

# 2018 Lithia Springs High School Summer Assignment—9<sup>th</sup> & 10<sup>th</sup> grades

**All Honors/STEM** students must complete the following required *reading* assignment in addition to completing the required *viewing* assignment.

## 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 the assignment (TNR, 12 point), making sure that they have carefully read and followed the instructions. This assignment is due **on the first day of school in AUGUST; the semester you take the course does not matter**. Assignments not received on the first day of school 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/STEM 9 <sup>th</sup> Lit.	<i>Ender's Game</i> by Orson Scott Card	A hostile alien attack against the Earth is 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.
	<b><u>OR</u></b>	
	<i>The 5th Wave</i> by Rick Yancey	The human race stands on the brink of extinction as a series of alien attacks decimate the planet, causing earthquakes, tsunamis and disease. Separated from her family, teenager Cassie Sullivan will do whatever it takes to reunite with her brother Sam.
Honors/STEM 10 <sup>th</sup> Lit.	<i>The Poisoner's Handbook</i> by Deborah Blum	The untold story of how poison rocked Jazz Age New York City. A pair of forensic scientists began their trailblazing chemical detective work, fighting to end an era when untraceable poisons offered an easy path to the perfect crime. From the vantage of a laboratory, it also becomes clear that murderers aren't the only toxic threat.

## Required Reading Assignment

As you read the novel, keep a double (non-STEM) or triple entry (STEM) journal (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):**  
 9<sup>th</sup> Grade & 10<sup>th</sup> Grade – 10 literary & 5 STEM (Total: 10 for students not in STEM; 15 for STEM students)

	<b>Text</b>	<b>Literary Response</b>	<b>STEM Connection</b>
<b>Directions</b>	<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.</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>Entries should be 50-75 words each.</i>	<i>STEM students only: make a connection to some aspect of science, technology, engineering, or math.</i>
9 <sup>th</sup> & 10 <sup>th</sup> 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 <sup>th</sup> & 12 <sup>th</sup> 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).	The passage shows us that Victor was not completely mad when he thought about making an animal/ human being like himself. He considered the effect this would have on his character and the world for a split second, but the idea was so enticing that he had to do it. 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 drove him mad. (79 words)	Victor describes how he engages with a scientific investigation of chemistry, anatomy and physiology, and electricity to discover the mystery of life. Like Victor, scientists of today engage in controversial experimentation. Stem cell research is a modern parallel to Victor’s own research. As scientists search for “the perfect human,” society struggles with the concept of the creation of life and what is, ultimately, morally acceptable.

## **Part 2: Required Viewing**

All **STEM** students are required to view the film *aligned to their pathway and grade level* 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 must complete the same viewing assignment.*

(Film synopsis taken from IMDB.com)

Biomedical Science (9 <sup>th</sup> grade)	<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.
Biomedical Science (10 <sup>th</sup> grade)	<i>Concussion</i> (2015)	PG-13	The incredible true story of American immigrant Dr. Bennet Omalu, the brilliant forensic neuropathologist who made the first discovery of CTE, a football-related brain trauma, in a pro player and fought for the truth to be known.
Computer Science/ Engineering (9 <sup>th</sup> grade)	<i>Big Hero 6</i> (2014)	PG	When a devastating event befalls the city of San Fransokyo and catapults Hiro into the midst of danger, he turns to Baymax and his close friends. Determined to uncover the mystery, Hiro transforms his friends into a band of high-tech heroes called "Big Hero 6."
Computer Science/ Engineering (10 <sup>th</sup> grade)	<i>Pacific Rim</i> (2013)	PG-13	When legions of monstrous creatures started rising from the sea, a war began that would take millions of lives and consume humanity's resources for years on end. To combat these monsters, a special type of weapon was devised: massive robots that are controlled simultaneously by two pilots whose minds are locked in a neural bridge.

### **Required Viewing Assignment(s)**

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.

**Summer Reading Rubric for 9<sup>th</sup> and 10<sup>th</sup> Honors/STEM**

Teacher's Name: \_\_\_\_\_

Student's Name: \_\_\_\_\_

CATEGORY	5	4	3-2	1	0
<b>Analysis of Text</b>	All entries demonstrate deep insight and do an exceptional job of explaining the student's thoughts through the skillful selection of textual evidence and thoughtful analysis.	All entries demonstrate sufficient insight and adequately explain the student's thoughts through the selection of textual evidence and analysis.	Some entries demonstrate a lack of insight and do not adequately explain the student's thoughts.	No evidence of insight beyond simply identifying or restating the speaker and/or circumstances of the passages or quotes.	Failed to complete this portion of the Summer Reading Assignment
<b>Analysis Length</b>	All 10 entries are 50-75 words in length	9 entries are 50-75 words in length	7-8 entries are 50-75 words in length	6 or fewer entries are 50-75 words in length	Failed to complete this portion of the Summer Reading Assignment
<b>Required Number of Entries</b>	Completed all 10 required entries	Completed 9 of the 10 required entries	Completed 7-8 of the 10 required entries	Completed 6 or fewer of the 10 required entries	Failed to complete this portion of the Summer Reading Assignment
<b>Grammar/Mechanics</b>	Evident control of grammar, spelling, and sentence formation. All entries are grammatically correct.	Sufficient control of grammar, spelling, and sentence formation. Few grammatical errors are present in entries and do not interfere with reading.	Some control of grammar, spelling, and sentence formation. Confused and inconsistent arrangement of sentences and fragments interferes with reading.	Very limited control of grammar, spelling, and sentence formation. Confused and inconsistent arrangement of sentences and fragments interferes with reading.	Failed to complete this portion of the Summer Reading Assignment
<b>Required Viewing of Film</b>	Thoroughly answered all 8 required questions	Sufficiently answered all 8 required questions	Somewhat answered all 8 required questions OR only answered 7/8 questions	Limited answer to all 8 questions OR only answered 6 or fewer required questions	Failed to complete this portion of the Summer Reading Assignment

**Total Points:** \_\_\_\_\_ x 4 = \_\_\_\_\_