

**Hillgrove High School English Department**  
**Honors 9<sup>th</sup> Lit, Honors World Lit, Honors American Lit and Honors Dramatic Writing**  
**Summer Reading 2024-2025**

On the first day of school, most students expect their teacher to tell them what they will be learning for the year. Honors 9<sup>th</sup> Lit, Honors World Lit, Honors American Lit, and Honors Dramatic Writing are rigorous, performance-based, interactive courses where emphasis is placed on the development of critical and analytical thinking skills through classroom discussion of texts, writing, and presenting.

Over the last few years, we have seen significant growth in our students who have been actively participating in daily independent reading in their English classes. As we approach this summer, maintaining that growth by continuing to read throughout the summer is vital to continued student achievement in their upcoming classes.

<b>Honors 9<sup>th</sup> Lit (9<sup>th</sup> Grade)</b>	<b>Honors World Lit (10<sup>th</sup> grade)</b>
<ol style="list-style-type: none"> <li>1. Obtain a copy of Sean Covey’s <i>The Seven Habits of Highly Effective Teens</i>” <b>(Must have a hard copy)</b></li> <li>2. Annotate as you read- As Covey says, “Don’t be afraid to underline, circle, or bookmark your favorite ideas. Take notes in the margin, scribble” (9).               <ul style="list-style-type: none"> <li>- Complete exercises as they come up in the book (Great Discovery for example)</li> </ul> </li> <li>3. Complete a ½ page journal entry after each chapter discussing how you implemented at least one “baby step” provided by Covey. Be sure to identify the baby step that is tried. (Total of 10 journal entries)</li> </ol>	<ol style="list-style-type: none"> <li>1. Obtain a copy of <i>Stolen Focus: Why You Can’t Pay Attention and How to Think Deeply Again</i> by Johann Hari (Must have a hard copy of the book)</li> <li>2. Read the Introduction and Chapters 1-5 (which includes pages 3-104)</li> <li>3. For Chapters 1-5, complete the chart linked <a href="#">here</a> with the following components:               <ul style="list-style-type: none"> <li>• One Sentence Summary</li> <li>• 2 supporting quotes from the text</li> <li>• 2-3 sentence personal connection</li> <li>• 1 question about the chapter</li> </ul> </li> </ol> <p>*Be prepared to continue reading and working with the novel the first week of school.</p>
<b>Honors American Lit (11<sup>th</sup> grade)</b>	<b>Honors Dramatic Writing (12<sup>th</sup> grade)</b>
<ol style="list-style-type: none"> <li>1. Click on <a href="#">this document</a>.</li> <li>2. Read the assigned number of texts for each time period.</li> <li>3. For each text, write a one sentence summary.</li> </ol>	<ol style="list-style-type: none"> <li>1. Obtain a copy of <i>Save the Cat: The Last Book on Screenwriting You’ll Ever Need</i> by Blake Snyder (Must have a hard copy of the book)</li> <li>2. Annotate as you read. Pay particular attention to information about <b>loglines, genres, and beats</b>.</li> <li>3. View a movie of your choice and complete Film analysis worksheet: <a href="#">summer reading assignment fa24.docx</a></li> </ol>

“What our students read in school is important; what they read the rest of their lives is more important”  
 (Gallagher, 2009)

“...we are launching readers for life – into life – and...although reading more will have an important impact on SAT and ACT scores and on preparing students for the volume of reading in college; it also enlarges their worldview and gives them a greater understanding of the complexities of arguments so often truncated on the news” (Kittle, 2013)

## Hillgrove High School English Department

### AP English Language and Composition Summer Reading 2024-2025

On the first day of school, most students expect their teacher to tell them what they will be learning for the year. According to College Board, the AP Language and Composition course centers around three skills: [the] development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. What does that mean?

Well, for starters it means that we will teach you why you should ignore that really persuasive video on YouTube. We will also teach you why it was so persuasive in the first place. We will help you realize why, despite the logical and rhetorical fallacies, that political ad by the other side seems to fool so many people. We will help you understand why that author or speaker you so admire seemed to know exactly the right word or phrase to inspire YOU to act.

We will, hopefully, teach you how to use this knowledge, to make good arguments, and recognize bad ones. To begin this process, our summer reading assignment will be a sort of good global citizen boot camp. You will complete a current events project that will require you to read and respond to ONE news article per week for 8 weeks. You will summarize the news, share your own views on the news, and do an analysis of the article you have read in a weekly assignment. This is designed to help you think about what is going on in the world today, and, also, how to help you listen to and respond to ideas or arguments that challenge your own world view.

#### Current Events Journal

Before you begin reading and crafting your responses, read the following articles about bias and arguments.

[How to Spot Media Bias](#)

[8 Ways To Practice the Art of Productive Disagreement](#)

[The Psychology of Bias](#)

After reading the information above, you will keep a current events journal. You will need 8 total entries. For each entry, read 1 article and write a brief reflection.

#### The Article

Read a news article. The article should meet one of the following three criteria:

- A) It should be an opinion piece.
- B) Its author should demonstrate a clear bias for or against the topic
- C) The article deals with an issue or culture that you are unfamiliar with.

The news article you read must be current. Current here means no more than 2 weeks old.

#### Written Requirement

Each entry in your journal should include the following:

- **Header** : Title of Article, Author, Date, Source
- **Summary** (50-word minimum)
- Write a summary of the article. Try to understand the entirety of the article and provide a synopsis in your own words. Avoid using the same phrasing and same presentation of facts. Use indirect quotes as needed.
- **Analysis**
- Provide an analysis of the authorial choices: writing style, voice, headline, order/structure, word choices and their connotations. Be specific and focused; you don't need to analyze everything. Just choose one thing to closely analyze and discuss how it shows the bias of the author.
- **Personal Response** (100-word minimum)
- What is your own personal takeaway from the news article? What new insights did you glean from reading the article? How did this article reveal something to you about your bias? What is your position on the topic?
- At the beginning of the semester, you will turn your journal in. You will submit the journal with your written reflection for a major grade. You may turn in a hard copy or a digital copy.

## Checklist

Each of the 8 articles that you read must come from a different source. You must also choose articles in different subject areas. Use the checklist below to make sure that you are covering each of the requirements. You can fulfill these requirements in any order, but you must make sure that you check off 8 boxes by the end of the 10-week cycle.

Date	LIST OF SUBJECTS	Date	LIST OF SOURCES
	Sports		
	Environment		
	Fashion		
	Science/Technology		
	Business		
	Literature/Language		
	Performing Arts		
	Human Interest		
	Politics/Government (International)		
	Politics/Government (National)		

### List of Recommended News Sources

*The New York Times, Washington Post, Boston Globe, Chicago Tribune, LA Times, The Atlantic, The New Yorker, Vanity Fair, Vogue, Rolling Stone, The Economist, Christian Science Monitor, Time Magazine, The Wall Street Journal, National Geographic, Science, Teen Vogue, AJC, MDJ, or any other major metropolitan newspaper or nationally known magazine.*

Other sources are acceptable, but they should be a reputable source. Avoid clickbait articles.

This link takes you to the media bias pyramid. You may use any source listed except those in the red rectangle at the base.

[Media Bias Chart](#)

### Reflection (250 words minimum)

Write a meaningful reflection in which you examine what you learned from reading the news. In your reflection you may consider the following questions:

- *What did you learn about the world or society or the current state of affairs from reading the news?*
- *What did you learn about the importance or relevance of journalism in the world?*
- *Is it difficult to discern truth from fact?*
- *Are there matters of significant importance that need more attention?*
- *Is there something you gained a deeper understanding of?*
- *Is there something you would like to know more about?*

In your reflection, you must reference/cite a minimum of 3 articles in your portfolio to support your claims.

*\*Adapted from Aaron Gillego*

**Hillgrove High School English Department**  
**AP English Literature and Composition Summer Reading 2024-2025**

On the first day of school, most students expect their teacher to tell them what they will be learning for the year. According to College Board, the AP Literature and Composition course centers around three skills: "...reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods." We will engage in reading closely and critically to "deepen [your] understanding of the ways writers use language to provide both meaning and pleasure." What does that mean? It means we will explore literature from a variety of genres, time periods, cultures, and authors. We want you "...to develop an appreciation of ways literature reflects and comments on a range of experiences, institutions, and social structures" (AP English Literature and Composition Course Description).

Being comfortable with unique forms of literature is one of the important foundational skills for this course. Because you may not be there yet, **we want you to spend some time this summer reading the novel *The House on Mango Street* by Sandra Cisneros** and identifying some major messages throughout the novel.

**Assignment:** Because character voice is such an instrumental part of this unique novel that spans over the course of one year of an adolescent girl named Esperanza's life, we want you to identify a major message in the novel and conduct as your assignment a Ted Talk on the subject you have identified.

A TED talk is a short presentation (around 3 minutes) about a new or unique idea. Think about some ideas of your own that you might like to talk about.

As you read *The House on Mango Street*, jot down major messages, concepts, or ideas that you encounter at the end of each vignette or short story on a post-it note and stick it in your book. We have included beneath this assignment the list of the **50 most commonly used subjects in literature** for you to examine and expand upon. Then, when you have finished the novel, return to your post-its and see what ideas or concepts keep getting repeated and ask yourself *why*.

What is a major message you might turn into your Ted Talk?

For example, in the first vignette, pictured below, our narrator discusses moving several times and of a family that has had to be transient until they move finally to Mango Street, a sanctuary for them that is all theirs. Perhaps my Ted Talk could be about the effects of moving on young children?

*The House on Mango Street*

By Sandra Cisneros

**Chapter One: "The House on Mango Street"**

We didn't always live on Mango Street. Before that we lived on Loomis on the third floor, and before that we lived on Keeler. Before Keeler it was Paulina, and before that I can't remember. But what I remember most is moving a lot. Each time it seemed there'd be one more of us. By the time we got to Mango Street we were six—Mama, Papa, Carlos, Kiki, my sister Nenny and me.

The house on Mango Street is ours, and we don't have to pay rent to anybody, or share the yard with the people downstairs, or be careful not to make too much noise, and there isn't a landlord banging on the ceiling with a broom. But even so, it's not the house we'd thought we'd get.

Need some inspiration? [Here's](#) the Ted Talk site with examples that are 3 minutes, which your Ted Talk needs to be.

\*Remember that at the beginning of the course, this assignment will be submitted digitally via Flipgrid and [www.turnitin.com](http://www.turnitin.com) – so this Ted Talk script that you write first in a Microsoft Word document should be your work alone and not something influenced or discovered online or via other sources. You will then record and submit your Flipgrid to your teacher's page at the beginning of the semester.

**Why it is important** -- Thoughtful readers write to examine and convey complex ideas, concepts, and information clearly and accurately by selecting apt and specific evidence, organizing the evidence into broader ideas, and conveying the impact of its meaning. These tasks align directly with the purpose and objectives of AP Literature and Composition.

\*This course aligns to an introductory college-level literature and writing curriculum.

## 50 Common Subjects in Literature

1. Abandonment
2. Alienation
3. Ambition
4. The American Dream
5. Birth/Childhood/ New Life
6. Coming of Age
7. Business/Commercialism
8. Community
9. Cruelty
10. Death
11. Education/Learning
12. Ethics
13. Family
14. Fate
15. Freedom
16. Futility
17. Gender
18. Grief
19. Guilt/Shame
20. Heroism
21. Hope
22. The Need/Search for Identity
23. Illness
24. Individual and Society
25. Innocence and Experience
26. Isolation
27. Justice
28. Love
29. Memory
30. Nationalism
31. Nature
32. Oppression
33. Parenthood
34. Pride
35. Race/Racism
36. Regret
37. Rejection
38. Religion
39. Responsibility
40. Science and Technology
41. Sex/Sensuality
42. Social Class
43. Spirituality
44. Stages of Life
45. Success
46. Suffering
47. Survival
48. Tradition
49. Violence
50. Work