

ENGLISH I (Academic)

Assigned Book: *To Kill a Mockingbird* by Harper Lee

Assigned Reading: ONLY Part One (Chapters 1 – 11)

Assignment (see examples below):

1. Explain how all of the following themes are developed over the course of the novel through a dialectical journal: **coming of age, education, gender bias, social bias (rich vs. poor).**
2. Create a vocabulary log as you read through chapters 1 – 11.

***Directions for all English I Dialectical Journals:**

Find **ONE** quote for your theme and provide at least **THREE** sentences of commentary explaining how your quote helps to develop the theme. The quotes should be spread throughout the text including one quote from the beginning of the text, one quote from the middle of the text, and one quote from the end of the text. See the following example from *The Scarlet Ibis*:

Theme - beauty Quotation 1: "His eyes were round with wonder as he gazed about him, and his little hands began to stroke the rubber grass. Then he began to cry" (Hurst 191). Context: Doodle's brother has taken him to a beautiful place.	Theme - beauty Commentary: Moved to tears of joy at the beauty of simple things, Doodle reacts emotionally to the wonders of nature. He is attuned to nature and in awe of its beauty. This shows how Doodle not only finds beauty, but how that beauty causes him to respond.
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***Directions for English I Academic & Pre-AP Vocabulary Logs:**

Find **ONE** new vocabulary word from each chapter; you should have 11 words in total by the end of Part One. You will need to do the following: list the word, give the definition of the word, give the sentence in which the word was used in *To Kill a Mockingbird*, and create an original sentence using the word accurately.

ENGLISH I (Pre-AP)

*Students will read TWO books over the summer.

Assigned Book 1: *To Kill a Mockingbird* by Harper Lee

Assigned Reading for Book 1: ONLY Part One (Chapters 1 – 11)

Assignment for Book 1 (see examples below):

1. Explain how all of the following themes are developed over the course of the novel through a dialectical journal: **coming of age, education, gender bias, social bias (rich vs. poor).**
2. Create a vocabulary log as you read through chapters 1 – 11.

Assigned Book 2: *Lord of the Flies* by William Golding

Assignment for Book 2: Students will write a multi-paragraph essay in which they compare and contrast the power structures found within both *To Kill a Mockingbird* and *Lord of the Flies*. The essay should be typed, MLA format, and turned in on the first day of school. See the following link for an example of formatting: <https://owl.english.purdue.edu/owl/resource/747/01/>

EXAMPLES & FURTHER DIRECTIONS:

***Directions for all English I Dialectical Journals:**

Find **ONE** quote for your theme and provide at least **THREE** sentences of commentary explaining how your quote helps to develop the theme. The quotes should be spread throughout the text including one quote from the beginning of the text, one quote from the middle of the text, and one quote from the end of the text. See the following example from *The Scarlet Ibis*:

Theme - beauty Quotation 1: "His eyes were round with wonder as he gazed about him, and his little hands began to stroke the rubber grass. Then he began to cry" (Hurst 191). Context: Doodle's brother has taken him to a beautiful place.	Theme - beauty Commentary: Moved to tears of joy at the beauty of simple things, Doodle reacts emotionally to the wonders of nature. He is attuned to nature and in awe of its beauty. This shows how Doodle not only finds beauty, but how that beauty causes him to respond.
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***Directions for English I Academic & Pre-AP Vocabulary Logs:**

Find **ONE** new vocabulary word from each chapter; you should have 11 words in total by the end of Part One. You will need to do the following: list the word, give the definition of the word, give the sentence in which the word was used in *To Kill a Mockingbird*, and create an original sentence using the word accurately.

***Directions for Jumpstart English I Vocabulary Log:**

You must choose **THREE (3)** vocabulary words from **each** of the following lists. You will need to write the word, the sentence from the text containing the word, the appropriate definition and part of speech for the word, and create your own sentence using the word.

<u>LIST ONE</u> instrument placid tranquil content tinkled bewildered precinct administered	premises corpse consoling hospitality hesitating	<u>LIST TWO</u> spanner translucent content luxuriate peculiar welled hysterically	administered instrument exceptionally exasperated trifle
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***Grading:**

10 points for vocabulary log

20 points for quotes in dialectical journal

20 points for commentary in dialectical journal

*50 points for writing assignment to be given the first week of school on assigned texts

Note: All summer reading assignments will be picked up on the first day of school. Students will be tested within the first week of school through a writing assignment using one of the themes explored in the dialectical journal. However, discussion of the texts will continue throughout Quarter 1.

ENGLISH II Pre-AP & Honors

(THOSE WHO TOOK ENGL I IN 8TH GRADE)

*Students will read TWO books over the summer. The first novel will be an assigned fiction text, *Things Fall Apart*, & the second will be chosen from a selected list of non-fiction books. Written assignments must be completed for BOTH books.

Assigned Fiction Book: *Things Fall Apart* by Chinua Achebe

Fiction Assignment (see examples below):

1. Pick **ONE** of the following **themes** and trace how it is developed over the course of the novel through a dialectical journal: **oral tradition & Igbo wisdom (language & proverbs)**, OR **globalization**, OR **cultural diffusion (emerging cultures)**, OR **tradition & change**.
2. Create a vocabulary log as you read through the novel.

Nonfiction Book Choices (Select ONE):

- *In Cold Blood* by Truman Capote
- *I Am Malala* by Malala Yousafzai and Christine Lamb
- *The Year We Disappeared: A Father-Daughter Memoir* by Cylin Busby & John Busby
- *Reading Lolita in Tehran* by Azar Nafisi
- *My Invented Country* by Isabel Allende

Non-fiction Assignment (see examples below):

1. Identify **ONE theme** and trace how it is developed over the course of the book through a dialectical journal.
2. Create a vocabulary log as you read through the book. (

EXAMPLES & FURTHER DIRECTIONS:

*Directions for ALL English II Dialectical Journals: Choose **ONE** of the themes above. Find **THREE** quotes for your theme and provide at least **THREE** sentences of commentary explaining how your quote helps to develop the theme. The quotes should be spread throughout the text including one quote from the beginning of the text, one quote from the middle of the text, and one quote from the end of the text. See the following example from *The Scarlet Ibis*:

<p>Theme - beauty</p> <p>Quotation 1: "His eyes were round with wonder as he gazed about him, and his little hands began to stroke the rubber grass. Then he began to cry" (Hurst 191).</p> <p>Context: Doodle's brother has taken him to a beautiful place.</p>	<p>Theme - beauty</p> <p>Commentary: Moved to tears of joy at the beauty of simple things, Doodle reacts emotionally to the wonders of nature. He is attuned to nature and in awe of its beauty. This shows how Doodle not only finds beauty, but how that beauty causes him to respond.</p>
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*Directions for ALL English II Vocabulary Logs:

Find **ONE new** vocabulary word from each chapter; you should have the same amount of vocabulary words as you do chapters in the text. You will need to do the following: list the word, give the definition of the word, give the sentence in which the word was used in the text, and create an original sentence using the word accurately. (Words from the book's glossary may **NOT** be used.)

*Grading:

15 points for each vocabulary log

15 points for each set of quotes in dialectical journal

15 points for each set of commentary in dialectical journal

*55 points for writing assignment to be given the first week of school on *Things Fall Apart*

Note: All summer reading assignments will be picked up on the first day of school. Students will be tested within the first week

of school through a writing assignment using one of the themes explored in the dialectical journal. However, discussion of the novel *Things Fall Apart* will continue throughout Quarter 1.

ENGLISH II (Academic)

Assigned Book: *Things Fall Apart* by Chinua Achebe

Assignment (see examples below):

1. Pick **ONE** of the following **themes** and trace how it is developed over the course of the novel through a dialectical journal: **oral tradition & Igbo wisdom (language & proverbs)**, OR **globalization**, OR **cultural diffusion (emerging cultures)**, OR **tradition & change**.
2. Create a vocabulary log as you read through the novel.

EXAMPLES & FURTHER DIRECTIONS:

***Directions for ALL English II Dialectical Journals:** Choose **ONE** of the themes above. Find **THREE** quotes for your theme and provide at least **THREE** sentences of commentary explaining how your quote helps to develop the theme. The quotes should be spread throughout the text including one quote from the beginning of the text, one quote from the middle of the text, and one quote from the end of the text. See the following example from *The Scarlet Ibis*:

Theme - beauty Quotation 1: "His eyes were round with wonder as he gazed about him, and his little hands began to stroke the rubber grass. Then he began to cry" (Hurst 191). Context: Doodle's brother has taken him to a beautiful place.	Theme - beauty Commentary: Moved to tears of joy at the beauty of simple things, Doodle reacts emotionally to the wonders of nature. He is attuned to nature and in awe of its beauty. This shows how Doodle not only finds beauty, but how that beauty causes him to respond.
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***Directions for ALL English II Vocabulary Logs:**

Find **ONE** new vocabulary word from each chapter; you should have the same amount of vocabulary words as you do chapters in the text. You will need to do the following: list the word, give the definition of the word, give the sentence in which the word was used in the text, and create an original sentence using the word accurately. (Words from the book's glossary may NOT be used.)

***Grading:**

15 points for each vocabulary log

15 points for each set of quotes in dialectical journal

15 points for each set of commentary in dialectical journal

*55 points for writing assignment to be given the first week of school on *Things Fall Apart*

Note: All summer reading assignments will be picked up on the first day of school. Students will be tested within the first week of school through a writing assignment using one of the themes explored in the dialectical journal. However, discussion of the novel *Things Fall Apart* will continue throughout Quarter 1.

ENGLISH II Academic Allied Health

Assigned Book: *Things Fall Apart* by Chinua Achebe

Assignment (see examples below):

1. Pick **ONE** of the following **themes** and trace how it is developed over the course of the novel through a dialectical journal: oral tradition & Igbo wisdom (language & proverbs), OR globalization, OR cultural diffusion (emerging cultures), OR tradition & change.
2. Create a vocabulary log as you read through the novel.

EXAMPLES & FURTHER DIRECTIONS:

***Directions for ALL English II Dialectical Journals:** Choose **ONE** of the themes above. Find **THREE** quotes for your theme and provide at least **THREE** sentences of commentary explaining how your quote helps to develop the theme. The quotes should be spread throughout the text including one quote from the beginning of the text, one quote from the middle of the text, and one quote from the end of the text. See the following example from *The Scarlet Ibis*:

Theme - beauty Quotation 1: "His eyes were round with wonder as he gazed about him, and his little hands began to stroke the rubber grass. Then he began to cry" (Hurst 191). Context: Doodle's brother has taken him to a beautiful place.	Theme - beauty Commentary: Moved to tears of joy at the beauty of simple things, Doodle reacts emotionally to the wonders of nature. He is attuned to nature and in awe of its beauty. This shows how Doodle not only finds beauty, but how that beauty causes him to respond.
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*Directions for ALL English II Vocabulary Logs:

Find **ONE** new vocabulary word from each chapter; you should have the same amount of vocabulary words as you do chapters in the text. You will need to do the following: list the word, give the definition of the word, give the sentence in which the word was used in the text, and create an original sentence using the word accurately. (Words from the book's glossary may NOT be used.)

*Grading:

15 points for each vocabulary log

15 points for each set of quotes in dialectical journal

15 points for each set of commentary in dialectical journal

*55 points for writing assignment to be given the first week of school on *Things Fall Apart*

Note: All summer reading assignments will be picked up on the first day of school. Students will be tested within the first week of school through a writing assignment using one of the themes explored in the dialectical journal. However, discussion of the novel *Things Fall Apart* will continue throughout Quarter 1.

ENGLISH II Pre-AP (Honors)

Students will read **TWO** books over the summer. The first novel will be an assigned fiction text, *Things Fall Apart*, & the second will be chosen from a selected list of non-fiction books. Written assignments must be completed for **BOTH** books.

Assigned Fiction Book: *Things Fall Apart* by Chinua Achebe

Fiction Assignment (see examples below):

1. Pick **ONE** of the following **themes** and trace how it is developed over the course of the novel through a dialectical journal: **oral tradition & Igbo wisdom (language & proverbs)**, OR **globalization**, OR **cultural diffusion (emerging cultures)**, OR **tradition & change**.
2. Create a vocabulary log as you read through the novel.

Nonfiction Book Choices (Select **ONE**):

- *In Cold Blood* by Truman Capote
- *I Am Malala* by Malala Yousafzai and Christine Lamb
- *The Year We Disappeared: A Father-Daughter Memoir* by Cylind Busby & John Busby
- *Reading Lolita in Tehran* by Azar Nafisi
- *My Invented Country* by Isabel Allende

Non-fiction Assignment (see examples below):

1. Identify **ONE theme** and trace how it is developed over the course of the book through a dialectical journal.
2. Create a vocabulary log as you read through the book.

EXAMPLES & FURTHER DIRECTIONS:

***Directions for ALL English II Dialectical Journals:** Choose **ONE** of the themes above. Find **THREE** quotes for your theme and provide at least **THREE** sentences of commentary explaining how your quote helps to develop the theme. The quotes should be spread throughout the text including one quote from the beginning of the text, one quote from the middle of the text, and one quote from the end of the text. See the following example from *The Scarlet Ibis*:

Theme - beauty Quotation 1: "His eyes were round with wonder as he gazed about him, and his little hands began to stroke the rubber grass. Then he began to cry" (Hurst 191). Context: Doodle's brother has taken him to a beautiful place.	Theme - beauty Commentary: Moved to tears of joy at the beauty of simple things, Doodle reacts emotionally to the wonders of nature. He is attuned to nature and in awe of its beauty. This shows how Doodle not only finds beauty, but how that beauty causes him to respond.
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***Directions for ALL English II Vocabulary Logs:**

Find **ONE** new vocabulary word from each chapter; you should have the same amount of vocabulary words as you do chapters in the text. You will need to do the following: list the word, give the definition of the word, give the sentence in which the word was used in the text, and create an original sentence using the word accurately. (Words from the book's glossary may NOT be used.)

***Grading:**

15 points for each vocabulary log

15 points for each set of quotes in dialectical journal

15 points for each set of commentary in dialectical journal

*55 points for writing assignment to be given the first week of school on *Things Fall Apart*

Note: All summer reading assignments will be picked up on the first day of school. Students will be tested within the first week of school through a writing assignment using one of the themes explored in the dialectical journal. However, discussion of the novel *Things Fall Apart* will continue throughout Quarter 1.

ENGLISH II Pre-AP (Allied Health Honors)

Assigned Book 1: *Things Fall Apart* by Chinua Achebe

Assignment (see examples below):

1. Pick **ONE** of the following **themes** and trace how it is developed over the course of the novel through a dialectical journal: **oral tradition & Igbo wisdom (language & proverbs)**, OR **globalization**, OR **cultural diffusion (emerging cultures)**, OR **tradition & change**.
2. Create a vocabulary log as you read through the novel.

Assigned Book 2: *First Do No Harm* by Naqibah Ashraf

Assignment for Book 2 (see examples below):

1. Pick **ONE** of the following **themes** and trace how it is developed over the course of the novel through a dialectical journal: **death, survival, or suffering**
2. Create a vocabulary log as you read through the novel.

EXAMPLES & FURTHER DIRECTIONS:

***Directions for ALL English II Dialectical Journals:** Choose **ONE** of the themes above. Find **THREE** quotes for your theme and provide at least **THREE** sentences of commentary explaining how your quote helps to develop the theme. The quotes should be spread throughout the text including one quote from the beginning of the text, one quote from the middle of the text, and one quote from the end of the text. See the following example from *The Scarlet Ibis*:

Theme - beauty Quotation 1: "His eyes were round with wonder as he gazed about him, and his little hands began to stroke the rubber grass. Then he began to cry" (Hurst 191). Context: Doodle's brother has taken him to a beautiful place.	Theme - beauty Commentary: Moved to tears of joy at the beauty of simple things, Doodle reacts emotionally to the wonders of nature. He is attuned to nature and in awe of its beauty. This shows how Doodle not only finds beauty, but how that beauty causes him to respond.
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***Directions for ALL English II Vocabulary Logs:**

Find **ONE** new vocabulary word from each chapter; you should have the same amount of vocabulary words as you do chapters in the text. You will need to do the following: list the word, give the definition of the word, give the sentence in which the word was used in the text, and create an original sentence using the word accurately. (Words from the book's glossary may NOT be used.)

***Grading:**

15 points for each vocabulary log

15 points for each set of quotes in dialectical journal

15 points for each set of commentary in dialectical journal

*55 points for writing assignment to be given the first week of school on *Things Fall Apart*

Note: All summer reading assignments will be picked up on the first day of school. Students will be tested within the first week of school through a writing assignment using one of the themes explored in the dialectical journal. However, discussion of the novel *Things Fall Apart* will continue throughout Quarter 1.

ADVANCED COMPOSITION

(for those who took Pre-AP English II in 9th grade)

Assigned Books:

On Writing by Stephen King (http://biblioteka.teatr-obraz.ru/files/file/English_cinema/Stephen_King_On_Writing.pdf)
Elements of Style, Fourth Edition by William Sistrunk, Jr. and E.B. White

All assignments must be typed in Times New Roman 12pt font in MLA Format. Hand-written submissions will not be accepted. The assignments, as well as discussion of the assignments, will be a major part of your grade for the first two weeks of school.

On Writing Assignment:

"You learn best by reading a lot and writing a lot, and the most valuable lessons of all are the ones you teach yourself." - Stephen King, *On Writing: A Memoir of the Craft*

This book is divided into four sections: C.V., Toolbox, On Writing and On Living: A Postscript. Your assignment will, likewise, be divided into four sections. For each assignment below, please include the page numbers for the passages.

Task #1: C.V.

This is a non-fiction (true) text, but it often reads like a novel/piece of fiction. To tell his story, King uses literary elements and techniques (i.e. imagery, dialogue, figurative language) which we often associate with fictional pieces. Identify 2 passages in C.V. in which King uses such elements/techniques effectively. Explain the elements/techniques he uses and why they are effective.

Task #2 Toolbox

Create a writer's toolbox for yourself to use throughout the year. Identify 5 rules of writing that King discusses (include page number) which you think are important or interesting. As you select them, think about your own strengths and weaknesses as a writer. Please number your selections 1-5.

Task #3 On Writing

How does King feel about writing? How do you know? Choose two key passages from this section in which King defines writing, either directly or figuratively (remember to include page numbers). In your own words, restate King's point about writing in the passage and why you think this point is interesting or important.

Task #4 On Living: A Postscript

This task does not pertain to just this section of the book. Rather, explain your opinion of King as both a writer and a person. Would you consider reading one of his books now, for example? (If you have read his books prior to this assignment, has your opinion of King changed? If so, how?) What do you think King's purpose was in writing this book? Support your answers to both prompts with evidence from the text.

Elements of Style Assignment :

1. Read *Elements of Style* in its entirety. You will certainly refer to this book for the rest of your educational journey. Read it all, but especially think about Part II and Part V.
2. Step 2: Focus on Chapter 4: Words and Commonly Misused Expressions

In chapter 4 of *The Elements of Style* by Strunk and White, you will find an extensive list of misused words and expressions. Peruse the list, then create a personal list of FOUR misused words/expressions that you will commit to learning how to correct.

For each, record:

- the word/phrase a description of the commonly made error and how to correct it (put this in your OWN words)
- an original example of the error and the correction (taken from an actual old essay and or composition from a previous course you have written)
- brief explanation of why you made each selection

Example:

Word or Phrase	Error	Why	Correction	Explanation
All right	I did alright on the exam.	All right is two words, not one.	I did all right on the exam.	I chose to focus on all right because it is one that I frequently misuse. I did not realize it is properly written as two words, so whenever I used the word in the past, I know I used it incorrectly.

3. Step 3: Write your teacher a friendly letter describing what you learned about yourself as a writer as you read *Elements of Style* and considering the topics below. Your letter must be typed, 12 point font, Times New Roman, with one inch margins.

Topics you need to discuss:

- The best kind of writing
- The rules of grammar, usage, and style
- Ways to improve one's style
- Examples of words commonly misused or confused (affect/effect)
- Ways to strengthen one's writing

ENGLISH III (Academic)

English III: *A Raisin in the Sun** by Lorraine Hansberry

English III and U.S History go hand-in-hand. In order to fully grasp key details of the play *A Raisin in the Sun* by Lorraine Hansberry students must explore the background.

Before you read:

- Establish a definition of “The American Dream.” Be prepared to discuss your definition the first day of school.
- Read the background of the play, including Hansberry’s experiences and how they impacted her message.

Then, as you read, annotate for the following

1. What each main character’s “dream” is.
2. Evidence of each character’s obstacles and frustrations as they strive to reach their goals.
3. How the time period impacts the realization of their individual aspirations.

Annotation Expectations:

1. If you have your own copy of the novel you may use sticky notes, a dialectical journal, or other independently chosen method evidencing careful reading. This evidence will be necessary for you to successfully participate in classroom activities.
2. If you use an online version of the play you must annotate on a sheet of paper. Make careful note of page numbers and any other relevant information that will help you refer back to your observations.

***NOTE: Although there are online versions of this play, having a paper copy will allow students to better utilize their annotations.**

Suggested Links:

Biographical information on author:

<http://ic.galegroup.com/ic/bic1/ReferenceDetailsPage/DocumentToolsPortletWindow?displayGroupName=Reference&u=nort87507&u=nort87507&jsid=82b1fafcb5f7f1b99a28953aec382718&p=BIC1&action=2&catId=&documentId=GALE%7CK1607000118&zid=d4603e89db6cb6e10f883708966506f7>

Copy of play:

<http://www.napavalley.edu/people/LYanover/Documents/English%20123%20Lorraine%20Hansberry%20A%20Raisin%20in%20the%20Sun.pdf>

ENGLISH III ACADEMIC (ALLIED HEALTH)

1. Allied Health students will read *The Immortal Life of Henrietta Lacks* by Rebecca Skloot. Available on Amazon for \$10, as a pdf, or from the public library. Choose one of these themes to follow in *The Immortal Life of Henrietta Lacks*: **patient's rights, family relationships, ethics of journalism, education, medical ethics, poverty, bereavement and grief, right to privacy**
2. Annotate the text with references related to that theme. You will have a test on the book and will be completing research projects and presentations during the first nine weeks.

Link to the pdf

https://mscoyle.files.wordpress.com/2014/11/ebook_the_immortal_life_of_henrietta_lacks_20101-1.pdf

ENGLISH III

(AP LANG – NON ALLIED HEALTH)

AP Language students will read *Freakonomics* by Steven D. Levitt and Stephen J. Dubner and *Thank You for Arguing* by Jay Heinrichs.

1. ***Freakonomics* only:** Take detailed annotations tracking the development of at least ONE of the following lenses: **Conventional Wisdom vs. Reality, Morality vs. Scientific Inquiry, Cause & Effect, Power of Incentives, Power of Information/Knowledge**. You must have a copy of the book with your annotations to turn in.
2. ***Thank You for Arguing* only:** Throughout the book, take notes on **rhetorical strategies** and **figures of speech** that you encounter. After each chapter, write AT LEAST two pieces of advice you took away from the chapter. You must have a copy of the book with your annotations to turn in.
3. **Both texts:** For each of the six (6) chapters in *Freakonomics*, write a one-page analysis (double-spaced in MLA format) that (1) identifies the central claim/argument in the chapter, (2) identifies the rhetorical strategies used to develop the chapter's argument (make specific references to strategies as they are outlined in *Thank You for Arguing*), and (3) cites passages (from *Freakonomics*) that serve as evidence of your claims. DO NOT MERELY SUMMARIZE THE CHAPTERS! You will turn in a hard copy on the first day of class; assignments not presented on the first day will be considered late and receive a late grade.

ENGLISH III (AP LANG - ALLIED HEALTH)

AP Language Allied Health students will read *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, *Thank you for Arguing* by Jay Heinrichs and *the Elements of Style* by Strunk and White

1. Choose one of these themes to follow in *The Immortal Life of Henrietta Lacks*: **patient's rights, family relationships, ethics of journalism, education, medical ethics, poverty, bereavement and grief, right to privacy**
2. Annotate the text with references related to that theme. You must have your copy of the book with your annotations to turn in.
3. Dialectical Journal: Select five passages from each of the three parts of the novel: Part 1: Life, Part 2: Death, and Part 3: Immortality. Explain how the quote or evidence is significant to the development of your chosen issue within the text. You will turn in a printed copy to your teacher on the first day of school, and you will submit an electronic copy to Blackboard once your English course has been set up. Any form of plagiarism results in an immediate 0% F.

Additionally, you will be completing research projects on the book during the first nine weeks.

Textual example Provide evidence from the text that speaks to your focus area.	Significance Explain how the evidence is significant to developing the issue within the text.
"It was no surprise that she hadn't come back all those times for follow-up. For Henrietta, walking into Hopkins was like entering a foreign country where she didn't speak the language. She knew about harvesting tobacco and butchering a pig, but she'd never heard the words cerviz or biopsy. She didn't read or write much, and she hadn't studied science in school. She, like most black patients, only went to Hopkins when she had no choice" (Skloot 16).	This paragraph from the first chapter of the novel introduces the theme of medical ethics by further developing Henrietta's persona and setting the stage for her diagnosis of cervical cancer. Skloot's use of the simile "like a foreign country where she didn't speak the language" provides an image of the frustration and distance Henrietta felt walking into Hopkins. Skloot's portrayal of Henrietta as an innocent victim of the doctors' unethical treatment begins here. The idea that in the 1950's discrimination was prevalent in health care and in society is evident because many were offered "no choice." The reader's emotional response is empathy for Henrietta and her current situation which worsens as the story unfolds.

Thank You for Arguing: We will use this book as a reference for our argumentation unit. Read and annotate the book by taking notes on **rhetorical strategies (tools of persuasion)** and **figures of speech** that you encounter. After each chapter, write AT LEAST two pieces of advice you took away from the chapter. You must have a copy of the book with your annotations to turn in on the first week of school.

Read, annotate, and study *Elements of Style* to prepare for beginning of the year activities and our year of intense writing.

ENGLISH IV: ACADEMIC

THE DIALECTICAL JOURNAL

What is a Dialectical Journal?

A dialectical journal is another name for a double-entry journal or a reader-response journal. The dialectic method was the method Socrates used to teach his students how to be actively engaged in the struggle to derive meaning from an unfamiliar and challenging work. You fold a sheet of paper in half vertically so that you have two columns. The left column is labeled TEXT; the other RESPONSE. As you read, you identify certain passages that cause you to stop and respond to what you are reading. In other words, a dialectical journal is a reading and writing strategy that places emphasis on reading critically and then THINKING on paper about what you have read.

How Do I Keep a Dialectical Journal?

Your journal will use a two-entry form:

1. Use the **DIALECTICAL JOURNAL TEMPLATE** or create one similar.
3. In the "Text" column, copy a passage from the novel that you find to be important to the story or to your understanding of the plot of theme. You must copy the passage you choose in its entirety, and they must be recorded in chronological order. Your quotes should be a **MINIMUM of 3-5 SENTENCES**. **Be sure to include the page number(s) in parentheses**.
4. In the "Responses" column, you will write down your ideas, questions, and comments, related to the passages on the left. Responses should be a **MINIMUM of 5-8 SENTENCES**.
5. A **MINIMUM of 20 JOURNAL ENTRIES** which **SPAN THE ENTIRE TEXT** are due. Make sure to include total pages for the book and page numbers next each quote.

What Type of Passages Do I Include in the Text Column?

- You see something you didn't see before.
- You discover that the story is about something different from what you originally thought.
- Something puzzles or confuses you.
- You agree or disagree with an observation by the narrator or a character's action.
- Certain details seem important to you.
- Circumstances or issues are especially relevant to you life or the lives of others.
- You recognize a pattern-overlapping images repetitions of idea, details, colors that make a connection.

How Do I Respond in the Response Column?

The object is to engage in a dialogue with the text and keep a record of your thoughts.

- Develop insightful understanding of the passage.
- Always be sincere about what you are saying in your writing.
- The comments on the right side should be much longer than the text on the left side, although some responses will be shorter than others; some longer. *(Due to limited space and the desire to illustrate a variety of responses, the samples on The Outsiders below are not fully developed as I expect your responses to be.)*

A variety of acceptable response types is as follows:

(Q)=Question: Ask something about the passage – who, what, where, when, why, and how.

(C)=Connect: Make a personal connection by relating the quote to something in your life, from your past or

from the present.

(P)=Predict: Using information given in the plot or the action, or the foreshadowing events or characters,

Predict events that you anticipate will occur.

(CL)=Clarify: Answer earlier questions that you wrote down and/or confirm or disaffirm earlier predictions

that you made.

(R)=Reflect: Think seriously about the passage and what it means to all people, not just to you. Your

reflections should be insightful and mature.

(E)=Evaluate: Make a judgment on the character(s), the actions of the character(s), or the way the author

writes something.**What if I Get Stuck?**

WRITE ABOUT: what you like, what you dislike, what seems confusing, what seems unusual, what you think something means, what personal connections you make, what predictions you can pose.

Possible sentence lead-ins might begin like:

- I really don't understand this because... *This passage reminds me of a time in my life when...
- I really like/dislike this idea because... *If I were (name of character), at this point I would...
- This idea/event seems to be important because... *This part doesn't make sense because...
- I think the author is trying to say that... *This character reminds me of ___ because...

How Will the Dialectical Journal Be Evaluated?

- 25 points - Minimum of 20 entries
- 20 points - Detailed, meaningful passages
- 10 points - Included page #'s with passages and recorded in chronological order
- 20 points - Thoughtful, insightful interpretation, commentary and connections about the text - Avoids clichés
- 15 points - Coverage of text is complete and thorough. (Passages are selected from beginning to end).
- 10 points - Variety of response types displays ability to think critically.
- 10 points - Journal is neat, organized and professional-looking; student has followed instructions.

TEXT	RESPONSE
<ol style="list-style-type: none"> 1. NUMBER each entry 2. COPY the ENTIRE passage and include PAGE NUMBER(S) in PARENTHESIS 3. Must be in CHRONOLOGICAL order 	<ol style="list-style-type: none"> 1. NUMBER each response 2. LABEL each response: (Q) = Question, (C)= Connect, (P) = Predict, (CL) = Clarify, (R) = Reflect, (E) = Evaluate 3. Must be NEXT to the text entry
<p>*3-5 SENTENCE MINIMUM **MUST INCLUDE PAGE #s</p>	<p>*5-8 SENTENCE MINIMUM **MUST INCLUDE RESPONSE TYPE</p>
<ol style="list-style-type: none"> 1. "I had a long walk home and no company, but I usually lone it anyway for no reason except that I like to watch movies undisturbed so I can get into them and live with them the actors" (1-2) 	<ol style="list-style-type: none"> 1. (C): I know exactly how the narrator feels. I hate it when I can't watch a movie undisturbed because I really get into movies when I watch them. It is easier to be and imagine yourself someone else when you are by yourself. Every time I watch a movie I am somehow inspired to be more than I am.

2. "I'm not sure how you spell it, but it's an abbreviation for the Socials, the jet set, the Westside rich kids. It's like the term "greaser," which is used to class all us boys on the East Side. We're poorer than the Socs and the middle class. I reckon we're wilder, too. (2)

3. "Besides, I like walking. I about decided I didn't like it so much, though, when I spotted that red Corvair trailing me. I was almost two blocks from home then, so I started walking a little faster. I had been jumped, but I had seen Johnny after four Socs got hold of him, and it wasn't pretty" (4).

2. (R): It's so hard to believe that people really do judge each other based on money and social status. Even though this book was set in the 1960's, conflict like this still goes on even today. (COULD ALSO INCLUDE A PERSONAL CONNECTION)

3. (P): This is a good example of foreshadowing. I'll bet anything that the narrator is about to get jumped! Just the idea of walking faster conveys the idea of danger. Also the idea that he is so close to home sets up the irony that most of the way he is safe and at the last moment the danger arrives. Although most movies and suspenseful texts work this way.

TEXT

1. NUMBER each entry
2. COPY the ENTIRE passage and include PAGE NUMBER(S) in PARENTHESIS
3. Must be in CHRONOLOGICAL order

RESPONSE

1. NUMBER each response
2. LABEL each response: (Q) = Question, (C)= Connect, (P) = Predict, (CL) = Clarify, (R) = Reflect, (E) = Evaluate
3. Must be NEXT to the text entry

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ENGLISH IV: AP English Literature and Composition

Before the start of school, all students must read and complete required assignments for:

- Selected passages from the King James Bible
- Bullfinch's Mythology

Most of you are aware of the Bible as a religious text, but it is also widely recognized as a great work of literature. And it is one of the key foundation texts for much of Western literature of the past 2,000 years. However, my experience is that many students have little knowledge of the book. Your reading in the Bible will cover books that have great literary merit (especially in the King James Version) and that have informed many of the greatest works of Western literature. Another common source of allusion in literature is ancient mythology. Again, I find that many of my students are unfamiliar with basic Greek, Roman and Norse myths that are commonly alluded to in much poetry so I have included an assignment to help students address that lack of knowledge prior to starting the AP Lit course. Both of these assignments are explained on the following pages.



Expect quizzes on the Bible and the myths in the first week of school.

Bible as Literature and Biblical Allusions

The Kings James Bible (1611) is considered a great work of literature in its own right, and it has influenced countless Western literary works, including many novels and poems that we will read in AP English Lit. Thus, you are required this summer to read key books of the Bible and become familiar with common biblical allusions. Below is a short list of quotations, places, names, phrases, etc. Many of these will be found in *Genesis*, *Exodus*, *Matthew*, and *Luke*. You must read those four books carefully and in their **entirety**. Read Psalms 8, 22 and 23. You will need to look in some of the other books for some other items. Complete the chart following on page 3 **for 20** of the 53 referenced allusions. You will turn in the chart on the first day of school and can expect a test over all of the allusions during the first week. (Know the book and context for each item.) Expect also to write an in-class essay on some literary aspect of one of the four required reading books. HINT: Books and chapters are provided for you. You have to match them.

Adam's Rib
Alpha and Omega
Am I my brother's Keeper?
Ark of the Covenant
Ashes to ashes, dust to dust
Babel
Be fruitful and multiply
Break bread
Burning bush
By their fruits shall ye know them
Camel through the eye of a needle
Cast the first stone
Water into wine
Chariot of fire
Consider the lilies of the field
Crown the thorns
David and Goliath
Daniel and the Lion's den

Doubting Thomas
Eye for eye, tooth for tooth
Forty days and forty nights
Four horsemen of the Apocalypse
Gain the whole world but lose your own soul
Gold, Frankincense, and myrrh
Golden calf
Golden rule
Good Samaritan
Harden your heart
Jonah and the whale
Lamb of the slaughter
Let my people go
Loaves and fishes
Manna from Heaven
Mark of Cain
Methuselah
Midianites

Noah's Ark
Out of the mouth of babes
Parting of the waters
Prodigal son
Seven Pillars of Wisdom
Sodom and Gomorrah
Sufficient unto the day is the evil thereof
Thirty pieces of silver
This my body
Tree of Knowledge
Turn the other cheek
Valley of the shadow of death
Voice crying in the wilderness
Way of all flesh
Who lives by the sword shall die by the sword
Wisdom of Solomon
Words made flesh

BIBLICAL REFERENCES MADE ABOVE

Genesis: 1:22-23; 2:9, 16-18; 2:21-22; 3:17-19; 4:9-10; 4:15-16; 5:25-27; 6:13-16; 7:12-14; 11:8-9; 18:20-21

Exodus: 3:1-2; 4:21; 5:1; 14:15-17; 16:14-15; 21:23-25; 25:10; 32:4

Numbers 31:10-18

1 Samuel 17:4, 8-9; Isaiah 40:1-3; Daniel 6:16; Proverbs 9:1; Joshua 23:14; 1 Kings 3:16-28

Mathew 2:11, 6:26-34, 7:12-16, 16:24-36, 19:23-25, 26:14-15, 26:26-29, 26:49-54, 27:27-29

Luke 6:29, 10:30-34, 15:11-15

Revelation 1:7-8, 11, 5:1-10, 6

2 Kings 2:9-12

Jonah 1:2

Psalms Nos. 8, 22, 23

Allusion	Scriptural Reference	Context	Commentary

Chapters from *Bullfinch's Mythology*
<http://www.sacred-texts.com/cla/bulf>

This part of the summer reading assignment is similar to the biblical allusion part in that you are asked to read the summary of each of these myths in order to familiarize yourself with the primary characters and stories. You **do not** have to do a chart on this part of the summer reading assignment, but **you will have a test** on all of these during the first week of school.

CHAPTER II.	Prometheus and Pandora
CHAPTER XI.	Cupid and Psyche
CHAPTER XIV.	Minerva-Niobe
CHAPTER XVI.	Monsters. Giants, Sphinx, Pegasus, and Chimaera, Centaurs, Griffin, and Pygmies
CHAPTER XXIV.	Orpheus and Eurydice- Aristaeus-Amphion-Linus-Thamyris-Marsyas-Melampus-Musaeus
CHAPTER XXVII.	The Trojan War
CHAPTER XXVIII.	The Fall of Troy-Return of The Greeks-Agamemnon, Orestes and Electra.
CHAPTER XXIX.	Adventures of Ulysses-The Lotuseaters-Cyclops-Circe-sirens-Scylla and Charybdis-Calypso
CHAPTER XXXI.	Adventures of Aeneas-The Harpies-Dido-Palinurius
<u>CHAPTER XXXVIII.</u>	<u>Northern Mythology-Valhalla-The Valkyrior</u>
CHAPTER XLII.	Beowulf

You may reach me throughout the summer via email at mark.ebarb@apsb.org or follow/message on Twitter @MarkEbarb

I look forward to having you in class this fall – have a great summer!

ENGLISH IV: DUAL ENROLLMENT (ALLIED HEALTH AND NON-ALLIED HEALTH)

The Elements of Style
Strunk and White

You may access here: <https://goo.gl/aSrgZt>

Part I – Elementary Rules of Usage

Make any corrections to the following students. Make your commas obvious. Write on a separate sheet of paper. If the sentence is correct, write a C.

1. The compound consists of underground chambers filled with the ceramic statues of soldiers, bronze chariots and such weapons as spears and swords.
2. Some of my AP students you will be shocked to hear did not study for their quiz.
3. The date of our field trip to Andersonville is Tuesday April 27 2004.
4. The novelist Alice Walker is from Georgia.
5. People who live in the Rosemont Area were frightened by high winds.
6. Florence which is known as Firenze in Italian lies 145 miles northwest of Rome the capital of Italy.
7. Often called the Athens of Italy Florence remains a major world art center.
8. This city which is situated on the banks of the Arno River probably dates back to Caesar's Rome.
9. Florence unlike Rome was never sacked but over the years it has suffered from many damaging floods.
10. People sitting in the rear couldn't hear.

You cannot join two or more independent clauses with a comma. Write the three ways to correct this error.

- 11.
- 12.
- 13.
14. Read each possible answer for the correct use of the colon. Select the correct letter from the combinations below.

- I. tells the reader that what follows is closely related to the preceding clause
- II. has less formality than a dash
- III. may introduce a quotation that supports or contributes to the preceding clause
- IV. use to separate the title of a word

- A. I, II, III B. I, III, IV C. II, III, IV D. I, II, III, IV E. I and III

15. What punctuation mark used for separation is stronger than a comma, less formal than a colon, and more relaxed than parentheses?

Part II – Subject Verb Agreement (Circle the correct verb.)

16. A catalog of courses and requirements often (baffle, baffles) students.

17. The governor, as well as his advisers, (has, have) agreed to attend.

18. The reasons why they feel the classes are boring (vary, varies).

19. An extension cord and a plug (is, are) needed.

20. Give and take (is, are) essential in a family.

Part III – Choose the correct pronoun.

21. The winner, it turned out, was (she, her).

22. May I speak to Jason? This is (he, him).

23. John Allen is the candidate (who, whom) should win.

24. John Allan is the candidate in (who, whom) we placed our faith.

25. (Who, Whom) should we ask?

Part IV – Principle of Composition

26. List two principles about paragraphs stated in this section.

27. What is the main reason to use the active voice rather than the passive voice?

28. What is the main reason to put statements in positive form?

Part V – A Few Matters of Form: True or False

29. Do not draw attention to the use of a colloquialism or a slang word or phrase by enclosing it in quotation marks.

30. Spell out dates or other serial numbers when writing an essay.

31. Quotations introduced by that are indirect discourse and are not enclosed in quotation marks.

32. The commas are placed correctly in the following sentence: “The Fall of the House of Usher”, “The Raven”, and “Annabel Lee” are all works by Poe.

33. When two or more words are combined to form a compound adjective, a hyphen is usually required.

Part VI – Write the correct word for each of the following sentences.

34. The music of ragtime composer Scott Joplin was note merely (all right, alright) but extraordinary.

35. You (can, may) keep the hat until May.

36. (Further, Farther) evidence is needed to decide the case.

37. Maria maintains an optimistic outlook (regardless, irregardless) of unfavorable events.

38. The candidate made a nasty (allusion, illusion) to his rival’s tax plan.

39. (Among, Between) the two quilt patterns – the log cabin and the wedding ring – which do you prefer?

40. Gasoline is combustibile or (flammable, inflammable).

41. Ragtime also (affected, effected) the music of other composers.
42. Many quilters are happy to (borrow, lend) their patterns.
43. Something (implied, inferred) is something deduced from evidence at hand.
44. Soto writes about his active cat, who never (lies, lays) around the house as other cats do.
45. He (laid, lay) his hat on top of the piano yesterday.
46. She had (fewer, less) supporters for this election.
47. When she was pregnant, Carol felt (nauseous, nauseated) whenever she smelled tuna.
48. The log was (partly, partially) submerged.
49. The mixup was due to a (regretful, regrettable) breakdown in communication.
50. The lawn mower (that, which) is broken is in the garage.
51. Every one of knows (they are, he is) fallible.
52. The ordeal was (tortuous, torturous) for us all.
53. She was (enthused, enthusiastic) about her new car.

Part VII – Write the possessive form of each of the following:

54. James
55. it
56. Charles
57. students
58. Jesus

Part VIII – Review the 21 specific pieces of advice about style in Part V.

List and explain the three you think are the most important. Include an example of for each.