



Rising 9th -12th Grade Summer Reading: The purpose of the HCA Summer Reading Program is to engage students in classic and modern literature that encourages and promotes a life-long interest in reading for both purpose and enjoyment. Each book is chosen on the basis of the thematic connection to the first units studied in each grade level or class.

REQUIREMENTS for 9th – 12th **English** classes:

*Read and **annotate** (see “Why and How to Annotate” on next page) the required novel

*Be prepared for an in class assessment or essay on **the first day of school.**

9th Grade Novel: *To Kill a Mockingbird*

10th Grade Novel: *The Great Gatsby*

11th Grade British Literature: *Beowulf* translated by Seamus Heaney

*read only the through line 700

11th Grade Advanced Composition: *The Shack* by William Paul Young

12th Grade DE101: *Frankenstein* by Mary Shelley

See the following for information on AP classes:

AP Human Geography

Summer Assignment:

Use <http://www.sheppardsoftware.com/Geography.htm> or other map quiz applications to study the countries of Europe, Asia, and South America. We will have a test the second day of school over the countries in these three continents.

AP Language & Composition

There is a separate handout for summer work for this course.

Why and How to Annotate a Book*

Students can easily improve the depth of their reading and extend their understanding over long periods of time by developing a systematic form of annotating. Such a system is not necessarily difficult and can be completely personal and exceptionally useful.

What the reader gets from annotating is a deeper initial reading and an understanding of the text that lasts. You can deliberately engage the author in conversation and questions, maybe stopping to argue, pay a compliment, or clarify an important issue—much like having a teacher or storyteller with you in the room. If and when you come back to the book, that initial interchange is recorded for you, making an excellent and entirely personal study tool.

Tools: Highlighter, Pencil, and Your Own Text

1. **Yellow Highlighter:** A highlighter allows you to mark exactly what you are interested in. Equally important, the highlighter emphasizes without interfering. Before highlighters, I drew lines under important spots in texts, but underlining is laborious and often distracting. Highlighters in blue and pink and fluorescent colors are even more distracting. The idea is to see the important text more clearly, not give your eyes a psychedelic exercise.

While you read, highlight whatever seems to be key information. At first, you will probably highlight too little or too much; with experience, you will choose more effectively which material to highlight.

2. **Pencil:** A pencil is better than a pen because you can make changes. Even geniuses make mistakes, temporary comments, and incomplete notes. Use the pencil to indicate purpose of your highlighting. While you read, use marginalia—marginal notes—to mark key material. Marginalia can include check marks, question marks, stars, arrows, brackets, and written words and phrases. Create your own system for marking what is important, interesting, quotable, questionable, and so forth.

3. **Your Text:** Inside the front cover of your book, keep an orderly, legible list of "key information" with page references. Key information in a book/novel might include themes; passages that relate to the book's title; characters' names; salient quotes; important scenes, passages, and chapters; and maybe key definitions or vocabulary. Remember that key information will vary according to genre and the reader's purpose, so make your own good plan.

As you read, section by section, chapter by chapter, do the following, if useful or necessary:

- At the end of each chapter or section, briefly summarize the material.
- Title each chapter or section as soon as you finish it, especially if the text does not provide headings for chapters or sections.
- Make a list of vocabulary words on a back page or the inside back cover. Possible ideas for lists include the author's special jargon and new, unknown, or otherwise interesting words.

*Adapted from an article by Nick Otten, Clayton High School, Clayton, Missouri