

BRENTWOOD HIGH SCHOOL

English Department

2019-2020



AP LANGUAGE AND LITERATURE ITEMS ARE SPECIFIC AND LISTED FAR BELOW (as in page 6 :)).

FOR FRESHMEN, SOPHOMORES, JUNIOR STANDARD AND HONORS, SENIOR STANDARD AND HONORS....We want you to truly enjoy reading this summer, so it is your choice. **Review and confirm any/all choices with parents/guardians.** In addition to providing permission, they are great resources and recommend super choices and favorite reads as well.

We also encourage you to stop by our library or the Brentwood Library on Knox Valley Drive for further insights and suggestions.

Below are some other sources for you to consider:

-Here is the list of **Pulitzer Prize** winners....again, before reading anything garner permission from parents/guardians. Please note that the Pulitzer Prize is given for fiction, non-fiction, drama, journalism, photography etc. so there is a plethora of choices here:
<http://www.pulitzer.org/>

-**The Man-Booker prizes** are also excellent reading. Once again, ensure permission for any reading.
<http://themanbookerprize.com/>

-Plus, the **Nobel Prize** for literature always provides an interesting read and often an international perspective. In addition, most of the other prize winners also have published interesting works (i.e. *I am Malala* by Malala Yousafzai and Christina Lamb), and as mentioned above ensure permission.
<http://www.nobelprize.org/>

9TH GRADE

We highly recommend that you choose a summer reading book (either fiction or nonfiction). **Please DO NOT READ from the following classics/WCS protected titles that will be covered in class:**

Of Mice and Men by John Steinbeck
Lord of the Flies by William Golding
Romeo and Juliet by William Shakespeare
Animal Farm by George Orwell
American Born Chinese by Gene Luen Yang
The Odyssey by Homer

Annotations are highly encouraged, as we will be working closely on a writing assignment/project related to the reading in the 1st 9 Weeks

10th Grade

“Read what gives you delight, and do so without shame.”

-Alan Jacobs, author of *The Pleasure of Reading in an Age of Distraction*

In an effort to make summer reading less of a duty and more of a delight, your sophomore English teachers encourage you to select a book you truly *want to read* over the break. Choose a book about someone you admire, a novel your friend recommends, a book you want to learn from, or simply a story you know you’ll enjoy.

This gives you roughly 129, 864, 880 titles to choose from! With that being said, we do ask that you avoid titles significantly below your reading level or works taught as part of a course at Brentwood High-- for instance, *Romeo and Juliet*, *The Great Gatsby* or *Frankenstein* (that

brings us down to roughly 129, 864, 870). We've compiled a list of titles we recommend as well as choices selected by current sophomores to pique your interest. Remember, your goal this summer is to "read what gives you delight." *Tolle lege!*

Please avoid books taught at Brentwood High School (titles considered ineligible for summer reading):

- *Lord of the Flies* by William Golding
- *Of Mice and Men* by John Steinbeck
- *American Born Chinese* by Gene Luen Yang
- *The Odyssey* by Homer
- *Romeo and Juliet* by William Shakespeare
- *Animal Farm* by George Orwell
- *Code Name Verity* by Elizabeth Wein
- *Julius Caesar* by William Shakespeare
- *The Great Gatsby* by F. Scott Fitzgerald
- *The Scarlet Letter* by Nathaniel Hawthorne
- *1984* by George Orwell
- *Night* by Elie Wiesel
- *Twelve Angry Men* by Reginald Rose
- *Fahrenheit 451* by Ray Bradbury
- *Antigone* by Sophocles
- *A Lesson Before Dying* by Ernest Gaines
- *The Stranger* by Albert Camus
- *Tuesdays with Morrie* by Mitch Albom

Books We Love:

- *The Left Hand of Darkness* by Ursula K. Le Guin
- *Dead Wake: the Last Crossing of the Lusitania* by Erik Larson
- *Shoe Dog: a Memoir by the Creator of Nike* by Phil Knight
- *Brave New World* by Aldous Huxley
- *Life of Pi* by Yann Martel
- *Ready Player One* by Ernest Cline
- *A Death in the Family* by James Agee
- *Marcelo in the Real World* by Francisco X. Stork
- *In the Heart of the Sea: the Tragedy of the Whaleship Essex* by Nathaniel Philbrick
- *Letters to a Young Journalist* by Samuel G. Freedman

- *A Tree Grows in Brooklyn* by Betty Smith
- *The Last Lecture* by Randy Pausch
- *Into the Wild* by Jon Krakauer
- *Cry, the Beloved Country* - by Alan Paton
- *And Then There Were None* by Agatha Christie
- *They Poured Fire on Us from the Sky* - by Deng, Deng, and Ajak

11th Grade

Welcome to English III Standard and Honors, home slices! While we hope your summer is productive recreationally, we also want to get jiggy with it academically. Thus, here is your “summer reading to-do list” (we hate calling it an “assignment,” because that harshes our cool-as-the-other-side-of-the-pillow vibe):

1. Please choose a piece written by an American author, fiction or nonfiction, and read it before returning to school. Do not choose a play.
2. **Avoid** the following selections, as many of our teachers use them as key texts during the course of the year...
 - a. *Tuesdays With Morrie* by Mitch Albom
 - b. *The Awakening* by Kate Chopin
 - c. *The Great Gatsby* by F. Scott Fitzgerald
 - d. *The Scarlet Letter* by Nathaniel Hawthorne

12th Grade

English IV Honors

Congratulations – you are officially a BHS senior!! Your senior year is going to be an amazing year for you on many levels as you wrap up 12 years of school and move on to your future, and it is also going to be a very significant summer. With all of this in mind, we would like for you to mindfully create an experience that will represent your summer memories. Reading a great book is certainly an option, but this is NOT a summer reading assignment; your choices are wide open, endless even. Take a technology-free hike with your best friend in the Smoky Mountains. Make a video; go on a canoe trip/fishing trip; learn to play a new instrument; draw a picture; write a song; journal “a-day-in-the-life-of” on your job; do some community service or volunteer at a camp for special needs kids; spend a day with your grandparents and find out what their life was like as a senior in high school.

Do something school appropriate and significant that will turn this summer into one of your best summers ever; it will be your last childhood summer, so capture the memories. You will be asked to share some aspect of this “summer something” in a format of your choosing when your academic senior year begins in August. Impress your classmates and teachers with a unique aspect of ‘you’. Remember, this is not a summer reading assignment, **this is a serious suggestion to push yourself to make this your most outstanding, fun summer as a high school student. Don’t just survive your summer, LIVE IT!**

Good luck, be happy and enjoy your summer!

English IV Standard

Please read for pleasure. The first book we will begin with is *Unbroken* by Laura Hillenbrand. You are welcome to get started with this if you would like.

AP ENGLISH

AP LANGUAGE

Ethan Frome by Edith Wharton

AND

Tuesdays with Morrie by Mitch Albom

Overview: In AP Language, the primary focus is nonfiction essay writing—both personal and formal types and in a variety of genres (political, biographical, autobiographical, philosophical, ethical, etc.). Your test in May will challenge you in both analyzing the content of and the rhetorical strategies used within a variety of formal and informal nonfiction essays. The test will also ask you to compose three one-draft essays: one prompt will require you to synthesize several sources into an argument-persuasion formal essay addressing a current issue; a second prompt will ask you to analyze the argument and rhetorical strategies used within a specified text; a third prompt will give you an opportunity to write a personal essay, reacting to an abstract idea, in which you provide the specific and appropriate evidence in defense of your argument.

However, since this class is taken during your third year of high school, the course takes the place of English III, which traditionally uses a survey of American literature as the foundation for literary studies. Knowing that you will return to literature as the foundation for discussion during your senior year (usually AP Literature and Composition), we will include within our AP Language curriculum highlights of the American literary canon that are typically included within the AP Literature and Composition exam.

Summer reading selection reflects this two-tier focus of AP Language and Composition. Assignment: You will read two selections this summer: an archetypical American novel, and one text from what is often called the “other literature,” that is the nonfiction genre. The assigned texts are:

Ethan Frome by Edith Wharton AND
Tuesdays with Morrie: An Old Man, a Young man, and Life’s Greatest Lesson by Mitch Albom

You will need to procure your own copies, for in this class we practice annotating texts—requiring you to write, in blue or black ink, and within the margins, your reactions to the text. Your annotations prove that you have been involved intellectually with the text and the ideas. Do not expect your annotations to be perfect or sophisticated yet; but instead, strive to get involved in the intellectual journey and to record your involvement by your annotations. Your annotating skills will improve as the year progresses. This is just the start of your AP Language journey, for as the father of personal essay writing, Michel de Montaigne, explains: annotations are the record of your understanding at the time of the reading—more valuable than the actual text being annotated. As a reward for making sincere efforts to annotate your reactions, these texts will be submitted for an annotation grade.

So, what do you annotate? Reactions. Your reactions. Your reactions to character comments, use of symbols, settings, conflicts, aphorisms, reflections, possible themes, editorial comments of the narrator. Your annotations should not be summaries, but reflections, references, observations, personal epiphanies. In other words, they are an ink trail of your interaction with and analysis of the texts. Annotating is a key skill for optimal success in this class and in your future collegiate studies.

Be prepared to discuss these texts during the first two weeks of school, to beef up your annotations, and to both answer multiple-choice questions and write a variety of essays (like those described in the above “Overview”) addressing the rhetorical strategies, points of view, and abstract truths of the selected works.

Note Bene: The father of the personal essay, Michel de Montaigne, treasured his annotations more than the text, because his annotations were a record of his perceptions and his sense of truth at the time of the reading. Let your annotations do and be the same for you—a record of your mental journey.

AP LITERATURE

1(a) Read ***Siddhartha*** by Nobel prize winner Herman Hesse
ISBN number 0-553-20884-5 (It should be a purple cover...this is because the translation matters)

1(b) Read the following poem by Charles Wright:

<http://www.nytimes.com/2015/04/05/magazine/across-the-creek-is-the-other-side-of-the-river.html>

2. ***5 Steps to a 5: AP English Literature 2018 9th edition*** (Please note that 2017, 2018, and probably 2019 are all the same thing)

3. Complete a college essay (you may complete a common application essay, or if your college of choice has a different one, that is certainly acceptable). By the end of your

explorations, discernments and gleaned insights, you should have a viable/worthy draft. Please note that the college board and oh so many other sources state that you should have one essay completed by the time school starts. We are assisting you in practical but pertinent time management skills and your pursuit of the best place to further your academic endeavors.

For the text:

Annotate for key literary elements and how these contribute to the overall meaning of the work. If you just finished AP Lang, you should know what to do. If you have not taken AP Lang, take a look at the note above for insights into annotation.

This novel centers on the journey, the quest, and ultimately discovering one's identity. You must discern and analyze how the author (Hesse) serves as the architect to create this world, contributing to our own self-discovery and universal truths for each of us.

Annotate a printed copy of the poem, "**Across the Creek Is the Other Side of the River**" for literary elements and note the connection between this poem and Siddhartha. Also note your own connections and perceptions. Discern how the literary elements contribute to the meaning/intent of the poem (form and elements contribute to and support the meaning/theme of the poem).

Link: [Across the Creek Is the Other Side of the River](#)

Your own journey and quest commences. This will be a valuable resource for you as we work on college essays our very first week together.

This is wisdom from every class before you...Begin your college essays before school starts or at the very least have a very strong draft ready for final review/prep. In addition to former classmates advice, this is also key advice from pretty much every source, every admissions consultant etc.

Look to the common application site and the college board site for insights. Part of the impetus of life is figuring it out....and that is indeed the opportunity you have here.

<http://www.commonapp.org/whats-appening/application-updates/2018-2019-common-application-essay-prompts>

Resources:

<https://www.commonapp.org/> Students can search for colleges and there is a virtual counselor here too

<https://www.collegeboard.org/> They may also have to create an account here (many may already have one for AP classes, but there's great info. here too.)

<http://collegeapps.about.com/od/essays/a/common-application-essay-prompts.htm>

