

Lithia Springs High School

2017 Summer Assignment

All honors and AP English students must complete the following required reading and accompanying assignment.

All STEM students must also complete the pathway-specific required viewing and accompanying assignment (non-STEM students must select one of the films to view).

STEM students taking an English course through MOWR must still read the assigned novel, but do not need to complete the required assignment. The readings will be used in STEM and science courses as part of the curriculum.

Introduction

Summer assignments ensure that students do not lose that intellectual edge that we work hard to hone at LSHS. The books that every student must read and the format for reporting on that reading are here.

Students must type (12 point) the assignment, making sure that they have carefully read and followed the instructions. This assignment is due ***on the first day of class*** (unless otherwise noted) and will constitute the first major grade of the year. Assignments not received on the first day of class will not receive full credit. Students are strongly encouraged to purchase their own copy of the book, and should expect reading comprehension assessments, discussions, and writing assignments on the novels.

The English Department requires students to use in-text, parenthetical documentation following MLA guidelines. If you are unsure about how to cite quotations, there are a number of on-line resources you may wish to consult including the following:

<http://owl.english.purdue.edu/owl/resource/557/02/>.

A Statement on Plagiarism

Plagiarism is the intentional or unintentional use of another's work (including graphics or audio clips of any sort) or ideas without giving credit. You must put the words of others in quotation marks and cite your source(s). You must give citations when using the ideas of others, even if you paraphrase those ideas. Plagiarism, in any form, is unacceptable and will result in a failing grade.

Part 1: Required Reading

(All reviews taken or adapted from Amazon.com)

Honors 9 th Lit	<i>Ender's Game</i> by Orson Scott Card	A hostile alien attack against the Earth is all but imminent, and government agencies are conducting genetic experiments to create child geniuses they can train as soldiers. Andrew "Ender" Wiggin is one of the best of these children. Is he the general Earth needs? Between Ender, and his two older siblings, lie the abilities to remake a world. If, that is, the world survives.
Honors 10 th Lit	<i>Life of Pi</i> by Yann Martel	The son of a zookeeper, Pi Patel has an encyclopedic knowledge of animal behavior and a fervent love of stories. When Pi is 16, the ship on which his family is emigrating from India to North America sinks. He finds himself alone in a lifeboat, his only companions a hyena, an orangutan, a wounded zebra, and Richard Parker, a 450-pound Bengal tiger. Pi's fear, knowledge, and cunning allow him to survive for 227 days while lost at sea. When they finally reach the coast of Mexico, the Japanese authorities who interrogate Pi refuse to believe his story and press him to tell them "the truth." After hours of coercion, Pi tells a second story, a story much less fantastical, much more conventional—but is it more true?
AP English Language (11 th Grade)	<i>The Martian</i> by Mark Weir	Astronaut Mark Watney is one of the first people to walk on Mars. Now, he's sure he'll be the first person to die there. After a dust storm nearly kills him, Mark finds himself stranded and completely alone with no way to signal Earth that he's alive—and even if he could get word out, his supplies would be gone long before a rescue could arrive. But Mark isn't ready to give up yet. Drawing on his ingenuity, his engineering skills—and a relentless, dogged refusal to quit—he steadfastly confronts one seemingly insurmountable obstacle after the next. Will his resourcefulness be enough to overcome the impossible odds?
AP English Literature (12 th Grade)	<i>Perfume</i> by Patrick Suskind	In the slums of eighteenth-century France, the infant Jean-Baptiste Grenouille is born with one sublime gift—an absolute sense of smell. As a boy, he lives to decipher the odors of Paris, and apprentices himself to a prominent perfumer who teaches him the ancient art of mixing precious oils and herbs. But Grenouille's genius is such that he is not satisfied to stop there, and he becomes obsessed with capturing the smells of objects such as brass doorknobs and fresh-cut wood. Then one day he catches a hint of a scent that will drive him on an ever-more-terrifying quest to create the "ultimate perfume"—the scent of a beautiful young virgin. Told with dazzling narrative brilliance, <i>Perfume</i> is a hauntingly powerful tale of murder and sensual depravity.

Required Reading Assignment

As you read the novel, keep a double or triple entry journal (we recommend you annotate as you read, and select your quotations based on your annotations). *Your journal is due to your English teacher on the first day of class.* Completing this assignment correctly will be worth the majority of the assessment, but we will also look at the quality of the quotes you choose and the depth of your response. These journals should be typed. If you hand write, make sure that your entries are neat—very neat.

Please review the following guidelines and examples. Your journal entries should look like these, with the same level of thought and interaction with the text.

Required number of entries (entries should be spread throughout the novel; each should come from a different chapter):

Freshman and sophomore entries should be 50-75 words each. Junior and senior entries should be 100-125 words each.

9th Grade – 10 literary & 5 STEM (Total: 10 for students not in STEM; 15 for STEM students)

10th Grade – 10 literary & 5 STEM (Total: 10 for students not in STEM; 15 for STEM students)

11th Grade – 15 literary & 5 STEM (Total: 15 for students not in STEM; 20 for STEM students)

12th Grade – 15 literary & 5 STEM (Total: 15 for students not in STEM; 20 for STEM students)

	Text	Literary Response	STEM Connection
Directions	<i>Select a significant/iconic quotation and transcribe the text exactly as it appears in the novel. Include the chapter and page number in parentheses at the end of the quotation. Then, mark with an asterisk (*) the ONE passage that you feel gets closest to the heart of the novel—a “quote of quotes” if you will. You must be prepared to defend your quotation choices on the first day of class.</i>	<i>Write your response to the passage. Do not simply summarize the literature; although you need to refer to the texts, the primary purpose of your journal is to think about your response to these texts. Consider: a question that you have, why you think the passage is significant, your reaction to it as you read, etc. Entries should prove that you are thinking as you read. Look for important connections and ideas, character development, theme, symbolism, etc.</i>	<i>STEM students only: make a connection to some aspect of science, technology, engineering, or math.</i>
9 th & 10 th Grade Sample From <i>Beloved</i>	“How come everybody run off from Sweet Home can’t stop talking about it? Look like if it was so sweet you would have stayed” (Ch. 1, pg. 13).	I like the character of Denver—I think Morrison is going to use her to speak the truth when others are afraid to. She asks questions that I have been asking about the story. I think bad things happened after Mr. Garner died. They were slaves—why wouldn’t they run away? It’s important that we find out. (57 words)	
11 th & 12 th Grade Sample From <i>Beloved</i>	“Her past had been like her present—intolerable—and since she knew death was anything but forgetfulness, she used the little energy left her for pondering color” (Ch. 1, pg. 4).	The character of Baby Suggs fascinates me. I understand that she is Sethe’s husband’s mother and that she is dead at this point in the novel. I find this sentence especially telling about her life because as a slave in the past her life has been “intolerable,” and even now that she is a free woman living in Cincinnati, Ohio, her life is still miserable. I look forward to her history. I am curious what caused her to stop thinking about color, and why she focuses on color now at her death. What would cause a person to stop thinking about color—and why now as she nears the end is color so important? (114 words)	
STEM Sample From <i>Frankenstein</i>	“Although I possessed the capacity of bestowing animation, yet to prepare a frame for the reception of it, with all its intricacies of fibres, muscles, and veins, still remained a work of inconceivable difficulty and labour. . . . It was with these feelings that began the creation of a human being.” (Vol. 1, Ch. 3, pg. 71).	Victor was not completely mad when he thought about making an animal/ human being like himself. He considered the effect it would have on his character and the world – even if only for a split second – but the idea was so enticing that he felt he had to do it – no matter the cost. When Victor went off to school he left everything and everyone he knew. The absence of friendship left Victor to completely focus on his studies and may be what ultimately drove him to obsession, and eventual insanity. (91 words)	Victor describes how he engages with a scientific investigation of chemistry, anatomy and physiology, and electricity to discover the mystery of life. He is fascinated by the cause of life and death, and in creating his creature, forgets to consider emotional and mental aspects of human nature. Like Victor, scientists of today engage in controversial experimentation. Stem cell research is a modern parallel to Victor’s own research. As scientist search for “the perfect human,” society struggles with the concept of the creation of life and what is, ultimately, morally acceptable. (90 words)

Part 2: Required Viewing

All **STEM students** are required to view the film aligned to their pathway(s) and to complete the corresponding assignment. If you are in multiple pathways, please view all appropriate films. Because the films will be used to inform class content and discussions, all **non-STEM students** are also required to view at least one of the films and will receive extra credit for completing the assignment.

This assignment is due to your STEM pathway teacher on the first day of class (non-STEM students may submit the assignment to their English teacher for extra-credit). It will primarily be assessed based on the quality and depth of your responses. This assignment should be typed. If you hand write, make sure that your entries are neat—very neat.

(Film synopsis taken from IMDB.com)

Biomedical Science	<i>Contagion</i> (2011)	PG-13	Healthcare professionals, government officials and everyday people find themselves in the midst of a worldwide epidemic as the CDC works to find a cure.
Computer Science	<i>The Social Network</i> (2010)	PG-13	Harvard student Mark Zuckerberg creates the social networking site that would become known as Facebook, but is later sued by two brothers who claimed he stole their idea, and the co-founder who was later squeezed out of the business.
Engineering	<i>Big Hero 6</i> (2014)	PG	The special bond that develops between plus-sized inflatable robot Baymax, and prodigy Hiro Hamada, who team up with a group of friends to form a band of high-tech heroes.

Required Viewing Assignment(s)

Biomedical Science & Computer Science

Read the questions before you watch the film so that you will know what to look for while you watch. Throughout the film, take notes that you can use to answer the questions at the movie's end.

Answer each question in paragraph form. Answers need to be complete and comprehensive, demonstrating that you paid attention to the movie and thought about what was shown on the screen. You may use more than one paragraph if necessary. Be sure that the topic sentence of your first paragraph uses key words from the question. All responses should be in complete sentences using proper spelling, grammar and punctuation.

- 1) State the title of the film, the year it was released, the name of the director, where the story is set, and the time period in which the story takes place. Then briefly describe what the film is about.
- 2) Identify the primary conflict of this film. Describe the important aspects of people, institutions of society, or nature that are the focus of this film. Describe the significance of each.
- 3) Identify and describe the climax, or moment of highest tension, in the film. Remember, after the climax, the protagonist can never go back to life the way it once was – it is a “point of no return.”
- 4) Identify two devices of fiction, such as motif, symbolism, foreshadowing, flashback, foil, irony, or language choice (diction/syntax) that are used in the movie, and describe how they affect the plot progression, assist in character development, or convey meaning.
- 5) List six facts described in the film that impressed you and explain how each fact relates to the film's premise or theme.
- 6) Describe any aspect of the film that showed you something you hadn't seen before, caused you to think in a new way, or helped you understand something more thoroughly than before. In addition, describe how it changed your thinking.
- 7) Describe anything that you saw or heard in the film that was unconvincing or which seemed out of place.
- 8) If the filmmakers were to ask you how the film could be improved, what would you tell them? Describe the changes you would suggest in detail and the reasons for your suggestions.

Engineering

Read the questions before you watch the film so that you will know what to look for while you watch. Throughout the film, take notes that you can use to answer the questions at the movie's end.

Answer each question in paragraph form. Answers need to be complete and comprehensive, demonstrating that you paid attention to the movie and thought about what was shown on the screen. You may use more than one paragraph if necessary. Be sure that the topic sentence of your first paragraph uses key words from the question. All responses should be in complete sentences using proper spelling, grammar and punctuation.

- 1) What are the characteristics that made Hiro's battle bot successful? Describe the significance of each.
- 2) For each of Hiro's competitors, identify the improvements that could have been made to the competitor's robots to make them more successful?
- 3) Explain, in detail, how Hiro completes the engineering design cycle in the movie Big Hero 6.

Engineering Design Cycle used in PLTW and LSHS STEM Academy

1. Define the problem

- Identify a problem
- Validate the problem
- Who says it is a problem?
- Needs and wants
- Prior solutions
- Justify the problem
- Is the problem worth solving?
- Create design requirements (specifications)
- Criteria and constraints

2. Generate Concepts

- Research
- Brainstorm possible solutions
- Consider additional design goals
- Apply STEM principles
- Select an approach

3. Develop a Solution

- Create detailed design solution
- Justify the solution path

4. Construct and Test a Prototype

- Construct a testable prototype
- Plan prototype testing
- Performance
- Usability
- Durability
- Test prototype

1. Define the Problem

2. Generate Concepts

3. Develop a Solution

4. Construct and Test a Prototype

5. Evaluate the Solution

6. Present the Solution

This design process was developed based on the University of Maryland - College Park - IRB Research Project

- collect test data
 - analyze test data
- #### 5. Evaluate the Solution
- Evaluate solution effectiveness
 - Reflect on design
 - Recommend improvements
 - Optimize/Redesign the solution
 - [Return to prior design process steps, if necessary]
 - Revise design documents
- #### 6. Present the Solution

