

Summer Reading 2019

for the following courses ONLY*

*Courses not listed do not have summer reading

Grade 9

- Accelerated English 9
- JSA English 9

Grades 11 and 12

- Accelerated English 11
- AP English Language and Composition
- AP English Literature and Composition
- AP Research

Grade 10

- Accelerated English 10
- JSA English 10
- JSA Accelerated English 10
- JAGS English 10
- JAGS Accelerated English 10

Please Note: If questions regarding these assignments arise over the summer, please contact Mrs. Myers by email at monica.myers@jackson.sparcc.org or by phone at 330-830-8000 Ext. 1754.

Accelerated English 9	
<p>Read both of the following:</p> <p><i>The Alchemist</i> by Paulo Coelho A biography or autobiography of the student's choice (250 page minimum)</p>	<p>Please Note: Please read both <i>The Alchemist</i> and your choice biography or autobiography over the summer. Annotate or use Post-its on any passages notable for their connection to theme, development of character, and overall meaning. You'll draw on these during the first two weeks of school through class discussion and written assignments.</p>
Accelerated English 10	
<p>Student Choice</p>	<p>Please Note: You will have the opportunity to choose your summer reading book. This book must focus on a current social, economic, environmental, or political issue that has significance to our community, the nation, or the world. It must be age appropriate and a minimum of 150 pages. The focus of your book could be discrimination, sexism, the opioid crisis, poverty, refugee/immigration issues, human trafficking, the drug trade, access to clean water, degradation of the environment, human rights violations, civil wars, etc.</p> <p>You must bring your book with you to class the first and second week of school. Be prepared to participate in discussions about the issues in your book, and be prepared to complete a formal assessment related to your book. Use strategies to help you understand your reading, which includes, but is not limited to, annotating the text, writing reflections, and taking notes while reading. <u>This is a student choice and your teacher may not</u></p>

	<p><u>have read the book you've selected, so it is important for you to share your selection with your parent/guardian.</u></p> <p>If you have any questions about the assignment or your book choice, please email Mrs. Rankin at dlr2jc@jackson.sparcc.org and Mrs. Muckley at jk4jc@jackson.sparcc.org.</p>
JSA English 9, JSA English 10, and JSA Accelerated English 10	
<p>Read the following:</p> <p><i>The Life of Pi</i> by Yann Martel</p>	<p>Please Note:</p> <p>Annotate or use Post-Its on any passages notable for their connection to theme, development of character, and overall meaning. You'll draw on these during the first couple of weeks of school through class discussion and written assignments. Be prepared for an in-depth study of the novel. We are well aware that there is a movie version of this book. Please do not think that watching the movie will prepare you for class activities developed around the book.</p>
JAGS English 10 and JAGS Accelerated English 10	
<p>Student Choice</p>	<p>Please Note: As a JAGS student, you will have the opportunity to choose your summer reading book. This book must be age appropriate and a minimum of 150 pages. The book must also focus on an issue that has global significance (any social, economic, environmental, or political issue which could have a negative impact on any part of the global population). This could include refugee/immigration issues, human trafficking, drug trade, access to clean water, degradation of the environment, human rights violations, civil wars, etc.</p> <p>You must bring your book with you to class the first and second week of school. Be prepared to participate in discussions about the issues in your book, and be prepared to complete a formal assessment related to your book. Use strategies to help you understand your reading, which includes, but is not limited to, annotating the text, writing reflections, and taking notes while reading. <u>This is a student choice and your teacher may not have read the book you've selected, so it is important for you to share your selection with your parent/guardian before seeking teacher approval.</u></p> <p>Students in JAGS English 10 and JAGS Accelerated English 10 may email Mrs. Muckley with questions at jkm4jc@jackson.sparcc.org</p>
Accelerated English 11	
<p>Read the following:</p> <p><i>The Namesake</i> by Jhumpa Lahiri</p>	<p>Click on this link provided for the assignment. (Also available on Mrs. Williams's teacher website.)</p> <p>Accelerated English 11 emphasizes World Literature, and seeks to answer the question, "how can literature enhance our understanding of our global community?" To that end, we will be reading several works</p>

from around the globe. To begin, we will be looking at writings from authors who offer insight into the diverse American experience. Students will be asked to read *The Namesake*, annotate according to provided guidelines, and complete the handout for quote analysis.

AP English Language and Composition

(Please Note: This course is now being offered to students at the Junior and Senior level.)

Student Choice

Click on this [link](#) for the assignment. (Also available on Mr. Gillette's website.)

We are providing you choice through a list of non-fiction Pulitzer Prize or National Book Award winning books. Please be aware that the non-fiction books on these lists contain content that is sophisticated, challenging, and, in some cases, jarring. In most cases, all texts selected by Jackson Local Schools are read by committee; however, in this case, we are relying on you to select the non-fiction book that best suits you, and are asking that you share that choice with your parents in order to ensure that it is appropriate for you.

As you read, annotate carefully and think about the "why" and "how" of the text. *Why* is the author writing this piece (i.e., what does the writer hope to accomplish) - and *how* does the author attempt to achieve that purpose? Ultimately, consider the overall effectiveness of the text in achieving the author's purpose, and be ready to justify your evaluation.

During the first week of class, you will present your first 5-7 minute "book talk" that rhetorically analyzes your choice book. *You will be provided with an organizer for your book talk along with your course materials at the beginning of the year.* This talk will also require you to analyze key quotes - flagging significant quotes *as you read* will assist you greatly in this process.

AP English Literature and Composition

(Please Note: This course is now being offered to students at the Junior and Senior level.)

Choose *one* text from the list below to read, enjoy, and get to know over the summer.

You may choose from the following works:

Candide by Voltaire, *Great Expectations* by Charles Dickens, *Equus* by Peter Shaffer, *Brave New World* by Aldous Huxley, *1984* by George Orwell, or *Slaughterhouse-Five* by Kurt Vonnegut

Click on this [link](#) for the full assignment. (Also available on Mrs. Williams's teacher website.)

You will write your first in-class timed writing in response to this reading during the first week of school.

To begin the course on the right foot, as an *extra credit option*, you may also read *one* of the following plays, *if you choose*. A writing response to this reading will be assigned to you and due for submission during the first week of school.

For extra credit, you may choose from the following works:

The Glass Menagerie by Tennessee Williams, *Rosencrantz and Guildenstern Are Dead* by Tom Stoppard, or *A Doll's House* by Henrik Ibsen

AP Research

Research

Click on this [link](#) for the full assignment. (Also available on Mrs. Barnes's website.)

There will be three separate due dates for this assignment, so be mindful of them. The first part of the assignment will begin the process of creating research questions. Remember, the topic you decide to work with must hold your interest for the entire year. Reflect about your true interests for this course prior to completing the provided chart.

The second part of the assignment will involve answering the questions for each of the three topics you identified. The answers you submit to me should be detailed and in-depth. Sit and reflect about your true interests for this course prior to completing the chart.

Using the information you have already turned in, you should be ready to generate some initial research questions and have some usable sources to go with each question. For each topic you have been working with this summer, generate 3-5 possible research questions. Additionally, for each topic, list 10 possible sources (using proper citations) you could use in your academic paper and annotate two you consider the most important for that particular topic.