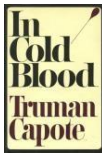
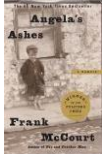
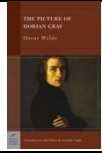
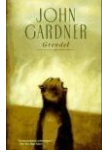
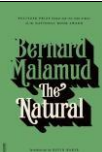


12th GRADE

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.

Fiction Texts: Choose <u>ONE</u>		Nonfiction Texts: Choose <u>ONE</u>	
*May contain sensitive content / L = Lexile measurement		*May contain sensitive content / L = Lexile measurement	
	<i>On the Beach</i> by Nevil Shute <i>On the Beach</i>, published in 1957, provides an unforgettable vision of a postapocalyptic 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)		<i>In Cold Blood</i> by Truman Capote* 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)
	<i>A Thousand Splendid Suns</i> by Khaled Hosseini 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)		<i>Angela's Ashes</i> by Frank McCourt The autobiography of Frank McCourt chronicles growing up against all odds in the slums of Ireland. (1110L)
	<i>Go Set a Watchman</i> by Harper Lee 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)		<i>Into the Wild</i> by John Krakauer 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)
	<i>The Picture of Dorian Gray</i> by Oscar Wilde 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)		
	<i>Grendel</i> by John Gardner* <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)		
	<i>The Natural</i> by Bernard Malamud 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)		
	<i>The Other Boleyn Girl</i> by Philippa Gregory 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)		

12th 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.

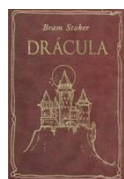
Fiction Texts: REQUIRED Reads

*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)

12th 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.

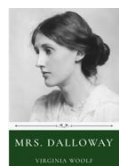
Fiction Texts: REQUIRED Reads

*May contain sensitive content / L = Lexile measurement



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)