



Summer Reading Assignments for Rising Tenth Graders

ALL assignments are due on the first day of school.

ALL STUDENTS ARE REQUIRED TO READ TWO BOOKS: ONE BOOK FOR THEIR ENGLISH CLASS AND ONE BOOK FOR THEIR SCIENCE CLASS. STUDENTS WILL ALSO READ ONE CHAPTER FOR AP U.S. HISTORY. THEY ARE ALSO *STRONGLY* ENCOURAGED TO READ AN ADDITIONAL BOOK FROM THE STUDENT-CHOICE LIST.

English II: 1) **Student-Choice Book** (Click [here](#) to see the list online.)
 2) Extra Credit: read a second book from the list.

English II Honors: 1) ***The Catcher in the Rye*** by J.D. Salinger
 2) Extra Credit: read a second book from the list.

AP U.S. History: 1) ***A People’s History of the United States***
 by Howard Zinn

Chemistry and ***Napoleon’s Buttons: How 17 Molecules Changed History***
Chemistry Honors: by Penny Le Couteur and Jay Burreson

Biology and ***House of the Scorpion*** by Nancy Farmer
Biology Honors

English II: The Student-Choice Book Assignment (English II Only)

Directions: Choose one book from the list of student-choice books; click [here](#) to see this complete list. Then, complete the assignment for your book. Click [here](#) to download the assignment. When completing the template, it is expected that all the answers are your words and not copied from the Internet or any other source. Be prepared to turn in your work to **Ms. Sheaffer** on the **first day** of school.

During the first weeks of school, you will also complete a creative project and/or an objective test that demonstrates your knowledge of the book.

EXTRA CREDIT: Read a second book from the student-choice list. Bring the book to the first day of class.

Click on the book titles below to go to Amazon.com.

English II Honors: [The Catcher in the Rye](#) Assignment (English II Honors Only)

Part I: You are expected to know the book well: characters, plot, setting, themes, etc. You are required to annotate your book, and this assignment count as a Major Grade in Quarter 1. Be prepared to turn in your book to **Ms. Sheaffer** on the **first day** of school.

Part II: You will also take an objective test/quiz during the first days of school, and write an essay.



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Directions for annotating the novel:

- Use a yellow marker to highlight five (5) or more lines (please, find quotations that are spread throughout the book) that you believe are relevant to your understanding of Holden Caulfield.
- Use a pen to
 - Create a title for each chapter: For example –
 - Chapter 1: Holden’s flashback to leaving Pensey
 - Find and label the most important discovery that Holden makes that changes him in the novel (climax)
 - Highlight and annotate the various settings of the novel
 - Find and highlight the characters that Holden meets on his journey

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AP United States History: [A People’s History of the United States](#) Assignment

Students will use this book through the coming school year. For the summer, they should read and carefully outline chapter 1, “Columbus, the Indians, and Human Progress”. Be prepared to turn in your work to **Mr. Moore** on the **first day** of school.

Chemistry and Chemistry Honors:

The [Napoleon’s Buttons: How 17 Molecules Changed History](#) Assignment

Click [here](#) to be linked to the assignment (created and submitted by Rosemary White to The American Association of Chemistry Teachers).

Be prepared to turn in your work to **Dr. Downing** on the **first day** of school. Your work should be typed and double-spaced. The quality of your ideas and the quality of your writing will be assessed.

Biology and Biology Honors:

The [House of the Scorpion](#) by Nancy Farmer Assignment

After reading the novel, *House of the Scorpion*, respond to all portions of the following questions on a separate document. Answers will vary in length; however, most will be approximately a paragraph or



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two. Be prepared to turn in your work to **Ms. Mahoney** on the **first day** of school. Again, The quality of your ideas and the quality of your writing will be assessed.

You should also be prepared to take a character identification quiz on the first day of school.

1. As a clone, most people treat Matt as inhuman. Is a clone, created in a lab and born from a cow, still a human or something different? Explain your reasoning.
2. How much of a person's personality is genetic, and how much is environmental? Use two outside research sources to back up your explanation. Be sure to cite them at the end of your answer.
3. Why is the decision made not to "blunt" Matt's intelligence?
4. Eduardo wonders if he has done Matt a favor and if he will "thank him for it later." Was Matt's life easier or more difficult because his intelligence was left intact? Would Matt have thanked Eduardo?
5. Why do they blunt the intelligence of all of the other clones?
6. "In an odd way it felt as though El Patron were still alive, and in one sense he was. For Matt still existed. As long as he survived, El Patron had not vanished from the world" (Farmer 252). Do you agree that as long as Matt survives, El Patron does also? Why or why not?
7. What parts of this story seemed most believable? Least believable?
8. Some book reviewers felt that the ending of the story was too quick and that all of the problems were solved too easily right at the end. Do you agree or disagree with this opinion? Explain your answer.
9. Would you like to be cloned? Why or why not?
10. What organisms are acceptable to be cloned? Why or why not?