



# JEFFERSON TOWNSHIP

HIGH SCHOOL

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JTHS Students,

The purpose of the JTHS Summer Reading Assignment is to encourage students to keep reading and thinking over summer break. You will get to choose a book from a list of titles generated by both teachers and students. There are three parts to the JTHS Summer Reading Assignment.

JTHS Parents/Guardians,

For the JTHS Summer Reading Assignment, your child will be choosing a text. The titles and overviews are attached. Sharing this information gives you the opportunity to preview the subject matter and content of these books. Some contain more sensitive content than others. We encourage you to read along with your child and discuss the book as you do so.

## JTHS SUMMER READING ASSIGNMENT FOR THE ENVIRONMENTAL SCIENCE ACADEMY, GRADES 10-11



**Part 1:** Choose one title from the attached list and read the book **before the first day of school**. We know that you may already be familiar with some of these titles or you may have seen the movie. Maybe you even read the book already. **Remember, the goal is to keep reading and thinking.** So read the book even if you saw the movie, or read the book again even if you have read it before.

**Part 2:** Complete one of the following reading responses prior to the first day of school. **Responses are due Friday, September 4th.** You have the option to hand in a written paper copy, or submit any of the tasks digitally by e-mailing and/or sharing the file with your teacher.

(More detailed directions are attached.)

Option 1: Write a journal entry as one of the characters. Link your entry to the theme/central message/lesson/moral.

Option 2: Choose four quotes that made you react, and record how these quotes are related to the theme/central message/lesson/moral.

Option 3: Complete the attached graphic organizer/dialectical journal.

Option 4: Create a digital book trailer and/or advertisement for the book.

Option 5: Write a book review.

Option 6: Annotate as you read (2 annotations per chapter).

*Total Formative Points-24*

**Part 3:** On one of the first days of school, you will engage in a book club discussion with the students in your class who read the same title as you. Be prepared to talk about the theme, how the characters change, and how the book reflects current 21st-century society and/or social trends.

*Total Formative Points-25*

| Title           | Author             | Description  |
|-----------------|--------------------|--|
| The 100         | Kass Morgan        | A century after nuclear war, 100 juvenile delinquents are sent from a dying space station to Earth to see if the planet is habitable.  |
| Gone            | Michael Grant      | In the blink of an eye, everyone 15 and older vanishes from a California town, leaving the remaining children trapped under an impenetrable dome where they must develop their own society while some begin to manifest dangerous supernatural powers. |
| The Dead & Gone | Susan Beth Pfeffer | A harrowing "companion" novel to Life As We Knew It, following a teenager trying to protect his sisters in NYC after an asteroid hits the moon.  |
| Trash           | Andy Mulligan      | Three boys who live on a literal garbage dump in an unnamed country find something in the trash that puts them on the run from the police.   |
| Empty           | Suzanne Weyn       | Set in the near future where fossil fuels have run out, society begins to crumble as people scramble for resources during a harsh winter.  |
| Pandemic        | Yvonne Ventresca   | A psychological thriller about a girl who must survive a deadly bird flu outbreak while dealing with her own traumatic past.   |
| Quarantine      | Lex Thomas         | When a virus breaks out in a high school that only kills adults, the students are locked inside and form violent, tribal gangs to survive.   |
| The Martian     | Andy Weir          | An astronaut is stranded alone on Mars and must use his scientific ingenuity to "science the crap out of this" until rescue is possible.   |
| The Young World | Chris Weitz        | A mysterious sickness kills every adult and child on earth, leaving only teenagers to navigate a post-apocalyptic New York City.   |

|                                |                  |  |
|--------------------------------|------------------|--|
| American War                   | Omar El Akkad    | A second American Civil War breaks out in 2074 over the use of fossil fuels, told through the eyes of a girl turned radicalized fighter.                                 |
| Dry                            | Neal Shusterman  | Southern California runs out of water (The "Tap-Out"), forcing a group of teens to make brutal choices to find a drink.  |
| Where the World Ends           | G. McCaughrean   | Based on a true story from 1727, a group of boys is stranded on a remote sea stack after no one comes to pick them up.   |
| Salvage                        | Alexandra Duncan | A girl raised on a deep-space merchant ship with strict patriarchal rules escapes to a resource-depleted Earth.  |
| Ready Player One               | Ernest Cline     | In a world ravaged by energy crises, most people escape their grim reality by entering a massive virtual reality simulation called the OASIS.                            |
| Not a Drop to Drink            | Mindy McGinnis   | A gritty survival story about a girl defending her pond—the only source of clean water—in a world where water is more valuable than gold.                                |
| Snowglobe                      | Soyoung Park     | In a frozen wasteland, the only warm place is a domed city where life is broadcast as a 24/7 reality show for those outside.   |
| Scythe                         | Neal Shusterman  | In a world where death has been "conquered," professional "Scythes" are tasked with randomly ending lives to keep the population in check.                               |
| The Sea Around Us              | Rachel Carson    | A classic of environmental literature that explores the science, history, and wonder of the world's oceans.  |
| Cold Blood, Hot Sea            | Charles D'Avanzo | A "cli-fi" (climate fiction) mystery involving a marine biologist investigating a colleague's death amidst climate change denial politics.(This is a three book series). |
| Loneliest Girl in the Universe | Lauren James     | A psychological thriller about a girl who is the sole survivor on a spaceship traveling to a new planet, waiting for a second ship to catch up.                          |
| Jurassic Park                  | Michael Crichton | A cautionary tale of genetic engineering where dinosaurs are brought back to life for a theme park, only for chaos theory to take hold.                                  |

**Response to Reading Option 1:** Write a journal entry as one of the characters. Link your entry to the theme/central message/lesson/moral. You can submit this response as a handwritten paper copy, and/or type it and e-mail/share the digital document with your teacher.

Book Title: \_\_\_\_\_

Write at least two journal entries from the perspective of a character in your book. At the beginning of each entry, state the name of the featured character and the chapter after which the entry would be written. (Each entry should be at least 2 paragraphs.)

Put yourself in the character's shoes, and consider the following questions to get you going:

- What are you most afraid of or worried about? What is making you anxious? Describe the person, object, or event that bothers you.
- Who has impressed, annoyed, or pleased you most so far? What other character has had the strongest effect on you? Describe the interaction you've had, and why you feel the way that you do.
- What do you want to accomplish in your life? What big goals have you set for yourself, and why? What obstacles stand in your way?
- If you could relive a moment, what moment would you like to relive, and why? What event do you think about? Why is it such a strong memory for you? Do you have any regrets about this moment?
- What lesson(s) have you learned? What have the events that you've been through taught you? How have you changed?
- Choose a value or ideal that is important to you--honesty, courage, faithfulness, and so forth. Define your value, and explore how it relates to your life. Why is this ideal important to you?

### **Character Journal Entry Example:**

Title: *The Hunger Games* by Suzanne Collins Character: Prim, Chapter 3

*My head is spinning. The unthinkable has happened. My stomach keeps clenching and unclenching like an angry fist. When I heard my name over the speaker, I felt a paralyzing numbness. My name, one slip of paper among hundreds, got picked? I heard a few gasps around me. People were stunned that a twelve year old had been chosen. A child forced to fight to the death for the cameras. Those cowards in the Capitol will do anything to keep their control over us. Within seconds of the announcement, I heard my sister's voice. Katniss was pushing her way through the throng, volunteering her life to save mine. She didn't even hesitate. It was not her job to save me.*

*It's strange that she was willing to sacrifice herself for me, yet I'm angry with her. I cannot bear to watch my sister die, but then neither could she. I know she'd do anything to protect me. I'm hoping that will get her through the Games because I still need her here in District 12. I keep hoping I'll wake up from this nightmare, but she's really gone. They took her away so quickly. She's on her way to the Capitol now, and within days, she'll be in the arena fighting for her life. Katniss must win. Deep down, I feel that she really will. I don't know anybody as strong and brave as my sister. I don't care if the District 1 & 2 Tributes have been training their whole lives for this. Katniss will beat them. She has to. I don't know what I would do without her.*

**Response to Reading Option 2:** Choose four quotes that made you react and record how they are related to the theme/central message/lesson/moral. (Each quote should have at least a 1 paragraph response.) You can submit this response as a handwritten paper copy, and/or type it and e-mail/share the digital document with your teacher.

Book Title: \_\_\_\_\_

|  |  |
|--|--|
| <p><b>Quote 1:</b></p><br><br><br><br><br><br><br><br><br><br><p><b>How does this quote relate to the theme/central message?</b></p> | <p><b>Quote 3:</b></p><br><br><br><br><br><br><br><br><br><br><p><b>How does this quote relate to the theme/central message?</b></p> |
| <p><b>Quote 2:</b></p><br><br><br><br><br><br><br><br><br><br><p><b>How does this quote relate to the theme/central message?</b></p> | <p><b>Quote 4:</b></p><br><br><br><br><br><br><br><br><br><br><p><b>How does this quote relate to the theme/central message?</b></p> |

**Reading Response Option 3:** Complete the attached graphic organizer/dialectical journal.

(For the sections: *respond*, *analyze*, and *evaluate*, include at least 3 sentences EACH.) You can submit this response as a handwritten paper copy, and/or type it and e-mail/share the digital document with your teacher.

Book Title: \_\_\_\_\_

| <b>Evidence From Text</b><br>(Quotations from the book.)<br>(Make special note of<br>Literary Devices!) | <b>Page #</b> | <b>Respond, Analyze &amp; Evaluate</b>    |
|---|---------------|---|
|   |               | Respond:<br><br>Analyze:<br><br>Evaluate: |
|   |               | Respond:<br><br>Analyze:<br><br>Evaluate: |

**Reading Response Option 4:** Create a digital book trailer and/or advertisement for the book.

This response must be submitted as a digital document. Either e-mail and/or share the file with your teacher.

Book Title: \_\_\_\_\_

What should you include in your book trailer?

- The Book Title
- Author's Name
- The genre (fiction or nonfiction) (AND fantasy, mystery, science fiction, historical fiction, adventure, realistic fiction, etc.)
- A description of at least one main character
- The problem the main character has to overcome (the main conflict) DO NOT explain if the character is successful at solving this problem!
- Summarize a few details about the action of the novel (3-4 sentences; NO SPOILERS!)
- What was your favorite part of the book, or a connection you personally made to the story or characters?
- At least THREE descriptive adjectives to describe the book (not a vague "interesting")

What you could include in your book trailer:

- What books are similar to this one ("If you liked x, y, z, then you'll like this book!")?
- What would be a good song, or good music to play with your book trailer?
- What could be a tagline for your book?

**Reading Response Option 5:** Write a book review.

You can submit this response as a handwritten paper copy, and/or type it and e-mail/share the digital document with your teacher.

Book Title: \_\_\_\_\_

Book reviews typically evaluate recently-written works. They offer a brief description of the text's key points and often provide a short appraisal of the strengths and weaknesses of the work.

Book reviews are most often a college assignment, but they also appear in many professional works: magazines, newspapers, and academic journals. They typically range from 500-750 words, but may be longer or shorter. A book review gives readers a sneak peek at what a book is like, whether or not the reviewer enjoyed it, and details on purchasing the book.

**Before You Read**

Before you begin to read, consider the elements you will need to included in your review. The following items may help:

- **Author:** Who is the author? What else has s/he written? Has this author won any awards? What is the author's typical style?
- **Genre:** What type of book is this: fiction, nonfiction, romance, poetry, youth fiction, etc.? Who is the intended audience for this work? What is the purpose of the work?
- **Title:** Where does the title fit in? How is it applied in the work? Does it adequately encapsulate the

message of the text? Is it interesting? Uninteresting?

- **Preface/Introduction/Table of Contents:** Does the author provide any revealing information about the text in the preface/introduction? Does a “guest author” provide the introduction? What judgments or preconceptions do the author and/or “guest author” provide? How is the book arranged: sections, chapters?
- **Book Jacket/Cover/Printing:** Book jackets are like mini-reviews. Does the book jacket provide any interesting details or spark your interest in some way? Are there pictures, maps, or graphs? Do the binding, page cut, or typescript contribute or take away from the work?

### As You Read

As you read, determine how you will structure the summary portion or background structure of your review. Be ready to take notes on the book’s key points, characters, and/or themes.

- **Characters:** Are there characters in the work? Who are the principal characters? How do they affect the story? Do you empathize with them?
- **Themes/Motifs/Style:** What themes or motifs stand out? How do they contribute to the work? Are they effective or not? How would you describe this author’s particular style? Is it accessible to all readers or just some?
- **Argument:** How is the work’s argument set up? What support does the author give for her/findings? Does the work fulfill its purpose/support its argument?
- **Key Ideas:** What is the main idea of the work? What makes it good, different, or groundbreaking?
- **Quotes:** What quotes stand out? How can you demonstrate the author’s talent or the feel of the book through a quote?

### When You Are Ready to Write

Begin with a short summary or background of the work, but do not give too much away. Many reviews limit themselves only to the first couple of chapters or lead the reader up to the rising action of the work. Reviewers of nonfiction texts will provide the basic idea of the book’s argument without too much detailed.

The final portion of your review will detail your opinion of the work. When you are ready to begin your review, consider the following:

- **Establish a Background, Remember your Audience:** Remember that your audience has not read the work; with this in mind, be sure to introduce characters and principals carefully and deliberately. What kind of summary can you provide of the main points or main characters that will help your readers gauge their interest? Does the author’s text adequately reach the intended audience? Will some readers be lost or find the text too easy?
- **Minor principals/characters:** Deal only with the most pressing issues in the book. You will not be able to cover every character or idea. What principals/characters did you agree or disagree with? What other things might the author have researched or considered?
- **Organize:** The purpose of the review is to critically evaluate the text, not just inform the readers about it. Leave plenty room for your evaluation by ensuring that your summary is brief. Determine what kind of balance to strike between your summary information and your evaluation. If you are writing your review for a class, ask your instructor. Often the ratio is half and half.
- **Your Evaluation:** Choose one or a few points to discuss about the book. What worked well for you? How does this work compare with others by the same author or other books in the same genre? What

major themes, motifs, or terms does the book introduce, and how effective are they? Did the book appeal to you on an emotional or logical way?

- **Publisher/Price:** Most book reviews include the publisher and price of the book at the end of the article. Some reviews also include the year published and ISBN.

## Revising

When making the final touches to your review, carefully verify the following:

- Double-check the spelling of the author name(s), character names, special terms, and publisher.
- Try to read from the vantage point of your audience. Is there too much/enough summary? Does your argument about the text make sense?
- Should you include direct quotes from the reading? Do they help support your arguments? Double-check your quotes for accuracy.

**Reading Response Option 6:** Annotate as you read. Document 2 annotations per chapter.

You can create a handwritten chart, and/or type one and e-mail/share the digital chart with your teacher.

Book Title: \_\_\_\_\_

## Literary Analysis Annotation Guide

**Diction:** the denotative and connotative meanings of words (What words does the author choose? Consider his/her word choice compared to another. Why did the author choose that particular word? What are the connotations of that word choice?)

- different words for the same thing often suggest different attitudes (happy vs. content vs. ecstatic)
- denotative vs. connotative (dead vs. passed away)
- concrete vs. abstract (able to perceive with 5 senses, tangible, vs. an idea or concept that exists in one's mind, intangible)
- monosyllabic vs. polysyllabic
- positive vs. negative (slender vs. skinny, determined vs. stubborn)
- colloquial / informal / formal
- cacophonous vs. euphonious (e.g., harsh sounding, raucous, croak **or** pleasant sounding, languid, murmur)

**Images:** Vivid appeals to understanding through the five senses – sight, sound, touch, taste, smell. (What images does the author use? What does he/she focus on in a sensory way? How do the kinds of images the author puts in or leaves out reflect his/her style? Are they vibrant? Prominent? Plain? NOTE: Images differ from detail in the degree to which they appeal to the senses. A farmer and a real estate developer would use different imagery to describe the same piece of land. Imagery would differ in a romantic vs. realistic description of the countryside.)

**Details:** Facts that are included or those that are omitted (What details does the author choose to include? What do they imply? What does the author choose to exclude? What are the connotations of the choice of details?

NOTE: Details are facts or fact-lets. They differ from images in that they don't have a strong sensory appeal.

Hard Copy vs. CNN vs. NPR)

**Language:** The overall use of language such as formal, clinical, informal, slang (What is the overall impression of the language the author uses? Does it reflect education? A particular profession? Intelligence? Is it plain? Ornate? Simple? Clear? Figurative? Poetic? Make sure you don't skip this step. Ambassador will speak differently than a cop or a kid.)

**Sentence Structure:** How the author's use of sentence structure affects the reader (What are the sentences like? Are they simple with one or two clauses? Do they have multiple phrases? Are they choppy? Flowing? Sinuous like a snake? Is there antithesis, chiasmus, parallel construction? What emotional impression do they leave? If we are talking about poetry, what is the meter? Is there a rhyme scheme? Long flowing sentences give us a different feeling than short choppy ones. If the narrator has awkward sentence structure, we might think he is uneducated or fearful. Sophisticated mature sentences might suggest artistic creativity.)

| <b>JTHS Reading Response Rubric</b>  | <b>Score Point 4</b><br><b>The response</b>   | <b>Score Point 3</b><br><b>The student response</b>  | <b>Score Point 2</b><br><b>The student response</b>  | <b>Score Point 1</b><br><b>The student response</b>  | <b>Score Point 0</b><br><b>The student response</b>   |
|--|---|--|--|--|---|
| <b>Reading Comprehension</b><br><i>Total possible points-4</i>             | demonstrates full comprehension of ideas stated explicitly and/or inferentially by providing an accurate analysis;  | demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis;  | demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis;   | demonstrates limited comprehension of ideas by providing a minimally accurate analysis;  | demonstrates no comprehension of ideas by providing an inaccurate or no analysis.   |
| <b>Expression (Development of Ideas)</b><br><i>Total Possible Points-8</i> | addresses the task and provides effective and comprehensive development of the claim or topic that is consistently appropriate to task, purpose, and audience;<br><br>uses clear reasoning supported by relevant, text-based evidence in the development of the claim or topic; | addresses the task and provides mostly effective development of the claim or topic that is mostly appropriate to task, purpose, and audience;<br><br>uses mostly clear reasoning supported by relevant text-based evidence in the development of the claim or topic; | addresses the task and provides some development of the claim or topic that is somewhat appropriate to task, purpose, and audience;<br><br>uses some reasoning and text-based evidence in the development of the claim or topic; | addresses the task and provides minimal development of the claim or topic that is somewhat appropriate to task, purpose, and audience;<br><br>uses limited reasoning and text-based evidence | is undeveloped and/or inappropriate to the task, purpose, and audience;<br><br>includes little to no text-based evidence; |
| <b>Expression (Organization)</b><br><i>Total Possible Points-4</i>         | is effectively organized with a clear and coherent response;  | is organized with a mostly clear and coherent response   | demonstrates some organization with a somewhat coherent response;  | demonstrates limited organization and coherence;   | lacks organization and coherence;   |
| <b>Expression (Control of Language)</b><br><i>Total Possible Points-4</i>  | establishes and maintains an effective style  | establishes and maintains a mostly effective style   | has a style that is somewhat effective   | has a style that is minimally effective.   | has an inappropriate style  |

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|--|--|--|---|---|--|
| <b>Knowledge of Language</b><br><i>Total Possible Points-4</i> | The student response to the task demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics/grammar/usage, but meaning is clear. | The student response to the task demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics/grammar/usage, but meaning is clear. | The student response to the task demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics/ grammar/ usage that occasionally impede understanding, but the meaning is clear. | The student response to the task demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics/grammar/usage that often impede understanding. | The student response to the task does not demonstrate command of the conventions of standard English at an appropriate level of complexity. Frequent and varied errors in mechanics/ grammar/usage impede understanding. |
|--|--|--|---|---|--|

Total Possible Points-24

| <b>JTHS Summer Assignment Discussion Rubric</b>   | <b>Score Point 5</b><br><b>The student response</b>   | <b>Score Point 3</b><br><b>The student response</b>   | <b>Score Point 1</b><br><b>The student response</b>  |
|---|---|---|--|
| <b>Thinking and Talking like Experts</b><br><br>Total Possible Points-5                 | <b>Interprets</b> themes & applies to life; <b>Connects</b> to characters & other texts- critiques and analyzes the character's actions; <b>Critiques</b> texts and author's techniques; <u>Uses literature terms &amp; academic expression</u> | Provide some interpretations and applications to life; Use some literature terms & academic expressions; Shows some deep thinking | Remains at retell level;<br><br>Gives few or no interpretation;<br>Fails to extend conversation;<br><br>Avoids literature terms & academic expressions |
| <b>Building On and/or Challenging Ideas</b><br><br>Total Possible Points-5              | Generates logical theme(s); Stays on topic; Builds on one another's comments.   | Mostly stays on topic with a few tangents; Demonstrates some building of an idea.   | Rarely connects or builds on ideas; Uses disconnected, random ideas; Goes off on many tangents.  |
| <b>Supporting Ideas with Explanations &amp; Examples</b><br><br>Total Possible Points-5 | Supports ideas and opinions with examples from text, life, and previous discussions; Clearly explains and elaborates on ideas.  | Provides some support of ideas with examples and clarifications; Uses some prompts to encourage support.                          | Provides little or no support of ideas and themes; Fails to use appropriate prompting.   |
| <b>Paraphrasing</b><br><br>Total Possible Points-5                                      | Paraphrases partner ideas to clarify, deepen, and stay focused; Synthesizes key points  | Offers some paraphrasing and synthesizing of key ideas  | Offers little or no paraphrasing and synthesizing.   |

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|---|---|--|--|
| <b>Communicating Behaviors</b><br><br>Total Possible Points-5 | Actively listens, take turns, values and respects partner comments. | Uses some appropriate listening and turn-taking behaviors. | Fails to focus on partner; interrupts; Dominates conversation or does not contribute at all. |
|---|---|--|--|

Total Possible Points-25