

# GRADE 10 SUMMER READING LIST 2017

## *College Preparatory (CP) Sophomore English*

[1 book]

### **1. Faculty Favorite**

Choose **one** faculty favorite from the list and be prepared for a written test and an oral discussion on Friday, September 8<sup>th</sup>. This will count as a test grade in the student's English class regardless of which semester he/she will be enrolled.

---

## *Sophomore Early College*

[2 books]

### **1. Faculty Favorite**

Choose **one** faculty favorite from the list and be prepared for a written test and an oral discussion on Friday, September 8<sup>th</sup>. This will count as a test grade in Early College.

### **2. *The Other Wes Moore: One Name, Two Fates* by Wes Moore**

---

## *Honors American Studies I*

[2 books + history assignment]

Students entering the Honors American Studies I course will need to read three books over the summer:

### **1. Faculty Favorite**

Choose **one** faculty favorite from the list and be prepared for a written test and an oral discussion on Friday, September 8<sup>th</sup>. This will count as a test grade in American Studies.

### **2. *Divergent* By Veronica Roth**

You will read the text and complete a one-page response. See the next page for details. Be prepared for an in-class reading comprehension assessment. **Due:** Wednesday, August 30<sup>th</sup>

### **3. History Assignment**

For the history portion of this class the summer assignment involves text reading and supplemental handouts. The text is *The American Vision* and you will be reading chapter 3, section 3 as well as chapter 4, sections 1-3. The complete assignment can be found on Mrs. Fuller's school website. Textbooks can be signed out by Mrs. Fuller before or after school in room 233. E-mail Mrs. Fuller ([fullera@amesburyma.gov](mailto:fullera@amesburyma.gov)) over the summer if you have questions.

**Due:** Wednesday, August 30<sup>th</sup>

[schools.amesburyma.gov/webpages/afuller](http://schools.amesburyma.gov/webpages/afuller)

### **\*\*An important note about Faculty Favorites:**

All students *already* selected their titles before the end of the school year. If you do not remember which book you signed up for, or you wish to change your selection, you must e-mail Mrs. Ricci – [riccid@amesburyma.gov](mailto:riccid@amesburyma.gov).

*Honors American Studies I*  
**Divergent: One-Pager Rubric**

**Choose one.**

- In what ways does Tris's identity develop over the course of the novel?
- What significance do Tris's relationships have in her life?
- Which theme in the novel would you consider the most significant, and why?

**One- Pager REQUIREMENTS:**

Your response should be **no more than** one page – typed, double-spaced, one-inch margins, size 12 font. At the bottom, you *and* a parent/guardian should sign indicating that the ideas in your writing are your own authentic ideas and they are not taken from any other sources (other people, Internet, etc.).

**Due:** Wednesday, August 30<sup>th</sup>

**One-Pager Rubric**

	<b>Exemplary</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Deficient</b>
<b>Requirements</b>	The one-pager meets all requirements listed above.	The one-pager meets most requirements listed above.	The one-pager meets most of the requirements listed above.	The one-pager does not meet requirements listed above.
<b>Topic Sentence</b>	Topic sentence is insightful, sophisticated and relevant.	Topic sentence is relevant and adequate.	Topic sentence shows basic understanding of the task.	Topic sentence shows minimal understanding of the task.
<b>Evidence</b>	Evidence is clear, complete, and accurate. Well-selected direct quotations have been used to support the response.	Evidence is accurate and relevant. Direct quotations and/or paraphrasing have been used to support the response.	Evidence includes <i>some</i> important points. Direct quotations and/or paraphrasing might be sparse and/or not explicitly connected to the response.	Evidence is not sufficient and/or does not support the response.
<b>Analysis</b>	Analysis of the evidence is insightful and thorough. Analysis consistently relates back to the thesis or central argument.	Analysis of the evidence is satisfactory and relates to the thesis or central argument.	Analysis of the evidence may show gaps in understanding and may include errors. Analysis does not consistently relate back to the central argument.	Analysis of the evidence is illogical. There are errors in understanding and no connection is made back to the thesis.
<b>Conventions</b>	The writing uses near perfect grammar, punctuation, spelling, etc.	Few errors of conventions are made, and they do not impede the reader's understanding.	There are many errors of conventions and they may affect meaning in several places.	Significant errors of conventions impede the reader's understanding.

\_\_\_\_\_/20

**Comments:**