

## Clearview Regional High School District Summer Assignment Coversheet 2017

Course	English IV General
Teacher(s)	Mr. Ahern
Due Date	Friday, September 15, 2017- HW Monday, September 18, 2017- Minor assessment
Grade Category/Weight for Q1	Friday, September 15, 2017- HW Monday, September 18, 2017- Minor assessment grade after work is discussed/questions are answered in class
New Jersey Student Learning Standards covered:	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

Description of Assignment	<ol style="list-style-type: none"><li>1. Read an age appropriate, novel length (100 pages or longer) memoir of choice.</li><li>2. Write an essay (minimum of 500 words) based on one of the two prompts provided.</li></ol>
Purpose of Assignment	This assignment will serve as the basis for a college or workplace application essay.
Specific Expectations	Read and respond according to the expectations stipulated in the directions and the scoring rubric.
Where to Locate Assignment	District Website
Helpful Resource(s)	<p><u>Instructor</u></p> <p>Mr. Ahern: <a href="mailto:ahernch@clearviewregional.edu">ahernch@clearviewregional.edu</a></p> <p>Teacher will check email bi-weekly over the summer.</p> <p><u>Supervisor of English</u></p> <p>Mrs. Bernstein: <a href="mailto:bernsteindi@clearviewregional.edu">bernsteindi@clearviewregional.edu</a></p>

## English IV Summer Reading Assignment

Clearview Regional High School District develops its curriculum in order to best serve the district's mission and meet the subject-area benchmarks established by The New Jersey Student Learning Standards and other local, state and national criteria for curriculum development. We recognize that adolescence through young-adulthood is a time when students of the same age are at different maturity levels, so the selection of materials is undertaken with care and deliberation.

The English Department selects literary texts that reflect a diversity of perspectives, are age-appropriate, are high quality literature and are useful to fulfill the district's mission and the course's benchmarks. Parents are encouraged to investigate the texts explored by their children; we urge parents to take an active role in helping our students to develop admiration for the elegance and richness of human expression.

**Assignment: All students will read an age-appropriate, novel length (100 pages or longer) memoir of choice.**

**OBJECTIVE:** Students will read and reflect on the purpose and structure of a memoir; then, be able to consider events in their own lives that contribute to their uniqueness. These understandings will form the basis for a college or workplace application essay grounded in the framework of an effective, engaging personal narrative.

### **Memoir Defined:**

MEMOIR – a **memoir** is a piece of autobiographical writing, usually shorter in nature than a comprehensive autobiography. The memoir, especially as it is being used in publishing today, often tries to capture certain highlights or meaningful moments in one's past, often including a contemplation of the meaning of that event at the time of the writing of the memoir. The memoir may be more emotional and concerned with capturing particular scenes, or a series of events, rather than documenting every fact of a person's life (Zuwiyya, N. 2000).

**Instructions: Please choose a prompt below and write a brief response in a minimum of 500 words. See attached level-specific rubric for guidelines and clarification of expectations.**

1. Considering the defining characteristics of a memoir, discuss the ways a memoir addresses those characteristics and deepens the understanding of personal narratives.

2. Memoirs show experience vs. tell experience. Therefore, writing in such a reflective manner provides one with an opportunity to uncover the unique qualities of the experiences that define them. Define yourself in one word and then tell a story of an experience that SHOWS you possess this quality.

**Assignments count for one quiz grade and are due on Friday, September 15<sup>th</sup>.**

**If you have any questions about this assignment, please contact Mr. Chris Ahern**  
([ahernch@clearviewregional.edu](mailto:ahernch@clearviewregional.edu))

English IV Summer Reading Essay Rubric

Score	Description-Written Response Rubric-General Level
9/8 (100-93)	These highly competent responses comprehend the task set forth by the prompt and respond to it directly, although some of the analysis may be implicit rather than explicit. The 8 response is in many ways a thinner version of the 9 response in terms of discussion and supporting details, but it is still impressive and generally convincing. It may also be less well-handled in terms of organization, insight, or vocabulary.
7/6 (92-85)	These competent responses demonstrate an adherence to the task, but deviate from the claim on occasion. The mechanics are sound, but may contain a few errors which may distract but do not obscure meaning. A response that scores a 6 is an upper-half response, but it may be deficient in one of the essentials mentioned above. It may be less mature in thought or less well-handled in terms of organization, syntax or mechanics. The analysis is somewhat more simplistic than found in a 7 response, and lacks sustained analysis.
5/4 (84-77)	These responses may be overly simplistic in analysis, or rely almost exclusively on generalizations rather than specific examples. These essays may provide a valid claim, but the analysis is implicit rather than explicit. These essays might provide a list of points and examples, but make no effort to discuss them as a means to develop the claim. Descriptors that come to mind when reading include: superficial, vague, and unmechanical. The language is simplistic and the insight is limited or lacking in development. Responses scored a 4 are weaker in development.
3/2 (76-70)	These lower-half responses significant sustained problems as follows: addressing the prompt, developing an argument and supporting/developing the claim. They maintain the general idea of the writing assignment/prompt, show some sense of organization, but are weak in content, language usage, and/or mechanics. They may distort the topic or fail to deal adequately with one or more important aspects of the topic. Responses that are particularly poorly written may be scored a 2. Descriptors that come to mind while reading include: incomplete, oversimplified, meager, irrelevant, and insufficient.
1 (50)	These responses make an attempt to deal with the topic but demonstrate serious weakness in content and coherence and/or syntax and mechanics. They are unacceptably short and poorly written on several counts, including numerous distracting errors in mechanics, and/or little clarity, coherence, or supporting details. Response is wholly vacuous, inept, and mechanically unsound.
0	Zero is given to a response with no more than a passing reference to the prompt.
Comments:	
Final Score:	