NINTH GRADE (current 8th grade)—PATTERNS OF HUMAN EXPERIENCE

Required Reading Accelerated Level (Course # 1001)

1. *Great Expectations* by Charles Dickens
   Students are to read the **FIRST VOLUME (chapters 1-19)**. 9th grade teachers **strongly** encourage students to use the reading guide provided to help them understand the complexities of the text. Extra copies can be found at the bottom of this document.

Olympian Gods Webquest Packet
Students must complete the packet provided for background knowledge on the Greek gods.
Students should use only the websites provided on the packet. This is due the first day of school. Extra copies can be found at the bottom of this document.

2. *All incoming 9th graders (accelerated level) are required to read Great Expectations, as well as one of the following:*

   - *I Capture the Castle* by Dodie Smith
   - *Into the Wild* by Jon Krakauer
   - *House on Mango Street* by Sandra Cisneros
   - *The Alchemist* by Paulo Coehlo
   - *Feed* by M.T. Anderson

Required Reading Academic A Level (Course #1002)

1. Olympian Gods Webquest Packet
   Students must complete the packet provided for background knowledge on the Greek gods.
   Students should use only the websites provided on the packet. This is due the first day of school.
   Extra copies are available for download at this link.

2. *The Alchemist* by Paulo Coehlo

Required Reading Academic B Level (Course #1004)

*All incoming 9th graders (academic B level) are required to read:*

Wonder by R.J. Palacio
TENTH GRADE (current 9th grade) – DECISIONS, CONSEQUENCES, AND REFLECTIONS

Honors Required Reading (Course #1100)

*Midnight’s Children* by Salman Rushdie  
*A Separate Peace* by John Knowles

Summer assignments for Honors students are given during a meeting at the end of their freshman year. If you miss this meeting or if you have any questions, you should contact Mrs. Rieger (mrieger@gvsd.org) or Mr. Esterly (testerly@gvsd.org).

Accelerated Required Reading (Course #1101)

*Dracula* by Bram Stoker

_all incoming 10th graders (Accelerated level) are required to read Dracula as well as one of the following:*

*A Great and Terrible Beauty* by Libba Bray  
*The Art of Racing in the Rain* by Garth Stein  
*A Lesson before Dying* by Ernest Gaines  
*Curious Incident of the Dog in the Night Time* by Mark Haddon

Academic A Required Reading (Course #1102)

*The Art of Racing in the Rain* by Garth Stein

_all incoming 10th graders (Academic A level) are required to read The Art of Racing in the Rain as well as one of the following:*

*And Then There Were None* by Agatha Christie  
*Northern Light* by Jennifer Donnelly  
*The Book Thief* by Markus Zusak  
*Sunrise Over Fallujah* by Walter Dean Myers

Academic B Required Reading (Course 1104)

*Son* by Lois Lowry

_all incoming 10th graders (Academic B level) are required to read Son as well as one of the following:*

*Northern Light* by Jennifer Donnelly  
*Whale Talk* by Chris Crutcher  
*And Then There Were None* by Agatha Christie  
*Cracked* by K.M Walton  
*The Art of Racing in the Rain* by Garth Stein
**ELEVENTH GRADE (current 10th graders)—AMERICAN JOURNEY**

**Advanced Placement Language and Composition (Course #1210):** Summer assignments for Advanced Placement students are given during a meeting at the end of their sophomore year. If you missed this meeting or if you have any questions, you should contact Mrs. DiPrinzio (kdiprinzio@gvsd.org) or Mrs. Druckenmiller (mdruckenmiller@gvsd.org).

**Accelerated Required Reading (Course #1201):**

1. *The Catcher in the Rye* by J.D. Salinger
2. Essay assignment is found at the bottom of this document; a hard copy of the essay is required on the first day of class. The novel will be discussed at the beginning of the year.

All incoming 11th graders (Accelerated level) are required to read *The Catcher in the Rye* as well as one of the following:

- *The Things They Carried* by Tim O'Brien
- *The Jungle* by Upton Sinclair
- *A Farewell to Arms* by Ernest Hemingway
- *In the Time of the Butterflies* by Julia Alvarez
- *The Bonesetter’s Daughter* by Amy Tan
- *The Immortal Life of Henrietta Lacks* by Rebecca Skloot

**Academic A Required Reading (Course #1202)**

*The Natural* by Bernard Malamud

All incoming 11th graders (Academic A) are required to read *The Natural* as well as one of the following:

- *I Know Why the Caged Bird Sings* by Maya Angelou
- *A Farewell to Arms* by Ernest Hemingway
- *In the Time of Butterflies* by Julia Alvarez
- *Outliers* by Malcolm Gladwell

**Academic B Required Reading (Course #1204)**

*Our Time on the River* by Don Brown

All incoming 11th graders (Academic B) are required to read *Our Time On the River* as well as one of the following:

- *The Five People You Meet in Heaven* by Mitch Albom
- *Staying Fat for Sarah Byrnes* by Chris Crutcher
- *The Rag and Bone Shop* by Robert Cormier
- *December Stillness* by Mary Downing Hahn
TWELFTH GRADE (current 11th graders) – HUMAN CONDITION

Advanced Placement Literature (Course #1300): Summer assignments for Advanced Placement students are given during a meeting at the end of their junior year. If you missed this meeting or if you have any questions, you should contact Mr. Esterly (testerly@gvsd.org) or Mrs. Iannucci (miannucci@gvsd.org).

Accelerated Required Reading (Course #1301)
The Story of Edgar Sawtelle by David Wroblewski

Accelerated 12th graders are required to read their required reading above as well as one of the following:

I Have Lived a Thousand Years by Livia Bitton-Jackson
Autobiography of Malcolm X by Malcolm X and Alex Haley
Me Talk Pretty One Day by David Sedaris
The Glass Castle by Jeanette Walls
Angela’s Ashes by Frank McCourt

Academic A Required Reading (Course #1302)
The Story of Edgar Sawtelle by David Wroblewski

Academic B Required Reading (Course #1304)
127 Hours: Between a Rock and a Hard Place by Aron Ralston
This summer, Accelerated students will only read Volume I of *Great Expectations* (that is through chapter 19). Keep your copy of the novel for the fall, as we will continue reading together once the school year begins. Use this reading guide to assist you as you read this first section. Yes, you should keep notes, either on paper or with notes or post-it notes in your book.

Throughout your reading:

1. Try to notice and keep track of repeated images, words, and phrases (motifs).
2. Look up words you do not know.
3. Keep track of characters (there are a lot of them!).

Characters to keep follow carefully for:

1. Characterization: Keep track of physical and personality traits for Pip, Joe Gargery, Mrs. Joe Gargery, Miss Havisham, Estella, and Biddy.
2. Relationship to Pip: how they assist in or impede Pip’s development
3. How Pip grows throughout the course of the novel.

**Chapters 1 to 7:** Establishes time period, setting, family life, and then creates a moment of conflict.

**Chapters 8 and 11:** Examine Pip’s description of Miss Havisham (physical and personality traits), the garden, the sitting room, and the dining room. What would you find as unusual or strange? What do you like about Havisham? What do you dislike? Would you like to visit there?

What is Pip’s reaction to Estella? How would you describe Estella?

**Chapters 12-16:** Focus on: Biddy, Orlick, and Pip

**Chapters 17 – 19:** A major part of the novel revolves around Pip’s struggle to become a gentleman.

NOTE: Dickens tells the reader that the events up to chapter 19 are the end of Pip’s first stage.

1. Why does Pip want to be a gentleman?
2. What does Biddy feel about his goals?
3. What impact could the change have on Pip’s relationship with Joe?
4. What are the benefits to Pip?
5. What types of behaviors does Pip learn?

You don’t need to read beyond the end of Chapter 19. We will read the second and third stages of Pip’s life during the school year.
THE CHILDREN OF CRONUS

To ensure that you find accurate information, please use the following websites:


BACKGROUND

1. What is anthropomorphism?

2. What are nectar and ambrosia?

3. What is icor?

4. Where is the home of the gods?

ZEUS

5. His Roman name is ____________________. He is the ruler of ________________________.

6. What are his symbols?

7. What are his personal characteristics?

8. What are the Muses?
9. Who are the three fates and what are their jobs?
   a. 
   b. 
   c.

**POSEIDON**

10. His Roman name is ______________________. He is the god of ______________________.

11. What is his Trident?

12. How did he show his anger?

13. What are his personal characteristics?

**HADES**

14. His Roman name is ______________________. He is the god of ______________________.

15. What is the river Styx?

16. Who is Charon?

17. Why was it important to “have a coin for Charon”?

18. Who is Cerberus?

19. What are the Elysian fields?
20. What are the personal characteristics of Hades?

**HERA**

1. Her Roman name is: ________________________. She is the wife of ________________________.

2. She the goddess of ________________________________.

3. What are her personal characteristics?

**DEMETER**

4. Her Roman name is ________________________. She is goddess of ________________________________.

5. Who is Persephone?

6. What part does the pomegranate play in her life?

**HESTIA**

7. Her Roman name is ________________________________.

8. She is patron of ________________________________.

9. Why is so little known about her?

The above gods and goddesses are children of what Titan? ________________________. 
THE CHILDREN OF ZEUS

APOLLO

Roman Name: ___________________________ God of: ________________________________

Also Known As (AKA): ____________________________, which means bright and shining.

Symbols: ___________________________ Twin sister: ________________________________

Personal characteristics: ____________________________________________________________

Daily responsibility: ________________________________________________________________

What is an oracle? ________________________________________________________________

Where was Apollo’s oracle located? __________________________

ARTEMIS

Roman Name: ___________________________ Goddess of: ________________________________

Also Known As (AKA): ____________________________, ________________________________

Symbols: ___________________________ Twin brother: ________________________________

Personal characteristics: ____________________________________________________________
**APHRODITE**

Roman Name: ___________________________  Goddess of: ________________________________

Symbols: _______________________________  Famous son: ________________________________

Personal characteristics: ________________________________

What was unusual about her birth? ________________________________

**HEPHAESTUS**

Roman Name: ___________________________  God of: ________________________________

Symbols: ________________________________

Personal characteristics: ________________________________

Wife: ________________________________

**ARES**

Roman Name: ___________________________  God of: ________________________________

Symbols: ________________________________

Personal characteristics: ________________________________
How did the Greeks view him vs. the Romans?

ATHENA

Roman Name:_____________________________ Goddess of:__________________________________________

Personal characteristics:_____________________________________________________________________

What was unusual about her birth? _____________________________________________________________

HERMES

Roman Name:_____________________________ God of:__________________________________________

Symbols:_________________________________________________________________________________

Personal characteristics:____________________________________________________________________

What is his job for Zeus? ___________________________________________________________________

What is his role with regard to the dead? ______________________________________________________
DIONYSUS

Roman Name: ___________________________ God of: _________________________________

Symbols: ________________________________________________________________

Personal characteristics: ______________________________________________________

Patron of what art? _________________________________________________________

How is he similar to Demeter? ________________________________________________
**Assignment Summary:** J.D. Salinger’s *The Catcher in the Rye* offers one of the first modern teenagers of literature. It is also known for the protagonist’s vernacular. Your task when you complete your reading of the novel is to:

*Address the prompt: How does Holden’s voice and word choice reveal his alienation and inability to fit his society?*

<table>
<thead>
<tr>
<th>Writer’s Purpose:</th>
<th>To inform the reader of your interpretation and findings on the given prompt.</th>
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</thead>
<tbody>
<tr>
<td>Writer’s Role:</td>
<td>Yourself – an informed reader!</td>
</tr>
<tr>
<td>Audience:</td>
<td>Your audience is comprised of teachers who have read <em>The Catcher in the Rye</em>. Expect that your audience has a working knowledge of the novel and do not write a summary. Reference the novel to prove what you are saying. Quotations=evidence.</td>
</tr>
<tr>
<td>Form:</td>
<td><strong>Literary Analysis:</strong> The purpose of a literary analysis essay is to carefully examine and sometimes evaluate a work of literature or an aspect of a work of literature. As with any analysis, this requires you to break the subject down into its component parts. Examining the different elements of a piece of literature is not an end in itself, but rather a process to help you better appreciate and understand the work of literature as a whole.</td>
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<td></td>
<td>- 3-4 pages (4 pages is a MAXIMUM)</td>
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<td></td>
<td>- size 12, Times New Roman, double-spaced, standard margins (1-inch)</td>
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<td>- do not use 1st person</td>
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<tr>
<td>Focus Correction Areas</td>
<td><strong>Content:</strong> <em>Thesis</em> (clear, arguable thesis) (10pts)</td>
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<td><strong>Content:</strong> <em>Primary Source Quotations</em> Effectively support thesis and are embedded smoothly (a minimum of 5 times) (40 pts)</td>
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<td><strong>Content:</strong> <em>Commentary:</em> Your analysis/ commentary develops your thesis (40 points)</td>
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<td></td>
<td><strong>Conventions:</strong> Proper internal and end punctuation, including MLA formatting (5 pts)</td>
</tr>
<tr>
<td>Procedure:</td>
<td>1. Read the prompt prior to reading the novel.</td>
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<td>2. As you read, take careful notes on the text.</td>
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<td>3. As you read and after you finish reading, record many direct quotations that will address the prompt.</td>
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<td>5. Embed and analyze quotations from the novel to directly address the prompt.</td>
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<td>6. Print your essay and bring it to first day of school (Tuesday, September 2)</td>
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<td></td>
<td>7. Submit to Turnitin.com by Friday, September 5 (after receiving class log-in)</td>
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