

POSNACK

S C H O O L

English IV Grade Level Summer Reading Assignments 2019

Choose **at least TWO books** from the English IV summer reading list and read and annotate in preparation for successful completion of the two summative assessments outline below.

English IV Summer Reading List (Choose TWO novels) Choose TWO

1. *The Time Machine* by H.G. Wells
2. *Purple Hibiscus* by Chimamanda Ngozi Adichie
3. *Glass Castle* by Jeanette Walls
4. *Merlin* by Stephen Lawhead
5. *The Secret Life of Bees* by Sue Monk Kidd
6. *The Curious Incident of the Dog in the Night-time* by Mark Haddon
7. *Little Bee* by Chris Cleave
8. *Lord of the Flies* by Joseph Golding
9. *Extremely Loud and Incredibly Close* by Jonathan Safran Foer
10. *Great Expectations* by Charles Dickens

Assessment 1 Traditional Reading Comprehension and Analysis Assessment - 60 points 30 multiple choice questions based on each of your novels

Sample questions:

1. (*The Time Machine*) How did the Time Traveller describe his experience when he travelled even farther into the future?
 - A. Loose matches
 - B. White sphinx
 - C. Momentary extinction
 - D. It had committed suicide
2. (*Great Expectations*) Reread the following excerpt and answer the questions that follow.

“I begin to think,” said Estella, in a musing way, after another moment of calm wonder, “that I almost understand how this comes about. If you had brought up your adopted daughter wholly in the dark confinement of these rooms, and had never let her know that there was such a thing as the daylight by which she has never once seen your face—if you had done that, and then, for a purpose, had wanted her to understand the daylight and know all about it, you would have been disappointed and angry?”

Miss Havisham, with her head in her hands, sat making a low moaning, and swaying herself on her chair, but gave no answer.

“Or,” said Estella, “—which is a nearer case—if you had taught her, from the dawn of her intelligence, with your utmost energy and might, that there was such a thing as daylight, but that it was made to be her enemy and destroyer, and she must always turn against it, for it had blighted you and would else blight her — if you had done this, and then, for a purpose, had wanted her to take naturally to the daylight and she could not do it, you would have been disappointed and angry?”

Miss Havisham sat listening (or it seemed so, for I could not see her face), but still made no answer.

“So,” said Estella, “I must be taken as I have been made. The success is not mine, the failure is not mine, but the two together make me.”

2. Estella is making the point that
 - A. Miss Havisham has made her into the person she has become
 - B. Miss Havisham has blamed Estella for what are her own shortcomings
 - C. Miss Havisham has concealed the truth of Estella’s parentage from her
 - D. Miss Havisham’s mistakes are to be excused by her good intentions
 - E. Miss Havisham’s daughter has caused Estella undeserved suffering

Assessment 2

Multimedia Oral Presentation - 40 points

Goal: Create a presentation on your analysis of a character from one of your summer reading novels.

Standards for Success: Share your character analysis with the class, and explain how the character changes or fails to change after he or she confronts a challenge.

Deliverables: You must include a description of at least three internal traits, a conflict or challenge your character experiences, and an analysis of how your character changed (or failed to change) as a result of confronting the conflict or challenge. Your presentation must support your ideas with text evidence and appropriate visuals. Presentations should be 4-6 minutes in length. Use the rubric as a guide for points and deliverables.

Submit the presentation by uploading it to the Canvas Assignment folder by _____. Late assignments will receive a 10% deduction.

Product: PowerPoint, Prezi, Padlet, Fakebook, Canva, IMovie, video, or other media presentation (see teacher for approval). You may speak to the class during the entire presentation, or you may simply introduce yourself, the novel title, author, and character, and then play your video.

Option #1: Your character is a guest speaker in our class. Your job is to introduce the character to the class.

Option #2: You ARE your character, and you are coming to speak to our class.

Below is a graphic organizer you may use to prepare for the multimedia oral presentation project. This is an optional tool. It is not graded.

Novel Title: _____

Character: _____

	Quote & page #	Analysis/explanation
Internal Trait		
Internal Trait		
Internal Trait		
Conflict/challenge		
Character change		

Presentation Rubric

Total: /40

	Exemplary 5 points	Competent 3 points	Inadequate 2 points
Introduction	Includes all components: <ul style="list-style-type: none"> ● title of novel ● author ● expository information ● character name 	missing one component: <ul style="list-style-type: none"> ● title of novel ● author ● expository information ● character name 	missing two or more components: <ul style="list-style-type: none"> ● title of novel ● author ● expository information ● character name
Internal Character Traits	Clearly describes 3 internal traits	Describes 2 internal traits	Describes 1 or fewer internal traits
Supporting Examples for Internal Traits	Provides 3 relevant examples (quotes) for each of the internal traits	Provides 2 relevant examples (quotes) for each of the internal traits	Provides less than 2 relevant examples (quotes) for each of the internal traits

Challenges/Conflicts	Clearly describes 1 or more challenges and/or conflicts the character experiences	Describes 1 or more challenges and/or conflicts the character experiences, but the explanation may be superficial and/or vague	Description of conflicts and/or challenges is unclear and/or inappropriate
Supporting Examples for Challenges/Conflicts	Provides apt examples for challenges and/or conflicts the character experiences	Provides adequate examples for challenges and/or conflicts the character experiences	Provides weak examples for challenges and/or conflicts the character experiences
Grammar & Mechanics	The presentation is free of grammar and spelling errors.	The presentation is mostly free of grammar and spelling errors.	The presentation contains several minor grammar and/or spelling errors.
Visuals	All visuals/videos are appropriate and support ideas Follows all Powerpoint Conventions	Most visuals/videos are appropriate and support ideas 1-2 are not appropriate or missing Follows most Powerpoint conventions	most visuals/videos are appropriate and support ideas 3 or more are not appropriate or missing Follows some Powerpoint conventions
Communication Skills (Verbal and Non-verbal)	Makes eye contact, appropriate movements and gestures speaks clearly, explains effectively, uses correct pronunciation, does not use slang, displays enthusiasm, does not read from screen	Mostly makes eye contact, appropriate movements and gestures mostly speaks clearly, some explanations are unclear, mostly uses correct pronunciation, does not use slang, mostly displays enthusiasm some reading from screen	Makes some eye contact, some appropriate movements and gestures speaks somewhat clearly explanations are vague and unclear, occasionally mispronounces words or uses slang, lacks enthusiasm, mostly reads from screen

Presentations that are shorter or longer than the specified time limit will receive a 5 point deduction.

Dr. T's Guide to Powerpoint Success

Directions: Follow these simple rules to create all your presentations in my class, and keep this guide handy as you continue to make presentations after you graduate. Please note that in college, your professors' guidelines, rubrics, and requirements may differ, and if they do, they always supersede mine. Always refer to your professors' rubrics and follow their directions for assignments carefully.

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- Remember that you are the presenter, not PowerPoint.** Use your slides to emphasize a point, keep yourself on track, and illustrate a point with a graphic or photo. Don't read the slides.

2. **Use the 6 x 6 rule.** Keep text to a minimum, no more than 6 words per line. No more than 6 bullets points per slide. Don't make your audience read the slides. The text is there to guide them. No one wants to read a large block of text on the screen. Also, if they are reading, they are not listening to you.
3. **Keep your font size 24 or bigger.** Walk away from the screen or your computer and make sure you can read it yourself before you present.
4. **Make sure your presentation is easy on the eyes.** Stay away from weird colors and busy backgrounds. Use easy-to-read fonts such as Arial and Times New Roman for the bulk of your text, and, if you have to use a funky font, use it sparingly.
5. **Use pictures appropriately,** and make sure they are as large as you can make them for your audience to see. If you find yourself says, "I don't know if you can see this but..." then you should not have it on the slide.
6. **Leave out the distracting sounds.** Unless it's related to the content being presented, leave out the sounds and music. (Powerpointlessness)
7. **Leave out the silly animations.** Just because you know how to boomerang doesn't mean you should. (Powerpointlessness)
8. **Keep it short.** A general rule is no more than 15 slides. Less is more.
9. **Proofread, proofread, proofread.** There is no excuse for grammar, spelling, or punctuation errors in a presentation. Have someone else proof it for you if you can. This hold true for school and for work. You would hate to discover that you misspelled your company's name during your presentation in front of 40 colleagues and your boss.
10. **Practice, practice, practice.** The more times you go through the presentation, the less you'll have to rely on the slides for cues, and the smoother your presentation will be.

Assessment 3 College Essay 50 points

Select one of the 2019 Common Application prompts and craft a well-written 500-700 word response. Bring your typed essay to class and submit it on paper (MLA format) on the first day of school. Save a digital copy to share with Dr. Tolentino during the first week of school.

During the first two weeks of school, Dr. Tolentino will help you revise your college essays and prepare them for submission. You will engage in writing workshops during class, and you will schedule individualized writing conferences with Dr. Tolentino during lunch and/or before or after school.

Common Application Essay Prompts 2019

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.

2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
4. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma - anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.