



DELONE CATHOLIC HIGH SCHOOL

"Be Doers of the Word"

Summer Reading

2020-2021 Academic Year

Until I can get an email out, I'm setting up a Google Classroom, on which I'll put some resources for the summer. The join code is:

[r457dhc](#)

Junior Summer Reading 2020 (2020/2021 school year)

Objective: The purpose of Delone Catholic's Summer Reading Program is to expand the enrichment and communication skills of our students in order to prepare them for the global digital world. This year an optional project based assignment, class book discussion, and a reading quiz will be the means of assessment. This summer, each eleventh grade academic student will focus his or her attention on the novel, *To Kill a Mockingbird*. This summer, each eleventh grade honors student will focus on two novels: *To Kill a Mockingbird*, and *The Catcher in the Rye*.

11th Grade Academic: *To Kill a Mockingbird*-Harper Lee, ISBN 9780446310789

- Students should come prepared to take a 50-100 point reading comprehension test on the novel; this will take place on the first day of class. This test will be on the book, not the movie.
- Students should have a copy of the book in hand and be ready for discussion the first week of class. The suggested version is listed above, but not required.
- Optional Extra Credit Project (options listed below): If a student chooses to complete the optional project, the project will be extra credit added to the novel quiz total. For example, if you score an 86% on the book quiz and your completed project was scored an 8/10, then your novel quiz grade would be elevated to a 94%. Optional project rubric is listed below.

11th Grade Honors: *To Kill a Mockingbird*-Harper Lee, ISBN 9780446310789 and *Catcher in the Rye* -- J.D. Salinger, ISBN 9780316769488

- Students should come prepared to take a 50 -100 point reading comprehension test on *To Kill a Mockingbird*; this will take place on the first day of class. This test will be on the book, not the movie.
- Students should have a copy of both books in hand and be ready for discussion in the first weeks of class. The suggested editions of the books are listed above, but not required.

- Optional Extra Credit Project (options listed below): If a student chooses to complete the optional project, the project will be extra credit added to the novel quiz total. For example, if you score an 86% on the book quiz and your completed project was scored an 8/10, then your novel quiz grade would be elevated to a 94%. Optional project rubric is listed below.
- For *Catcher in the Rye* students will be required to annotate the book. The intention is for the student to interact with the text by underlining/ highlighting/ writing in the margins, etc.. Post-it notes in lieu of writing in the book, or printed written notes will also be acceptable. Rubric is below.

Rubric for Book Annotation:

15 point	5	4	2-3	0-1
Quality of Marginal Notes	Varied, thorough, perceptive annotations throughout the book. Notes reflect application of literary terms & go beyond merely identifying literary devices. Notes include questions, summary, connections among stories or to experiences, analysis/interpretation, and definitions of some unfamiliar words	Some variety in types of annotations. Commentary/notations in margins are satisfactory on the whole but may be less perceptive at times. Notes may rely too heavily on one type of response, such as summary. Analysis, interpretation, questions, connections, or definitions may be less apparent.	Little variety in types of annotations. Some notes may be satisfactory, but the overall effort is inconsistent. Notes may lack depth — may be characterized by plot level questions, simplistic summary, or excessive personal responses. Notes may lack analytical/interpretive dimension.	Annotations lack variety and depth. Some notes may be satisfactory, but the overall effort is insufficient. Notes may appear to be random or without purpose. Underlining/highlighting may be excessive and lack commentary
Theme	Annotations trace the development of multiple themes/purposes of the work. Incisive commentary notes patterns of meaning & development	Annotations satisfactorily trace the development of at least one theme/purpose of the work	An attempt has been made to identify a theme/ purpose, though it may be inaccurate or incomplete.	No apparent attempt to identify theme/purpose.
Coverage	Thorough coverage. Student has clearly read and given considerable thought to the entire text.	Satisfactory coverage. No significant gaps. Student has clearly read the entire text and given it some thought.	Intermittent, variable coverage with some significant gaps. Student has clearly not read and/or thought through the text.	Sparse coverage. Annotations are sporadic. Student displays little evidence of reading and thoughtful consideration of the text.

Project Description: choose activity/project from the list below **AND** select **ONE** of the six focus points: structure, setting, theme, symbol, specific character, and specific plot events. The idea here is to inspire you to express an aspect of the novel by appealing to your strengths as a human being. The nature of this type of assessment will allow you to evaluate traditional elements of a novel in an enriching, exploratory, or creative way. Point values will be uniform no matter what the choice. However, please note that the nature of some activities/projects will be more intensive in order to ensure fairness from choice to choice. For example 5, full page journal entries will be equivalent to one 3-5 minute film adaptation.

Step-by-Step Procedure and Objectives:

Important Tips: a definitive, direct link/connection is mandatory between your project/activity choice and what actually happens in the novel. Extract the best details/text evidence for your expression.

1. After reading the novel for your grade level review the assessment types: Novel Choice/Activities. Take your time while you browse these possibilities- think about specific details or situations in the novel which spoke to you the most.
2. Select assessment type (choices are below) (Example: Music/Dance Category- specifically-Original Song with Lyrics)
3. Grab a piece of paper- write down a short list/brainstorm: WHAT aspect (plot, setting, character, structure, symbol, or theme) do you want to focus your response?
4. On that same piece of paper write down/brainstorm exactly HOW you would go about making your Original Song with Lyrics a reality. What will it sound like? What will be the tempo? What is the character in Chapter 9 really trying to say? How will you capture the tone, mood, or inner struggles/successes of a character? Naturally... you have to BECOME that character to some extent in order to speak/write lyrics about their experience.
5. Narrow and focus your selection (Character + Original Song with Lyrics + grade level novel).
6. Create a meaningful response/expression. Revise your work as you progress- get it just right! **NOVEL RUBRIC/SUBMISSION LIST (all due on the FIRST DAY OF SCHOOL).**

Optional: ONE project choice below

Identify Assignment you choose- (to keep an organized record of your assignment)

- Novel=Ex: *The Book Thief/A Lesson before Dying*
- Activity Choice= Ex: Original Song with Lyrics
- Literary Component (if applicable) = Ex: character
- Your Name
- Grade
- 100- 150 word explanation of your project

Rubric for Summer extra-credit project

10 possible points	3	2	1	0
Effort	Strong effort: clearly much time and dedication was put into the project	Effort was put forth and some time and dedication evident	perfunctory effort	little or no effort evident
Artisanship/ Scholasticism	The project is of superior quality and is insightful	The project is of good quality and is purposeful	The project is of mediocre quality	The project is of poor quality
Prove it (In 100 - 150 words, state the connection of the project to the work)	The written explanation clearly connects the project to the text and demonstrates strong knowledge of the book	The written explanation connects the project to the text and demonstrates sufficient knowledge of the book	The written explanation loosely connects the project to the text and demonstrates only a partial knowledge of the book	The written explanation poorly connects the project to the text and demonstrates weak knowledge of the book
relevance to the work			The project shows a clear connection to the book	the project shows little or no connection to the book

Project Selections (choose ONE project choice below)

A. Art Related: consider size for easy transportation; composition; color; text accuracy

1. Painting- oil, watercolor, pastels, acrylics- specific aspect of the novel.
2. Assemblage/found object/Sculpture- represent a specific aspect of the novel
3. Storyboard/Comic strips- at least 5 with text/illustrations- self bind the book
4. Original Photography Chapbook- at least 10 original photos (taken by you)
5. Graphic Novel- at least 6 complete pages with text/illustrations- self bind the book
6. Collage choice must be teacher approved via email

B. Writing Related:

1. Letters- (from one character to another)- at least 3 full pages/letter formatting
2. Newspaper Article Full Story/Opinion Pages- at least 2 full pages with headline
3. Journal entries- at least 5 full pages- any aspect of the novel
4. Manifestos- at least 3 pages in length
5. Traditional Essay/Academic Paper- 3-4 pages; no more no less (choose one of the focus points)
6. Chapbook of Poems- at least 5 original poems (at least 10 lines each) bind your own book
7. Children's Book- at least 5 pages (created book format/illustrations)
8. Fictional Epilogue or Prologue/point of view recreation-at least 2 full pages
9. Object Story Writing (objects from book put into a related story) at least 2 full pages

C. Movie/Film/Performance Related (make sure CD's/Video DVD's work before submission)

1. Original Animation- at least 2 minutes
2. Student acted roles- character driven at least memorize 10 lines and perform
3. A visual symbolism piece –at least 10 slides/images
4. Movie Adaptations in dramatic (play) form
5. Original Slide Show- at least 10 slides/images
6. Dramatic Monologue, memorize and perform at least 10 lines; props; costumes

NOTE: 3 MEMBERS ONLY IF COLLABORATING ON A MOVIE. Also, each member has to have their own responses. We also require each member to write a short paragraph (6 sentences) detailing what job(s) you actually did in the creation of the film.

D. Science/Math/Social Sciences/Medical Field Related/Economics

1. Drafting/Engineering principles of design for a specific setting
2. Psychological profile of a character-at least 2 pages
3. Lab Experiment (gather variables/test data) show scientific method (any aspect of the novel)
4. Cost Benefit Analysis (what is known at the time vs. hindsight) (character driven)

E. Theology Related

1. Original Collection of Prayers (10) from a character perspective
2. Social Justice/Moral Teaching/Catechism proposal-at least 2 pages tied into some aspect of the Church

F. Physical Education/Sports Related

1. Detailed Results of a Physical Examination of a character and then a detailed plan for physical therapy (copy of Dr.'s office checklist for a complete physical- blood pressure/heart rate/reflexes/eye/ear tests/breathing/strength etc...) AND a detailed plan for physical therapy- at least 10 recommendations to help the character improve their health).
2. Rewrite plot, situations, events, or settings in a chapter of your novel by replacing actual novel content with a sports related content- at least 2 full pages
3. Broadcast a significant event/situation in the novel (audio recording for us to hear at least a 3 minute piece). Use varied voices for different characters if needed.

G. History Related

1. Construct a Flag which represents (author/character/country) at least 10 distinct text related details.
2. Recreate Physical Objects found during that Historical time period (at least 3 objects). For each write a description of the object, its importance to the time period, and its importance to the novel as a whole.
3. Write a short story piece where a historical figure from the past happens to interact in some way with a character from your novel choice. (At least 2 pages typed)

H. Dance/Music

1. Original Instrumental Musical composition- at least a 2-3 minute piece (write out music)
2. Original Song with Lyrics- at least 16 lines (add sound; think mood, tone, fast/slow etc...)
3. Original choreographed dance- at least 2-3 minutes (include a blueprint of movement)

I. Fashion/Style

1. Create a collective wardrobe (based on a chapter of a book/or the book as a whole) at least 5 wardrobes (head to toe) which reflect the mood, tone, and conflict in the character at that time in the novel.
2. Write a fashion related article based on some specific aspect of the book- at least 2 full pages. Once again- use solid proof from the text to fuel your expression.

J. Information Technology

1. Create a facebook page of a character which shows their “complete” self.
 - a. Include friends, images, what they would have on their wall etc...
 - b. Page should have at least 25 different representations of the characters identity
 - c. Include discussions the character has. Who is the character speaking to?
 - d. Assignment must be done as a handmade book, contained in a photo album, or done digitally on a CD for our viewing (make sure it works)!
 - e. Remember: it’s about what you can prove from the text, this needs to be thorough and accurate to the book.

K. Agriculture/Farming

1. Focus on the hard working characteristics of a farmer. Write 20 characteristics that are distinct to a typical farmer. Then, choose a character from your novel and compare and contrast their traits.
2. Focus on structure or plot of the novel. Take the skeletal framework of the novel (at least 7 events) and place it in a field that is about to be planted. “Plant” these events in specific places on the land and explain why each event (plot) is placed strategically in the field.