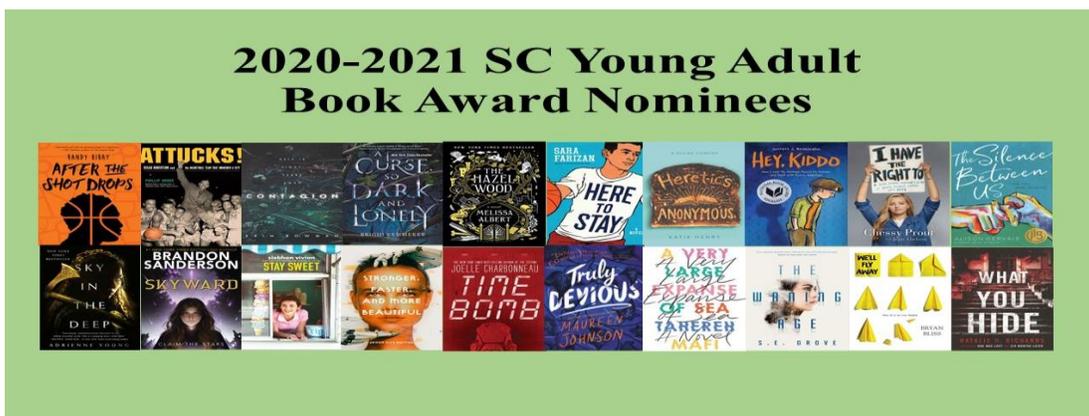


# Hilton Head Island High School Outside Reading for 2020 – 2021

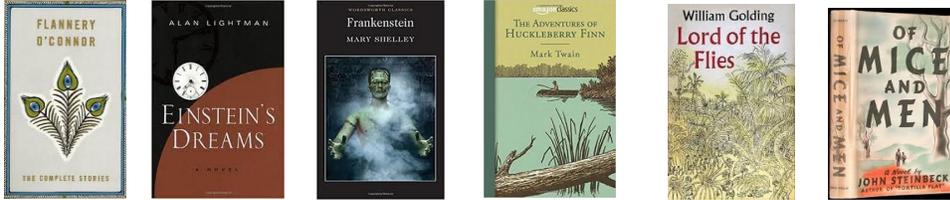
As much as things have changed this year, one thing remains the same – outside reading! Because we are on a 4X4 block schedule, some students will not take an English class until January, so we have outside reading instead of summer reading. Outside reading requirements are listed below and will also be posted to the school website. We will let the public library and Barnes and Noble aware of our selections as well, so they are prepared for your requests of these titles. Because of accessibility issues due to COVID-19, we have provided PDF links to each novel and Overdrive copies, so students can access online from any device. If you have questions about any of the selections, please reach out to your English teacher or the department chairperson – [michelle.hartman@beaufort.k12.sc.us](mailto:michelle.hartman@beaufort.k12.sc.us).

## Outside Reading for College Prep English

We are supporting college prep students and their parents in making enjoyable choices for reading. On the website, you will see a *recommended* list of books. These books are the South Carolina Young Adult Book Award - 2020 – 2021 nominees. We recommend your student read at least one of these books to gain a great start toward being able to participate in the voting for the best SC Young Adult Book in February. If your student reads three books from this list, he or she will be able to participate in the voting process. Within the first two weeks of class, students will be given the opportunity to reflect on their reading experience.



## **Outside Reading for IB/Honors Students:**



The outside reading list for IB/Honors English courses is listed below. You are required to read specific works. Your teacher will assess your knowledge of the book at the end of the second week of class. There will also be additional assessments on the books such as a Socratic Seminar and/or an essay during your scheduled English class. This work will be a start to the curriculum you will encounter as you enter your English course. See the Media Specialist in your school or local library if you are having difficulty obtaining a copy.

**IB English HL2:** *Einstein's Dreams* by Alan Lightman\* <https://tinyurl.com/y9w9n896>

**IB English HL1:** *The Complete Stories* by Flannery O'Connor\*\* <https://tinyurl.com/ycvgn4b> (may have to copy/paste link)

**AP Language:** *High Tide in Tucson* by Barbara Kingsolver <https://tinyurl.com/yc5x7kqq>

**English IV Honors:** *Frankenstein* by Mary Shelley <https://www.gutenberg.org/files/84/84-h/84-h.htm>

**English III Honors:** *Their Eyes Were Watching God* by Zora Neale Hurston <https://tinyurl.com/ydbne2mm>

**English II Honors:** *Lord of the Flies* by William Golding <https://tinyurl.com/y85nna4>

**English I Honors:** *Of Mice and Men* by John Steinbeck <https://tinyurl.com/rweh5wn>

**\*IB HL2 – *Einstein's Dreams* by Alan Lightman ISBN: 9781400077809 144 pages**

During the first week to week and a half of school, you will have a summative creative writing assignment with a rationale, a sensory journal, and a summative 3-part literary analysis essay on this fictional text. In addition, we will study some short non-fiction texts that will complement our study.

**For your annotations (also a grade), IB HL1 students should note the following on a typed document:**

1. Take notes on the organization of the text and the purpose behind the juxtaposition of its sections.
2. Have a brief summary (1-2 sentences) of each theory of time by chapter in an outline.
3. From each chapter note significant quotes, literary devices, syntactical choices, and tone.
4. Track global issues with page numbers and a short snippet of text to illustrate each topic.
5. Note your personal connections/reactions to the text. How does a passage relate to another book you have read, a movie you have seen, or another subject area? What questions do you have? What new words have you defined? What sentences are most important? Evaluate character thoughts and/or actions.

**\*\*IB HL1 *The Complete Stories* by Flannery O'Connor ISBN: 978-0374515362 – Selected stories only**

1. "Introduction" vii-xvii (11)
2. "The Geranium" pp. 3-14 (11)
3. "The Train" pp. 54-62 (8)
4. "A Good Man is Hard to Find" pp. 117-133 (16)
5. "The Life You Save May Be Your Own" pp. 145-156 (11)
6. "Good Country People" pp. 271-291 (20)
7. "Everything that Rises Must Converge" pp. 406-420 (14)
8. "Judgement Day" pp. 531-550 (19)

During the first two and a half weeks of school you will have six quizzes over summer reading. The average of those scores will constitute a summative score. In addition, we will do research with non-fiction sources to prepare for a panel discussion that will be another summative assignment. Finally, this text may be used for one of three IB formal assessments. Please read the material carefully. The quizzes are not based on remembering characters, plot, setting, or central symbols (like one would find in an online study/reading aid). **For your reading Journal/Annotations for each story, IB HL1 students need to do the following:**

1. Track issues over multiple pages across multiple stories (recording the page numbers and a brief snippet of the passage). These may be concrete or abstract topics/subjects/concerns/issues.
2. Note your personal connections/reactions to the text. How does a passage relate to another book you have read, a movie you have seen, or another subject area? What questions do you have? What new words have you defined? What sentences are most important? Evaluate character thoughts and/or actions.
3. Label and give examples of figurative language such as simile, metaphor, personification, symbol, and imagery. Also note syntactical patterns.