

TCA Secondary Summer Reading Requirements

Before school begins on August 19, 2015, TCA students entering grades 6-12 must read assigned books as listed on this sheet. One book will be a classic work of literary merit (marked "L" on the list), and the other will focus on Christian Growth (marked "CG") (except for incoming 6th graders who will only read one book). Additional readings and annotations will be required of high school students signed up for Pre-AP or AP English classes. These students will be switched to a regular English course if they have not completed all required reading and are not prepared to submit the required assignments by the first day of school.

SUMMER READING GOALS:

- to maintain students' reading and thinking skills over the summer months through reading and thoughtfully responding to quality books;
- to acquaint students with works of literary merit for enjoyment, enrichment and preparation for future AP English exams or college English courses;
- to engage students spiritually with works appropriate to their stage in life and/or related to the content of upcoming Bible coursework; and
- to provide a smooth transition to the upcoming school year by integrating summer reading into Bible and English curriculum.

ASSESSMENT

1. **Works of Literary Merit...**Assignments related to these readings are available on the TCA website. These written assignments are due on the first day of school.
2. **Christian Growth Books...**While reading, students should take notes, highlighting key truths and meaningful concepts. Bring these notes to your Bible class on the first day of school, and be prepared to write a brief essay reflecting on what has been learned. Essays will be graded upon the clarity with which students demonstrate that the book was read and that its main points/themes were understood as well as the inclusion of thoughtful personal applications, indicating that the student internalized the book's message into his own life.

ACADEMIC HONESTY

Students are expected to read all required novels and then submit their own work in response to assignments. Students may not substitute CliffsNotes®, SparkNotes®, movies, etc. for reading the book. Collaborating with other students on written assignments is not allowed.

All forms of academic dishonesty, including plagiarism, interfere with students' ability to develop and refine their reading, thinking and expressing skills. Plagiarism includes, but is not limited to, direct copying of another person's work without using quotation marks and without citing the author; using the ideas but not the exact words of another (paraphrasing) without providing the citation; and submitting work of another person as if it is one's own.

BOOK SELECTIONS

TCA's academic program is college-preparatory, and we desire that our graduates be well-read and have a familiarity with works of literary significance they will encounter in college courses or on AP English exams. Literary works on TCA reading lists were selected with consideration given to college preparation and literary studies typical for their grade level. While TCA purposefully avoids some classic works with excessive amounts of content inappropriate for young readers, some works in upper level AP and Pre-AP courses may include characters whose lives, speech, and behavior do not always reflect Christian values or worldviews.

Christian growth books are chosen in light of their relevance to students' stage of life and/or the content of the student's upcoming coursework.

OBTAINING BOOKS

While students may borrow books from a local library, they are encouraged to purchase their own copies in which they can underline, highlight, and take notes during reading. Used copies are fine, and TCA does not require any particular edition. Children's editions, student editions or condensed editions may not be used unless specified.

ENGLISH DEPARTMENT – SUMMER READING ASSIGNMENTS

Students should choose only **ONE** of the following assignments to complete for the book they are assigned to read. Pre-AP, AP Language and AP Literature students must do a project over *Great Expectations*, *The Adventures of Huckleberry Finn*, and *Frankenstein*, respectively. The assignments are designed to give the students a choice in how they present information about their book. Students can refer to the rubric to see how points will be awarded for the project. **Students should include well-written paragraphs, well-chosen pictures, and a relevant quote from the book for each SECTION of the project. Submit on the first day of English class.** Students may compile paper copies by simply stapling everything together.

Rather than a second project, Pre-AP, AP Language and AP Literature students must annotate *The Scarlet Pimpernel*, *The Red Badge of Courage*, and *Wuthering Heights*, respectively. Pre-AP, AP Language and AP Literature students are not required to annotate *Great Expectations*, *The Adventures of Huckleberry Finn*, and *Frankenstein*, respectively.

ASSIGNMENT CHOICES

Assignment #1 – MAGAZINE OPTION –

Produce a magazine that includes **ALL** of the following components, organized in magazine format including columns, catchy titles for each article and the magazine, and an appropriate graphic for EACH article:

- MAIN EVENTS - An article that summarizes the main events of the book in at least two well-developed paragraphs
- MAIN CHARACTER/PROTAGONIST - A brief article (at least one well-developed paragraph) describing the main character (Include a catchy title and a graphic of the character in a scene.)

OR

ANTAGONIST - A brief article (at least one well-developed paragraph) about the antagonist, explaining why this person/thing is the antagonist with a graphic and a headline that relates to the antagonist

- NEW ENDING - An article that proposes a new ending for the book in at least two well-developed paragraphs

OR

EDITORIAL - An editorial giving an opinion about an issue related to the book and taking a position on that issue in two well-developed paragraphs

- “DEAR ABBY” COLUMN - An advice column where the main character writes a short (one paragraph min.) letter seeking advice about the major problem faced in the story AND a response to the letter from the columnist (one paragraph minimum)

*****Each section should have well-written paragraphs, well-chosen pictures, and a relevant quote from the book.**

Assignment #2 – POWERPOINT OPTION

Generate a PowerPoint presentation that you will present to your class **with text, pictures, and relevant quotes** that includes the following components:

- TITLE/AUTHOR – (Author and title of the book) **[at least 1 slide]**
- SETTING - (A paragraph of at least five sentences explaining the place and time the book takes place.) **[at least 1 slide to include a map or picture]**
- MAIN CHARACTERS - (At least two sentences describing at least THREE of the main characters and at least two sentences explaining any changes from the beginning to the end of the book in each character) **[at least 1 slide per character]**
- ELEMENTS OF PLOT - (At least two sentences explaining the action at **each part of the plot**. Use specific quotations from the book for EACH element.) **[at least 1 slide per element]** Exposition, conflict, rising action, climax, falling action, resolution
- THEME - (A paragraph of at least five sentences explaining the main idea or life lesson portrayed in the book. Give specific examples from the story.) **[at least 1 slide]**
- OPINION – (An explanation of your impression of the book. Would you recommend it? Why or why not? Was it what you expected? Would you change anything?) **[at least 1 slide]**

- APPLICATION – (A detailing how the book applies to today’s society) **[at least 1 slide]**

*****Each slide should have well-written paragraphs, well-chosen pictures, and a relevant quote from the book.**

Assignment #3 – MOVIE SCRIPT

Write a movie script of the book that was chosen that includes the following components:

- LARGE (18” x 24”) POSTER - A movie poster that advertises your movie (Include the movie’s rating, at least two characters, and a synopsis [which is a one or two sentence summation] of the movie.)
- MOVIE SCRIPT – Choose **three** scenes from the book and re-write them in script form remaining true to the basic plot of the book. Each scene should have at least 30 lines of dialogue and 5 pieces of stage direction including how characters should move and look, what the setting is like, and entrances and exits. Your scenes should also include **three** passages/quotes taken directly from the book – these may be used as dialogue or stage /scene direction. Include the page number where each direct passage can be found in your book.

*****Each section should have well-written paragraphs, well-chosen pictures, and a relevant quote from the book.**

GOING INTO GRADE:**REQUIRED READINGS**

6 L...*Roll of Thunder, Hear My Cry* (Mildred D. Taylor)

7 L...*The Adventures of Tom Sawyer* (Mark Twain)
CG...Boys - *No More Victims** (Frank Peretti)
Girls – *Mean Girls* (Hayley DiMarco)

* Peretti's short book (64 pages) *No More Victims* may not be available from local bookstores, so families will likely need to purchase it online. TCA has acquired several copies that may be purchased for \$6.00. Please contact the secondary office if you would like to purchase the book.

8 L...*The Hobbit* (J.R.R. Tolkien)
CG...*Do Hard Things* (Alex and Brett Harris)

English I (9) L... *The Time Machine* (H.G. Wells)
CG...*The Case Against Darwin* (James Perloff)

English II (10) L...*Great Expectations* (Charles Dickens)
CG...*Forgotten God* (Francis Chan)

Pre-AP English II (10) L...*Great Expectations* (Charles Dickens)
L...*The Scarlet Pimpernel* (Baroness Emmuska Orczy)
CG...*Forgotten God* (Francis Chan)

English III (11) L...*The Adventures of Huckleberry Finn* (Mark Twain)
CG...*Know Why You Believe* (Paul Little)

AP English Language (11) L...*The Adventures of Huckleberry Finn* (Mark Twain)
L... *The Red Badge of Courage* (Stephen Crane)
CG... *Know Why You Believe* (Paul Little)

English IV (12) L...*Frankenstein* (Mary Shelley)
CG...*Reason for God* (Timothy Keller)

AP English Literature (12) L...*Frankenstein* (Mary Shelley)
L...*Wuthering Heights* (Emily Bronte)
CG... *Reason for God* (Timothy Keller)

ENGLISH SUMMER READING ASSIGNMENT GRADING SHEET

Category	Scoring	Point Total
Clarity of Writing		20 points
- Uses formal English	(10 pts.)	
- Uses vocabulary appropriate for grade level and audience	(10 pts.)	
Creativity		10 points
While staying true to book content:		
- Exhibits originality of subject or idea	(5 pts.)	
- Displays imagination in manner of production/presentation	(5 pts.)	
Quality of Project		40 points
- Represents extensive study and effort	(10 pts.)	
- Followed project requirements	(10 pts.)	
- Exhibits appropriate grade-level work and does not plagiarize	(10 pts.)	
- Creates visually appealing product (neatness, graphics...)	(10 pts.)	
Depth of Written Expression:		30 points
- Places proper emphasis on important items; shows clear understanding of the book	(15 pts.)	
- Portrays complete book concepts without plagiarism	(15 pts.)	

TOTAL PROJECT POINTS: