

AP-EEP-Honors

Summer Reading

Warwick, Rhode Island Public Schools - Senior High AP-EEP-HONORS - 2016
Completed activities are due no later than *Friday, September 2, 2016*.

Dear Students and Parents/Guardians,

In order to begin the year ready to engage in meaningful text-based instruction, each student in English AP, EEP, or honors will read the designated book(s) for his/her respective course and grade level. In addition, he/she will complete at least one text-based writing assignment.

Sincerely,

Kathleen Desrosiers, Coordinator of English Language Arts K-12, and the
WPS Summer Reading Committee

SUMMER READING REQUIREMENTS FOR GRADES 9-12 AP-EEP-HONORS

BOOK REQUIREMENTS:

- Grade 9.....*Look Me in the Eye* by John Elder Robison
- Grade 10.....*The Book Thief* by Markus Zusak
- Grade 11.....*The Scarlet Letter* by Nathaniel Hawthorne
- Grade 12.....*The Picture of Dorian Gray* by Oscar Wilde
- *Grade 12 AP*Brave New World* by Aldous Huxley, *1984* by George Orwell,
Candide by Voltaire, and
How to Read Literature Like a Professor by Thomas C. Foster
- *Grade 12 EEP.....*Brave New World* by Aldous Huxley, *1984* by George Orwell,
Dr. Faustus by Christopher Marlowe, and
How to Read Literature Like a Professor by Thomas C. Foster

ASSIGNMENT INFORMATION:

- These assignments will be completed in place of the non-honors Summer Reading assignments.
- Students entering grade 12 must also complete the Pre-search for Senior Project Research Paper. Refer to the **Grade 12 Summer Assignment** packet for details.
- * Grade 12 AP and EEP students will have separate prompts. Refer to the specific course assignments outlined on the following pages.
- This assignment will count as a text-based writing assignment for the first quarter, not to exceed 10% of the first quarter average.
- A copy of the honors summer reading assignment is available at the Warwick Public Schools' website (<http://www.warwickschools.org>).

Grade 12 - AP

English IV Honors Advanced Placement Summer Reading Assignment

Students entering the English IV Honors Advanced Placement class will read the four (4) works indicated below and will complete the accompanying assignments. Essays must be coherent and grammatically correct, possess no spelling errors, and be typed. Essays must have an introduction with a clear thesis statement, a body with sufficient details and supporting examples, and a meaningful conclusion. Essays will be submitted at the beginning of class on Friday, September 2, 2016. (Students in this class must also complete the district's "ELA Summer Assignment—Class of 2017.") For the AP assignments, students may independently conduct any research they deem necessary. To understand the novels, students should be familiar with the concepts of satire and allegory. Use MLA format for any citation needs in the essay. Reading the book *How to Read Literature Like a Professor* will aid students in their literary analysis of the works they read this summer and throughout the year.

1) Read *Brave New World* by Aldous Huxley and *1984* by George Orwell and respond to the following prompt. Use the accompanying directions to assist you.

In the following passage from 1985, the contemporary social critic Neil Postman contrasts George Orwell's vision of the future, as expressed in the novel *1984* (written in 1948), with that of Aldous Huxley in his novel *Brave New World* (1932). Read the passage and consider Postman's assertion that Huxley's vision is more relevant today than is Orwell's. Then, using your own critical understanding of contemporary society as evidence, write a carefully argued essay that agrees or disagrees with Postman's assertion. You may also want to consider whether or not there are implications in the fact that Huxley and Orwell were British, and you may wish to consider whether or not the era in which each novel was written influenced the author's portrayal of the future.

We were keeping our eye on 1984. When the year came and the prophecy didn't, thoughtful Americans sang softly in praise of themselves. The roots of liberal democracy had held. Wherever else the terror had happened, we, at least, had not been visited by Orwellian nightmares.

But we had forgotten that alongside Orwell's dark vision, there was another—slightly older, slightly less well known, equally chilling: Aldous Huxley's *Brave New World*. Contrary to common belief even among the educated, Huxley and Orwell did not prophesy the same thing. Orwell warns that we will be overcome by an externally imposed oppression. But in Huxley's vision no Big Brother is required to deprive people of their autonomy, maturity, and history. As he saw it, people will come to love their oppression, to adore the technologies that undo their capacities to think.

What Orwell feared were those who would ban books. What Huxley feared was that there would be no reason to ban a book, for there would

be no one who wanted to read one. Orwell feared those who would deprive us of information. Huxley feared those who would give us so much that we would be reduced to passivity and egoism. Orwell feared that the truth would be concealed from us. Huxley feared the truth would be drowned in a sea of irrelevance. Orwell feared we would become a captive culture. Huxley feared that we would become a trivial culture, preoccupied with some equivalent of the feelies, the orgy porgy, and the centrifugal bumblepuppy. As Huxley remarked in *Brave New World Revisited*, the civil libertarians and rationalists who are ever on the alert to oppose tyranny “failed to take into account man’s almost infinite appetite for distractions.” In 1984, Huxley added, people are controlled by inflicting pain. In *Brave New World*, they are controlled by inflicting pleasure. In short, Orwell feared that what we hate will ruin us. Huxley feared that what we love will ruin us.

This essay is due on Friday, September 2, 2016.

To be safe and to make sure that your equipment is functioning, always print out your assignments long before they are due.

2) Read *Candide* by Voltaire and consider the following statement:

Writers want their words to have an effect on their readers, to have an impact on their lives in some way. Some writers hope to persuade their readers, some want to paint a picture with their descriptive language, and some may choose to entertain reluctant readers with their wit or titillate them with their use of suspense.

Be prepared to discuss this novel on the first day of school. After the class discussion, students will receive essay prompts, and one essay for *Candide* will be due on Friday, September 9, 2016.

3) Read *How to Read Literature Like a Professor* by Thomas C. Foster

(Foster, Thomas C. *How to Read Literature Like a Professor*. New York: HarperCollins, 2014).

We will use the techniques and concepts in this book throughout the year. Be prepared to discuss this book in class. There is no written assignment for this book at this time.

Revised 20 May 2016

Grade 12 - EEP

English IV Honors Early Enrollment Program Summer Reading Assignment

Students entering the English IV Honors Early Enrollment Program class will read the four (4) works indicated below and will complete the accompanying assignments. Essays must be coherent and grammatically correct, possess no spelling errors, and be typed. Essays must have an introduction with a clear thesis statement, a body with sufficient details and supporting examples, and a meaningful conclusion. Essays will be submitted at the beginning of class on Friday, September 2, 2016. (Students in this class must also complete the district's "ELA Summer Assignment—Class of 2017.") For the EEP assignments, students may independently conduct any research they deem necessary. To understand the literature, students should be familiar with the concepts of satire, allegory, and tragedy. Use MLA format for any citation needs in the essay. Reading the book *How to Read Literature Like a Professor* will aid students in their literary analysis of the works they read this summer and throughout the year.

1) Read *Brave New World* by Aldous Huxley and *1984* by George Orwell and respond to the following prompt. Use the accompanying directions to assist you.

In the following passage from 1985, the contemporary social critic Neil Postman contrasts George Orwell's vision of the future, as expressed in the novel *1984* (written in 1948), with that of Aldous Huxley in his novel *Brave New World* (1932). Read the passage and consider Postman's assertion that Huxley's vision is more relevant today than is Orwell's. Then, using your own critical understanding of contemporary society as evidence, write a carefully argued essay that agrees or disagrees with Postman's assertion. You may also want to consider whether or not there are implications in the fact that Huxley and Orwell were British, and you may wish to consider whether or not the era in which each novel was written influenced the author's portrayal of the future.

We were keeping our eye on 1984. When the year came and the prophecy didn't, thoughtful Americans sang softly in praise of themselves. The roots of liberal democracy had held. Wherever else the terror had happened, we, at least, had not been visited by Orwellian nightmares.

But we had forgotten that alongside Orwell's dark vision, there was another—slightly older, slightly less well known, equally chilling: Aldous Huxley's *Brave New World*. Contrary to common belief even among the educated, Huxley and Orwell did not prophesy the same thing. Orwell warns that we will be overcome by an externally imposed oppression. But in Huxley's vision no Big Brother is required to deprive people of their autonomy, maturity, and history. As he saw it, people will come to love their oppression, to adore the technologies that undo their capacities to think.

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be no one who wanted to read one. Orwell feared those who would deprive us of information. Huxley feared those who would give us so much that we would be reduced to passivity and egoism. Orwell feared that the truth would be concealed from us. Huxley feared the truth would be drowned in a sea of irrelevance. Orwell feared we would become a captive culture. Huxley feared that we would become a trivial culture, preoccupied with some equivalent of the feelies, the orgy porgy, and the centrifugal bumblepuppy. As Huxley remarked in *Brave New World Revisited*, the civil libertarians and rationalists who are ever on the alert to oppose tyranny “failed to take into account man’s almost infinite appetite for distractions.” In 1984, Huxley added, people are controlled by inflicting pain. In *Brave New World*, they are controlled by inflicting pleasure. In short, Orwell feared that what we hate will ruin us. Huxley feared that what we love will ruin us.

This essay is due on Friday, September 2, 2016.

To be safe and to make sure that your equipment is functioning, always print out your assignments long before they are due.

2) Read *Doctor Faustus* by Christopher Marlowe and consider the following statement:

The eighteenth-century British novelist Laurence Sterne wrote, “No body, but he who has felt it, can conceive what a plaguing thing it is to have a man’s mind torn asunder by two projects of equal strength, both obstinately pulling in a contrary direction at the same time.” What compelling desires, ambitions, obligations, or influences pull the mind of *Doctor Faustus*, and what effects do they have on him?

Be prepared to discuss this drama on the first day of school. After the class discussion, students will receive essay prompts, and one essay for *Doctor Faustus* will be due on Friday, September 9, 2016.

3) Read *How to Read Literature Like a Professor* by Thomas C. Foster

(Foster, Thomas C. *How to Read Literature Like a Professor*. New York: HarperCollins, 2014).

We will use the techniques and concepts in this book throughout the year. Be prepared to discuss this book in class. There is no written assignment for this book at this time.

Grades 9-12 English Honors Summer Reading Essay

Write a detailed, well-organized essay in response to the question below. This essay must be typed and attached to this packet and may be used to inform instruction. See the attached rubric for scoring.

Should this book be required reading for high school students?

Your response should address multiple elements such as but not limited to the following: author's craft (use of figurative language, literary devices, imagery, etc.), plot development, setting, characterization, theme, and content/subject matter.

This essay is due on Friday, September 2, 2016.

To be safe and to make sure that your equipment is functioning, always print out your assignments long before they are due.

Warwick Public Schools - Grades 9-12 INFORMATIONAL/EXPLANATORY Writing Rubric

	5 - Advanced (100-90)	4 – Proficient (89-80)	3 - Approaching Proficiency (79-65)	2 - Below Proficiency (64-51)	1 - Well Below Proficiency (50-0)
*Focus CCSS-W: 2a, 4	<ul style="list-style-type: none"> Expertly introduces topic(s) with a sophisticated controlling idea/thesis statement Insightfully addresses all aspects of the prompt Thoroughly maintains focus throughout 	<ul style="list-style-type: none"> Introduces topic(s) with a clear and relevant controlling idea/thesis statement Addresses all aspects of the prompt Maintains focus throughout 	<ul style="list-style-type: none"> Attempts to introduce topic(s) with a clear and relevant controlling idea/thesis statement Addresses most aspects of the prompt Attempts to maintain focus 	<ul style="list-style-type: none"> Ineffectively introduces topic(s) with a controlling idea/thesis statement Ineffectively addresses the prompt Inadequately maintains focus 	<ul style="list-style-type: none"> Does not include a controlling idea/thesis statement Does not address the prompt Does not maintain focus
* Organization/Structure CCSS-W: 2a, 2c, 2f, 4	<ul style="list-style-type: none"> Skillfully orients reader to topic(s) in introduction Expertly incorporates progression of ideas throughout the body Skillfully uses varied and appropriate transitions within or between paragraphs and sections Draws a meaningful and reflective conclusion based on the significance of the information/explanation IF REQUIRED: Purposefully and logically includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia <u>when useful to aid comprehension</u> 	<ul style="list-style-type: none"> Orients reader to topic(s) in introduction Incorporates logical progression of ideas throughout the body Uses varied and appropriate transitions within or between paragraphs and sections Draws a logical conclusion based on the significance of the information/explanation IF REQUIRED: Includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia <u>when useful to aid comprehension</u> 	<ul style="list-style-type: none"> Partially orients reader to topic(s) in introduction Attempts to incorporate progression of ideas throughout the body Inconsistently uses varied and appropriate transitions within or between paragraphs and sections Provides a conclusion which merely repeats information/explanation OR introduces new information IF REQUIRED: Inconsistently includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia <u>when useful to aid comprehension</u> 	<ul style="list-style-type: none"> Inadequately orients reader to topic(s) in introduction Incorporates weak or inappropriate progression of ideas throughout the body Uses few and/or inappropriate transitions within or between paragraphs and sections Provides a weak conclusion which may not accurately represent information/explanation IF REQUIRED: Ineffectively includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia <u>when useful to aid comprehension</u> 	<ul style="list-style-type: none"> Does not orient reader to topic(s) in introduction or introduction is missing Does not incorporate progression of ideas throughout the body Does not use varied and/or appropriate transitions Does not provide an accurate conclusion or omits conclusion entirely IF REQUIRED: Does not include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia <u>when useful to aid comprehension</u>
* Development of Ideas/Evidence CCSS-W: 2b, 9	<ul style="list-style-type: none"> Demonstrates comprehension of ideas (stated explicitly and inferentially) through a skillful analysis Skillfully supports the analysis with relevant textual evidence, including credible outside sources (when applicable) Adeptly integrates textual evidence into analysis 	<ul style="list-style-type: none"> Demonstrates comprehension of ideas through an accurate analysis Supports the analysis with relevant textual evidence, including credible outside sources (when applicable) Integrates textual evidence into analysis 	<ul style="list-style-type: none"> Demonstrates comprehension of ideas through a somewhat limited and/or somewhat accurate analysis Supports the analysis with limited and/or superficial textual evidence Inconsistently integrates textual evidence into analysis 	<ul style="list-style-type: none"> Inadequately demonstrates comprehension of ideas through a limited and/or inaccurate analysis Attempts to support the analysis, but textual evidence is inaccurate or irrelevant Ineffectively integrates textual evidence into analysis 	<ul style="list-style-type: none"> Does not demonstrate comprehension of ideas through analysis Does not provide textual evidence Does not integrate textual evidence into analysis
Language CCSS-L: 1, 2, 2e, 3, 4 CCSS-W: 4	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) Strategically uses precise language, domain-specific vocabulary, and literary techniques (when applicable) Expertly establishes and consistently maintains a formal style and appropriate tone Consistently and correctly follows standard format 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions (grammar, punctuation, spelling, capitalization) that do not interfere with meaning Uses precise language, domain-specific vocabulary, and literary techniques (when applicable) Establishes and maintains a formal style and appropriate tone Consistently follows standard format 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions (grammar, punctuation, spelling, capitalization) that may interfere with meaning Attempts to use precise language, domain-specific vocabulary, and literary techniques (when applicable) Attempts to establish and maintain a formal style and appropriate tone Attempts to follow standard format 	<ul style="list-style-type: none"> Uses incorrect and/or repetitive sentence structure Contains numerous errors in conventions (grammar, punctuation, spelling, capitalization) that make meaning unclear Ineffectively uses precise language, domain-specific vocabulary, and literary techniques (when applicable) Ineffectively establishes and/or inconsistently maintains a formal style or appropriate tone Ineffectively follows standard format 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/ run-ons) Contains serious and pervasive errors in conventions (grammar, punctuation, spelling, capitalization) Does not use precise language, domain-specific vocabulary, and literary techniques (when applicable) Does not establish and/or maintain a formal style or appropriate tone Does not follow standard format

Rubric Alignment to CCSS

	CCSS-Aligned Standards (Grades 11-12)
<p style="text-align: center;">Writing</p>	<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3)</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grades 11th/12th Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11th/12th Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).
<p style="text-align: center;">Language</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a and 2b are not written on this document.)</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.