read the two required texts below.
2. Students should take their own original notes while reading. These notes will be due on the first day of school. Students should use the note-taking templates at the end of this packet (or modified versions of them).
3. Students will complete written analysis questions during the first week of school on *Night* and will write an expository essay on *The Invention of Wings* within the first two weeks of school.

<b>Fiction Text: REQUIRED Read</b> *May contain sensitive content / L = Lexile measurement	<b>Nonfiction Text: REQUIRED Read</b> *May contain sensitive content / L = Lexile measurement
 <p><i>The Invention of Wings</i> by Sue Monk Kidd Sarah Grimke has known from an early age she is meant to do something large in the world, but she is hemmed in by the limits imposed on women. Kidd's sweeping novel is set in motion on Sarah's eleventh birthday, when she is given ownership of ten-year-old Handful, a slave in her household, who is to be her handmaid. (920L)</p>	 <p><i>Night</i> by Elie Wiesel* Elie Wiesel's masterpiece is a candid, horrific, and deeply poignant autobiographical account of his survival as a teenager in the Nazi death camps, Auschwitz and Buchenwald in 1944–1945, at the height of the Holocaust and toward the end of the Second World War. (570L)</p>

# 10<sup>th</sup> GRADE

## Level(s): Foundations, Academic, and College Prep

1. Students should choose TWO texts below – one from the Fiction column and one from the Nonfiction column – to read over the summer.
2. Students will be *required* to take their own original notes while reading. These notes will be due by the end of the first week of school. Students should use the note-taking templates at the end of this packet (or modified versions of them).
3. Students will complete assessments during the second week of school. For the assessments, students will be required to write a constructed response in class on each text they read. Students will be allowed to use their prepared notes during the assessments.

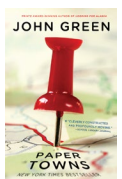
### Fiction Texts: Choose ONE

\*May contain sensitive content / L = Lexile measurement



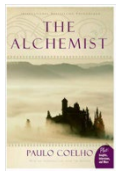
#### *The Book Thief* by Markus Zusak

Set during World War II in Germany, Zusak's groundbreaking new novel is the story of Liesel Meminger, a foster girl living outside of Munich. Liesel scratches out a meager existence for herself by stealing when she encounters something she can't resist—books. With the help of her foster father, she learns to read and shares her stolen books with her neighbors during bombing raids as well as with the Jewish man hidden in her basement before he is marched to Dachau. (730L)



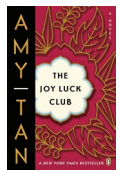
#### *Paper Towns* by John Green\*

When Margo Roth Spiegelman beckons Quentin Jacobsen in the middle of the night—dressed like a ninja and plotting an ingenious campaign of revenge—he follows her. Margo's always planned extravagantly, and, until now, she's always planned solo. After a lifetime of loving Margo from afar, things are finally looking up for Q until she vanishes. But there are clues. And they're for Q. (850L)



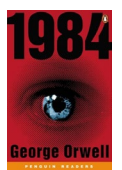
#### *The Alchemist* by Paulo Coelho

This story is about an Andalusian shepherd boy named Santiago who travels from his homeland in Spain to the Egyptian desert in search of a treasure buried in the Pyramids. Along the way he meets a Gypsy woman, a man who calls himself king, and an alchemist, all of whom point Santiago in the direction of his quest. What starts out as a journey to find worldly goods turns into a discovery of the treasure found within. (910L)



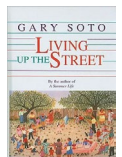
#### *The Joy Luck Club* by Amy Tan

In 1949 four Chinese women, recent immigrants to San Francisco, begin meeting to eat dim sum, play mahjong, and talk. United in shared unspeakable loss and hope, they call themselves the Joy Luck Club. Rather than sink into tragedy, they choose to gather to raise their spirits and money. (920L)



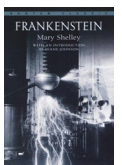
#### *1984* by George Orwell\*

In *1984*, London is a grim city where Big Brother is always watching you and the Thought Police can practically read your mind. Winston is a man in grave danger for the simple reason that his memory still functions. Drawn into a forbidden love affair, Winston finds the courage to join a secret revolutionary organization called The Brotherhood and together with his beloved Julia, he hazards his life in a deadly match against the powers that be. (1090L)



#### *Living up the Street* by Gary Soto

*Living up the Street* tells the story of a boy's coming of age in the barrio and parochial school while attending church, public summer school, and trying to fall out of love so he can join in a Little League baseball team. (1140L)

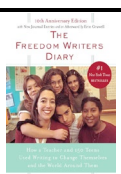


#### *Frankenstein* by Mary Shelley

In *Frankenstein; or, The Modern Prometheus*, scientist Victor Frankenstein assembles a body of stolen body parts and brings it to life, only to discover horrific consequences. The novel is a dark parable warning against the risks of scientific and creative endeavor, the corrupting influence of technology and progress, and the dangers of knowledge without understanding. (1170L)

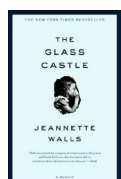
### Nonfiction Texts: Choose ONE

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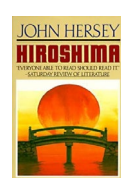
#### *The Freedom Writers Diaries* by Erin Gruwell\*

When Erin Gruwell was a first-year high school teacher in Long Beach, CA, teaching the "unteachables" (kids that no other teacher wanted to deal with), she discovered that most of her students had not heard of the Holocaust. Shocked, she introduced them to books about tolerance. The students were inspired to start keeping diaries of their lives that showed the violence, homelessness, racism, illness, and abuse that surrounded them. (900L)



#### *The Glass Castle* by Jeannette Walls\*

Jeannette Walls grew up with parents whose ideals and nonconformity were both their curse and their salvation. In the beginning, Rex and Mary Walls lived like nomads with their four children, moving among Southwest desert towns, camping in the mountains. As the dysfunction of the family escalated, Jeannette and her brother and sisters had to fend for themselves and finally found the will to leave home. (1010L)



#### *Hiroshima* by John Hersey

On August 6, 1945, Hiroshima was destroyed by the first atom bomb ever dropped on a city. This book, John Hersey's journalistic masterpiece, tells what happened on that day. Told through the memories of survivors, this timeless, powerful and compassionate document has become a classic "that stirs the conscience of humanity." (1190L)

**10<sup>th</sup> GRADE**  
**Level(s): Honors**

1. Students should read the two required texts below.
2. Students should take their own original notes while reading and focus specifically on the elements of Gothic literature in both texts. These notes will be due on the first day of school. Students should use the note-taking templates at the end of this packet (or modified versions of them).
3. Students will complete written analysis questions during the first week of school on *Jane Eyre* and will write an expository essay on *Frankenstein* within the first two weeks of school.

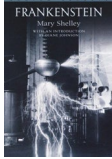
**Fiction Texts: REQUIRED Reads**

\*May contain sensitive content / L = Lexile measurement



***Jane Eyre* by Charlotte Bronte\***

Orphaned as a child, Jane has felt an outcast her whole young life. Her courage is tested once again when she arrives at Thornfield Hall, where she has been hired by the brooding, proud Edward Rochester to care for his ward Adèle. Jane finds herself drawn to his troubled yet kind spirit. She falls in love. But there is a terrifying secret inside the gloomy, forbidding Thornfield Hall. (890L)



***Frankenstein* by Mary Shelley**

In *Frankenstein; or, The Modern Prometheus*, scientist Victor Frankenstein assembles a body of stolen body parts and brings it to life, only to discover horrific consequences. The novel is a dark parable warning against the risks of scientific and creative endeavor, the corrupting influence of technology and progress, and the dangers of knowledge without understanding. *Frankenstein* has long been regarded as a masterpiece of suspense, a classic of nineteenth-century Romanticism and Gothic horror, and the prototype of the science fiction novel. (1170L)

# 11<sup>th</sup> GRADE

## Level(s): Foundations, Academic, and College Prep

1. Students should choose TWO books below – one from the Fiction column and one from the Nonfiction column – to read over the summer.
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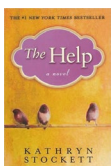
### Fiction Texts: Choose ONE

\*May contain sensitive content / L = Lexile measurement



#### *Native Son* by Richard Wright\*

*Native Son*, published in 1940, tells the story of a young African-American man caught in a downward spiral after he kills a young white woman in a brief moment of panic. Set in Chicago in the 1930s, Wright's powerful novel is an unsparring reflection on the poverty and feelings of hopelessness experienced by people in inner cities across the country and of what it means to be black in America. (700L)



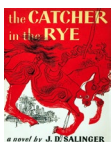
#### *The Help* by Kathryn Stockett

Jackson, Mississippi, 1962: where black maids raise white children, but aren't trusted not to steal the silver. As each woman finds the courage to cross boundaries, they come to depend and rely upon one another. Each in search of a truth and together they have an extraordinary story to tell. (730L)



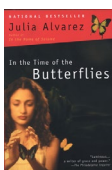
#### *Ender's Game* by Orson Scott Card\*

In order to develop a secure defense against a hostile alien race's next attack, government agencies breed child geniuses and train them as soldiers. Ender's skills make him a leader in school and respected in the Battle Room, where children play at mock battles in zero gravity. Yet Ender suffers greatly from isolation, rivalry from his peers, pressure from the adult teachers, and an unsettling fear of the alien invaders. (780L)



#### *The Catcher in the Rye* by JD Salinger\*

Holden narrates the story of a couple of days in his sixteen-year-old life, just after he's been expelled from prep school. His constant wry observations about what he encounters, from teachers to phonies, capture the essence of the eternal teenage experience of alienation. (790L)



#### *In the Time of the Butterflies* by Julia Alvarez\*

During the last days of the Trujillo dictatorship in the Dominican Republic, three young women, members of a pious Catholic family, who had become committed to the revolutionary overthrow of the regime, were ambushed and assassinated as they drove back from visiting their jailed husbands. Since then the Mirabal sisters have become known as las mariposas (the butterflies) from their underground code names. (910L)



#### *The Last of the Mohicans* by James Fenimore Cooper

Deep in the forests of upper New York State, the woodsman Hawkeye and his loyal Mohican friends Chingachgook and Uncas become embroiled in the bloody battles of the French and Indian War. The abduction of the beautiful Munro sisters, the treachery of the renegade Magua, the ambush of innocent settlers, and the events that lead to the final tragic confrontation create an unforgettable picture of life on the frontier. (930L)



#### *Their Eyes Were Watching God* by Zora Neale Hurston\*

*Their Eyes Were Watching God* tells the life story of Janie, an African-American woman. Hurston's great dialogue captures both the ongoing "war of the sexes," as well as the truces, joys, and tender moments of male-female relations. But equally important are Janie's relationships with other black women. (1080L)

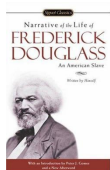
### Nonfiction Texts: Choose ONE

\*May contain sensitive content / L = Lexile measurement



#### *I Never Promised You a Rose Garden* by Joanne Greenberg

Enveloped in the dark inner kingdom of her schizophrenia, sixteen-year-old Deborah is haunted by private tormentors that isolate her from the outside world. With the reluctant and fearful consent of her parents, she enters a mental hospital where she will spend the next three years battling to regain her sanity with the help of a gifted psychiatrist. (960L)



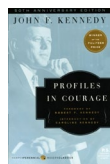
#### *Narrative of the Life of Frederick Douglass* by Frederick Douglass

Former slave, impassioned abolitionist, brilliant writer, newspaper editor and eloquent orator whose speeches fired the abolitionist cause, Frederick Douglass (1818–1895) led an astounding life. Physical abuse, deprivation and tragedy plagued his early years, yet through sheer force of character he was able to overcome these obstacles to become a leading spokesman for his people. (1040L)



#### *Into Thin Air* by John Krakauer

A bank of clouds was assembling on the not-so-distant horizon, but journalist-mountaineer Jon Krakauer, standing on the summit of Mt. Everest, saw nothing that "suggested that a murderous storm was bearing down." He was wrong. The storm provides the impetus for *Into Thin Air*, Krakauer's epic account of the May 1996 disaster. (1320L)



#### *Profiles in Courage* by John F. Kennedy

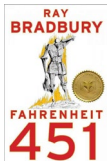
Written in 1955 by the then junior senator from the state of Massachusetts, John F. Kennedy's *Profiles in Courage* includes the inspiring true accounts of eight unsung heroic acts by American patriots at different junctures in our nation's history. Kennedy's book became an instant classic and was awarded the Pulitzer Prize. (1410L)

**11<sup>th</sup> GRADE**  
**Level(s): Honors**

1. Students should read the two required texts below.
2. Students should keep a reading journal on each text and be prepared to turn both journals in on the first day of school. In each reading journal, students should collect commentary and evidence for the following three areas: (1) text structure and form; (2) the ways in which the novel addresses aspects of American culture such as religion, gender roles, class, and economic stations, social change or justice, political power, science, etc.; (3) the ways in which the novel depicts the place/landscape of America in a real or imagined way, as well as how America interacts with other parts of the world.
3. Students should write an expository essay with the following prompt and directions in mind and be prepared to turn it in on the first day of school.
  - a. Prompt: Embedded in both required novels is social commentary, a critique of aspects of society, rooted in American culture. Write an essay that discusses how *each* text questions and/or reveals the ideals and/or values of America at the time of its publication, and whether their themes are still relevant in the 21<sup>st</sup> century.
  - b. The essay should consist of 1000-1500-words, include a strong thesis statement, and use direct references to both novels as support for all arguments. The essay must follow MLA guidelines: Times New Roman, 12-point font, double-spacing, 1-inch margins, in-text citations, and a Works Cited page.
4. In addition to the assessments listed above, there will be graded discussions on both texts during the first two weeks of school.

**Fiction Texts: REQUIRED Reads**

\*May contain sensitive content / L = Lexile measurement



*Fahrenheit 451* by Ray Bradbury\*

In Bradbury's classic, frightening vision of the future, firemen don't put out fires--they start them in order to burn books. Bradbury's vividly painted society holds up the appearance of happiness as the highest goal--a place where trivial information is good, and knowledge and ideas are bad. (890L)


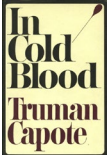


*The Scarlet Letter* by Nathaniel Hawthorne

*The Scarlet Letter* is a work of historical fiction that is set in the Puritan Massachusetts Bay Colony during the years 1642 to 1649. The novel tells the story of Hester Prynne, who conceives a daughter through an affair and then struggles to create a new life of repentance and dignity. Containing a number of religious and historic allusions, the book explores themes of legalism, sin, and guilt. (940L)

**11<sup>th</sup> GRADE**  
**Level(s): AP Language and Composition**


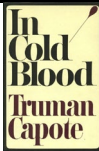

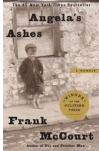
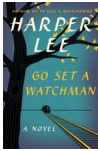

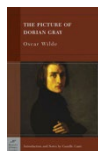
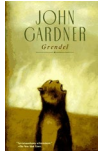


1. Students should read the two required texts below.
2. Students should keep a dialectical journal on each text and be prepared to turn both journals in on the first day of school. Dialectical journals have two columns and encourage active thinking about a text. On the left side, students should copy lines or passages they feel are stylistically important. On the right side, students should discuss the quote's impact on the work as a whole. In each dialectical journal students should discuss structure and form of the text, development of narrative voice, effective use of literary devices (such as diction, syntax, detail, tone, and imagery), themes and passages that develop those themes, or anything else they feel is relevant. It is okay to use "I" in journal responses, but students should keep in mind such a choice is *only appropriate in informal journal responses*. At a minimum, students should have 15-20 responses in each journal.
3. Students should choose *one* of the books and corresponding prompts below, write an expository essay, and be prepared to turn it in on the first day of school. The essay should consist of 1000-1500-words, include a strong thesis statement, and use direct references to the text as support for all arguments. The essay must follow MLA guidelines: Times New Roman, 12-point font, double-spacing, 1-inch margins, in-text citations, and a Works Cited page.
  - a. Prompt 1: Truman Capote claims to have produced the first "nonfiction novel" in writing *In Cold Blood*. Describe how the book blends the factual reporting of journalism with the narrative techniques of fiction writing, and the result of such a combination.
  - b. Prompt 2: There are many themes in F. Scott Fitzgerald's *The Great Gatsby*. Give some examples of how the author uses narrative techniques to develop themes throughout the novel and what Fitzgerald might be using them to say about American culture.
4. In addition to the assessments listed above, there will be graded discussions on both texts during the first two weeks of school.

<b>Fiction Text: REQUIRED Read</b> <small>*May contain sensitive content / L = Lexile measurement</small>	<b>Nonfiction Text: REQUIRED Read</b> <small>*May contain sensitive content / L = Lexile measurement</small>
<div style="display: flex; align-items: flex-start;">  <div style="flex-grow: 1;"> <p><b><i>The Great Gatsby</i> by F. Scott Fitzgerald</b></p> <p><i>The Great Gatsby</i>, F. Scott Fitzgerald's third book, stands as the supreme achievement of his career. This exemplary novel of the Jazz Age has been acclaimed by generations of readers. The story of the fabulously wealthy Jay Gatsby and his love for the beautiful Daisy Buchanan is an exquisitely crafted tale of America in the 1920s. (1010L)</p> </div> </div>	<div style="display: flex; align-items: flex-start;">  <div style="flex-grow: 1;"> <p><b><i>In Cold Blood</i> by Truman Capote*</b></p> <p>Capote's <i>In Cold Blood</i> is a nonfictional recreation of the murder of a Kansas family and the subsequent capture of the killers. (1040L)</p> </div> </div>

## 12<sup>th</sup> GRADE

### Level(s): Foundations, Academic, and College Prep

1. Students should choose TWO books below – one from the Fiction column and one from the Nonfiction column – to read over the summer.
2. Students will be *required* to take their own original notes while reading. These notes will be due by the end of the first week of school. Students should use the note-taking templates at the end of this packet (or modified versions of them).
3. Students will complete assessments during the second week of school. For the assessments, students will be required to write a constructed response in class on each book they read. Students will be allowed to use their prepared notes during the assessments.

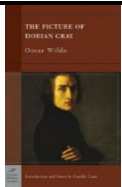
<b>Fiction Texts: Choose ONE</b> <small>*May contain sensitive content / L = Lexile measurement</small>	<b>Nonfiction Texts: Choose ONE</b> <small>*May contain sensitive content / L = Lexile measurement</small>
 <p><b><i>On the Beach</i> by Nevil Shute</b>  <i>On the Beach</i>, published in 1957, provides an unforgettable vision of a post-apocalyptic world. After a nuclear World War III has destroyed most of the globe, the few remaining survivors in southern Australia await the radioactive cloud that is heading their way and bringing certain death to everyone in its path. (730L)</p>	 <p><b><i>In Cold Blood</i> by Truman Capote*</b>                      Capote's <i>In Cold Blood</i> is a nonfictional recreation of the murder of a Kansas family and the subsequent capture of the killers. (1040L)</p>
 <p><b><i>A Thousand Splendid Suns</i> by Khaled Hosseini</b>                      Born a generation apart and with very different ideas about love and family, Mariam and Laila are two women brought jarringly together by war, by loss and by fate. As they endure the ever-escalating dangers around them in their home as well as in the streets of Kabul, they come to form a special bond. (830L)</p>	 <p><b><i>Angela's Ashes</i> by Frank McCourt</b>                      The autobiography of Frank McCourt chronicles growing up against all odds in the slums of Ireland. (1110L)</p>
 <p><b><i>Go Set a Watchman</i> by Harper Lee</b>                      Twenty-six-year-old Jean Louise Finch—"Scout"—returns home from New York City to visit her aging father, Atticus. Set against the backdrop of the civil rights tensions and political turmoil that were transforming the South, Jean Louise's homecoming turns bittersweet when she learns disturbing truths about the people dearest to her. (870L)</p>	 <p><b><i>Into the Wild</i> by John Krakauer</b>                      In April 1992 a young man from a well-to-do family hitchhiked to Alaska and walked alone into the wilderness north of Mt. McKinley. His name was Christopher Johnson McCandless. He had given \$25,000 in savings to charity, abandoned his car and most of his possessions, burned all the cash in his wallet, and invented a new life for himself. (1270L)</p>
 <p><b><i>The Picture of Dorian Gray</i> by Oscar Wilde</b>                      When Dorian has his portrait painted by Basil Hallward and wishes that he would stay young while his picture changes, his wish comes true. In exchange for this, Dorian gives up his soul and as he ages, the bad deeds that he commits are reflected in his painting and not him. (880L)</p>	
 <p><b><i>Grendel</i> by John Gardner*</b>  <i>Grendel</i> is a retelling of part of the Old English poem <i>Beowulf</i> from the perspective of the antagonist, Grendel. In the novel, Grendel is portrayed as an antihero. The novel deals with finding meaning in the world, the power of literature and myth, and the nature of good and evil. (920L)</p>	
 <p><b><i>The Natural</i> by Bernard Malamud</b>                      Malamud's <i>The Natural</i> tells the story of Roy Hobbs, a baseball prodigy who battles with the forces of good and evil. (1060L)</p>	
 <p><b><i>The Other Boleyn Girl</i> by Philippa Gregory</b>                      When Mary Boleyn comes to court as an innocent girl of fourteen, she catches the eye of the handsome and charming Henry VIII. Dazzled by the king, Mary falls in love with both her golden prince and her growing role as unofficial queen. However, she soon realizes just how much she is a pawn in her family's ambitious plots as the king's interest begins to wane, and soon she is forced to step aside for her best friend and rival: her sister, Anne. (1160L)</p>	

**12<sup>th</sup> GRADE**  
**Level(s): Honors**

1. Students should read the two required texts below.
2. Students should keep a reading journal on each text and be prepared to turn both journals in on the first day of school. In each reading journal, students should collect commentary and evidence for the following three areas: (1) text structure and form; (2) the ways in which the novel addresses aspects of British culture such as religion, gender roles, class, and economic stations, social change or justice, political power, science, etc.; (3) the ways in which the novel depicts the place/landscape of Britain in a real or imagined way, as well as how Britain interacts with other parts of the world.
3. Students should choose *one* of the prompts below, write an expository essay, and be prepared to turn it in on the first day of school. The essay should consist of 1000-1500-words, include a strong thesis statement, and use direct references to the texts as support for all arguments. The essay must follow MLA guidelines: Times New Roman, 12-point font, double-spacing, 1-inch margins, in-text citations, and a Works Cited page.
  - a. Prompt 1: Embedded in both novels is social commentary- a critique of aspects of society. Write an essay that discusses how each text questions and/or reveals the ideals and/or values of the society it reflects, and discusses also how *the social commentary of each text strengthens its theme*.
  - a. Prompt 2: Each text utilizes a motif of isolation in the development of the novel, whether a sense of isolation felt by one or more characters, or an atmosphere of isolation created by the setting. Write an essay that identifies how each novel utilizes the motif of isolation, exploring specifically what the isolation achieves in the text; discuss also *how the motif of isolation aids in the development of the theme of each text*
  - b. Prompt 3: A thematic connection between the two novels is the depiction of the nature of evil. Write an essay that compares and contrasts how each novel delineates good vs. evil, if necessary also discussing the role of how monstrosity and/or the soul are defined; discuss also *how the depiction of evil in each novel is essential to the theme*.
4. In addition to the assessments listed above, there will be graded discussions on both texts during the first two weeks of school.

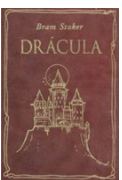
**Fiction Texts: REQUIRED Reads**

\*May contain sensitive content / L = Lexile measurement



***The Picture of Dorian Gray* by Oscar Wilde**

*The Picture of Dorian Gray*, published in 1891, is a tale of the moral decline of its title character, Dorian Gray. When Dorian has his portrait painted by Basil Hallward and wishes that he would stay young while his picture changes, his wish comes true. In exchange for this, Dorian gives up his soul and as he ages, the bad deeds that he commits are reflected in his painting and not him. (880L)



***Dracula* by Bram Stoker**

Famous for introducing the character of the vampire Count Dracula, the novel tells the story of Dracula's attempt to move from Transylvania to England so he may find new blood and spread undead curse, and the battle between Dracula and a small group of men and women led by Professor Abraham Van Helsing. (1060L)

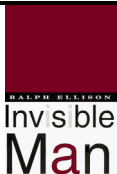
## 12<sup>th</sup> GRADE

### Level(s): AP Literature and Composition

1. Students should read the two required texts below.
2. Students should keep a reading journal on each text and be prepared to turn both journals in on the first day of school. In each journal students should discuss the structure and form of the text, development of narrative voice, effective use of literary devices (such as diction, syntax, detail, tone, and imagery), themes and passages that develop those themes.
3. Students should write an expository essay with the following prompt and directions in mind and be prepared to turn it in on the first day of school.
  - a. Prompt: Compare and contrast the way each novel explores the psychological effects of oppression and a person vs. society conflict. Students may want to pay attention (but not be limited) to motifs of power-how characters struggle to free themselves from the power of others or seek to gain power over others-, the topic of superiority vs. inferiority, and the search for individual identity.
  - b. The essay should consist of 1000-1500-words, include a strong thesis statement, and use direct references to both novels as support for all arguments. The essay must follow MLA guidelines: Times New Roman, 12-point font, double-spacing, 1-inch margins, in-text citations, and a Works Cited page.
4. In addition to the assessments listed above, there will be graded discussions on both texts during the first two weeks of school.

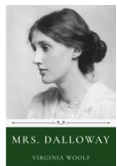
### Fiction Texts: REQUIRED Reads

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#### *Invisible Man* by Ralph Ellison\*

The tale of a nightmare journey across the racial divide tells unparalleled truths about the nature of bigotry and its effects on the minds of both victims and perpetrators. As he journeys from the Deep South to the street and basements of Harlem, from a horrifying "battle royal" where black men are reduced to fighting animals, to a Communist rally where they are elevated to the status of trophies, Ralph Ellison's nameless protagonist ushers readers into a parallel universe that throws our own into harsh and even hilarious relief. (950L)



#### *Mrs. Dalloway* by Virginia Woolf\*

*Mrs. Dalloway* takes place over the course of a single day in a woman's life in 1920's London. There are flowers to buy, outfits to choose, but also a visit from a past lover, and the tragic fate of a young war veteran who cannot adjust to life in post-war London. Virginia Woolf's supple and mesmerizing account of an ordinary day draws the reader into the minds, perceptions, and emotions of an astonishingly varied and vivid cast of characters. Woolf reminds us that each day, hour, and even minute of our lives harbors the potential to transform us and those around us. (950L)

**Recommended Note-Taking Form for FICTION Text**

The following graphic organizer should be used to help students stay focused while reading and can be brought to the Fiction assessment in the fall, along with the text itself. Students can print and take notes on the form below or recreate the categories on lined paper.

Title of text chosen		Author's name	
Plot summary			

**Describe the SETTING and its importance to the plot:**

Setting details	Importance to the plot

**Describe the the PROTAGONIST (including traits, major conflicts, and changes/resolutions):**

Protagonist's name	
Defining traits	
Major conflicts	
Changes / resolutions of conflict	

**Describe two major THEMES and supporting evidence for each:**

Theme	Supporting Evidence

**Recommended Note-Taking Form for NONFICTION Text**

The following graphic organizer should be used to help students stay focused while reading and can be brought to the Nonfiction assessment in the fall, along with the text itself. Students can print and take notes on the form below or recreate the categories on lined paper.

Title of text chosen	
Author's name and biographical info	
Author's purpose / tone	
Narration style / point of view	
Plot summary	
Setting (time, place & mood)	
Protagonist (including defining traits)	
Additional characters	
Major conflicts	
Major themes	