

Summer Reading 2019

SIXTH GRADE – ENG630 AND THE630

ENG630: The incoming 6th grade summer novel will be *Wonder*, by R.J. Palacio ... assessment items will be two small quizzes in class during the first full week of school, followed by an essay to be completed during the first two weeks of school.

THE630: *The Chronicles of Narnia: The Lion, Witch and the Wardrobe* by C. S. Lewis. We will be discussing the book and its symbolism in class. Your assignment this summer is to read the book, enjoy it, and be able to understand and remember the plot.

SEVENTH GRADE – ENG730

The incoming 7th grade students will read *I Will Always Write Back* by Caitlin Alifirenka and Martin Ganda.

Students will complete a series of small writing assignments during the first week of class.

EIGHTH GRADE – ENG830

ENG 830 Summer Reading: Students will choose and read ONE of the following selections from the list below:

Ready Player One by Ernest Cline (Sci-Fi/Fantasy)

Bomb: The Race to Build—and Steal—the World's Most Dangerous Weapon by Steve Sheinkin
(Non-Fiction/History)

The Curious Incident of the Dog in the Nighttime by Mark Haddon (Mystery)

Boy 21 by Matthew Quick (Sports)

Upon commencement of classes in the fall, students will have two weeks of in-class process work before writing a one-page theme analysis mini-essay in-class over their choice novel which will be graded using a rubric that will act as the foundation for writing rubrics for the year's coursework.

FRESHMEN – ENG130

ENG130: From Sentence to Novel

Text: ***Strength in What Remains***, by Tracy Kidder

Assignment:

Step #1. While reading ***Strength in What Remains***, students are required to do the following:

--For each chapter of the book, students will identify one passage of text—a section of the chapter which they will quote verbatim. The passage should be typed into a word document and the page number should be identified in parentheses after the passage.

--After the passage is cited, students should write a brief commentary identifying the significance of the passage, considering why the passage is interesting or significant to understanding the ideas of the book.

Step #2. After reading ***Strength in What Remains***, students are required to do the following:

--Write a one page single spaced summary of the book and a one page single spaced response to the book. Both the summary and the response should include passages from Step #1 to illustrate the ideas and opinions expressed in the writing.

Other Requirements:

Students must submit each assignment on their English teacher's canvas page. No printed work will be accepted. Any work plagiarized or copied will be identified and given a "0" grade.

SOPHOMORES – ENG230 OR ENG250

The Red Badge of Courage (4)

Fahrenheit 451 (3)

Their Eyes Were Watching God (5)

Slaughterhouse Five (5)

The Joy Luck Club (4)

Step 1. While reading ***one of the above novels***, students are required to do the following:

Students will find a passage of text which will be quoted verbatim. The passage will be typed into a word document and identified with the page number in parentheses. After each passage cited, students should write a brief commentary identifying the significance of the passage, considering why the passage is interesting or significant to the understanding of the ideas of the novel.

After each novel listed above, a number indicates the number of required passages. These passages should be drawn evenly from throughout the novel.

Step 2. In addition to reading the chosen novel, students will complete the following:

--Write a one page single spaced summary of the book AND a one page single spaced response to the book. Both the summary and the response should include passages from Step #1 to illustrate the ideas and opinions expressed in the writing.

All work will be due the first Monday of the school year.

SOCIAL STUDIES: SST 271 (AP/ACC WORLD HISTORY) CLASS

Here are the instructions for *The Silk Roads: A New History of the World* by Peter Frankopan

1. Read the first six chapters of *The Silk Roads*.
2. Write a 1 page (single spaced, 12 point font) summary of **each** of the first six chapters. These summaries will be submitted to Canvas sometime during the first full week of class in August.
3. Each student will eventually be asked to synthesize his summaries into a coherent, organized essay. This essay will be written in class at some point within the first two weeks of the 2019-20 school year.

IMPORTANT NOTE!!!! While AP World students will begin to read *The Silk Roads* during the summer, they will continue to read the book and complete assignments on their reading throughout the first semester of the 2019-20 school year.

JUNIORS

ENG370: Literature and Composition

Students will read the novel *Brave New World* by Aldous Huxley. While reading the novel, students will identify a minimum of 10 passages of text and comment on those passages by considering their significance and relevance to our modern society.

Working individually, students should type the assignment as a Word document, identifying and discussing a minimum of 10 passages. Each commentary must thoughtfully consider the relationship between the passage identified and a major theme or the main argument of the novel.

Please also provide a page number (or e-book location) and basic context when commenting on the passage—information such as who is speaking, what is happening in the novel, and why the passage is interesting.

The final step of the assignment is to assert in 5 sentences or less the major argument of the novel.

The assignment will be submitted through Canvas. No printed work will be accepted.

ENG371: AP English Language and Composition

TEXT: *Brave New World*, by Aldous Huxley

Assignment:

Students will read the novel *Brave New World* by Aldous Huxley. While reading the novel, students will identify passages of text and comment on those passages by considering the significance of those passages. Students should type the assignment as a Word document, identifying at minimum 10 passages. Each commentary must thoughtfully consider the relationship between the passage identified and the major argument of the novel. Please also provide basic context when commenting on the passage—information such as who is speaking, what is happening in the novel, and why the passage is interesting.

The final step of the assignment is to assert in 5 sentences or less the major argument of the novel.

The assignment will be submitted through Canvas. No printed work will be accepted.

SST370/SST371: AP/ACC US History and standard US History

Juniors taking ACC US History and AP/ACC US History will be given four readings to complete over the summer. Students will have digital access to these readings before the end of the 2018-2019 school year; paper copies will be made available upon request. Students will be given a writing assignment for each reading which will be submitted on Canvas by the first day of class for the 2019-2020 school year. Students should contact Dr. Armon (warmon@chaminade-stl.org) or Dr. Garrison (zgarrison@chaminade-stl.org) if they have any questions.

SENIORS

ENGLISH: ENG470 & ENG471: Summer Assignment

Students should read **one** of the three books listed below and be ready for a test on the first day of classes in August.

Edwidge Danticat, winner of the 2018 Neustadt Prize:

1. ***Breath, Eyes, Memory***, ISBN: 978-1616955021
2. ***Claire of the Sea Light***, ISBN: 978-0307472274
3. ***The Dew Breaker***, ISBN: 978-1400034291

SOCIAL STUDIES: SST271 (AP/ACC World History) class

Here are the instructions for ***The Silk Roads: A New History of the World*** by Peter Frankopan

1. Read the first six chapters of *The Silk Roads*.
2. Write a 1 page (single spaced, 12 point font) summary of **each** of the first six chapters. These summaries will be submitted to Canvas sometime during the first full week of class in August.
3. Each student will eventually be asked to synthesize his summaries into a coherent, organized essay. This essay will be written in class at some point within the first two weeks of the 2019-20 school year.

IMPORTANT NOTE!!!! While AP World students will begin to read *The Silk Roads* during the summer, they will continue to read the book and complete assignments on their reading throughout the first semester of the 2019-20 school year.

AP Government SST471:

Seniors taking AP/ACC US Government will read: Monk, ***The Words We Live By: Your Annotated Guide to the Constitution*** (Hachette Books, 2015) over the summer. Students will have a series of questions to answer as they read – there will be digital access to these questions through a google doc, as well as a paper copy to be distributed before the end of the year. Students should be aware that the questions they answer will be used as a reference over the course of the year. This assignment should be submitted on Canvas by the first day of class for the 2019-2020 school year. Students should contact Dr. Garrison (zgarrison@chaminade-stl.org) if they have any questions.