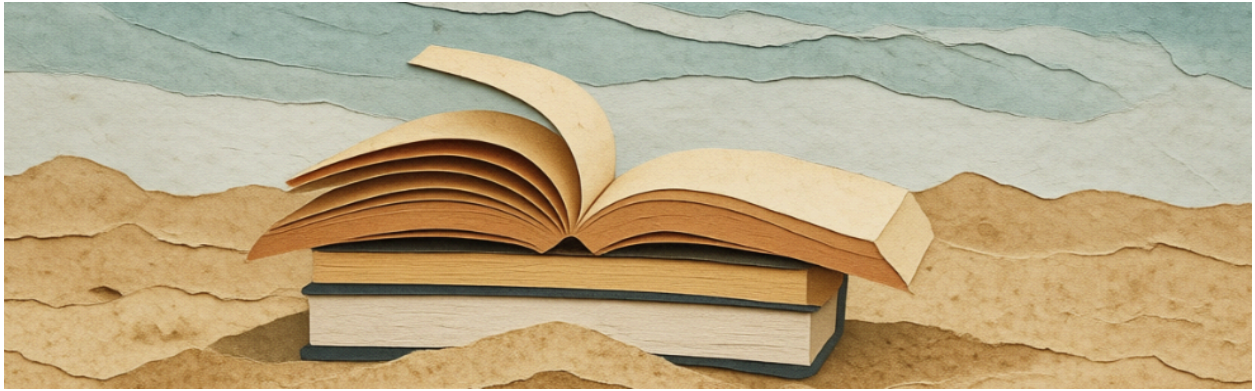


SAC Upper ELAR Summer '26 Reading List



Incoming Grade	Summer Novel
6	A Wrinkle in Time by Madeleine L'Engle
7	The Secret Life of Bees by Sue Monk Kidd
8	Ready Player One by Ernest Kline
9	Hatchet by Gary Paulsen's
10	Last of the Mohicans Novel by James Fenimore Cooper
11	All the Pretty Horses by Cormac McCarthy
12	* <i>Students can choose from:</i> Bird by Bird or Expecting the Unexpected
AP Lang	* <i>Students choose from one of four novels:</i> The Immortal Life of Henrietta Lacks, Outliers, Born a Crime, or Educated
AP Lit	* <i>Students choose from one of three novels:</i> The Great Gatsby, Frankenstein, or Their Eyes were Watching God

*Please refer to the subsequent pages for more info.

For questions, contact Coach Michelle Saenz via ParentSquare.

Summer Reading Assignment: College Prep English IV

Welcome to College Prep English IV! This course is designed to bridge the gap between high school and the expectations of college-level academics. To hit the ground running this fall, you will complete a summer reading and reflection assignment centered on our first unit:

Introduction to College Readiness.

Part 1: The Reading

Choose **one** of the following texts to read over the summer. These selections are suggested resources for our curriculum and explore the intersection of writing, identity, and the learning process. Both options are available on Amazon and at Barnes and Noble.

- **Option A:** *Bird by Bird: Some Instructions on Writing and Life* by Anne Lamott.
- **Option B:** *Expecting the Unexpected: Teaching Myself and Others to Read and Write* by Donald Murray.

Part 2: Reflective Journaling

As you read, maintain a dialectical journal (a two-column note-taking system). Your goal is to connect the author's insights to your own **identity as a reader and writer**.

Aim for at least **five** entries. In the left column, record a quote or passage that stands out. In the right column, respond to it using one of the following "Essential Questions" from our first unit:

1. What does "college readiness" mean to you after reading this passage?
2. What critical skills mentioned by the author (e.g., organization, time management, problem-solving) do you feel you need to develop most for success in college?
3. How does the author's perspective on reading or writing relate to your own personal values, beliefs, or future goals?

Part 3: The "College Readiness" Mini-Reflection

Prepare a one-page (double-spaced) response to be submitted during the first week of school. This will serve as a building block for your **Diagnostic Text**.

Your reflection must address:

- **Identity:** Based on your reading, describe who you are as a reader and writer right now. What are your specific challenges and future opportunities to become a competent college writer?
 - **Skill Development:** Identify at least two "College Readiness" skills (such as interpersonal skills, teamwork, or reflective processes) that you hope to strengthen this year.
-

Why are we doing this?

This assignment is designed to help us **build community** and **establish a rapport** immediately when we return in the fall. It introduces the **iterative writing process** and **reflective practices** that will be the foundation of your portfolio throughout the year.

Note: Please keep this work in a dedicated **folder**. You will use these reflections and your summer reading notes for your first formal unit product.

AP Language Summer Reading Assignment

Building Rhetorical Awareness

Core Text (Choose ONE Nonfiction Book + Read Articles):

Choose ONE of the following nonfiction books:

- 1 The Immortal Life of Henrietta Lacks by Rebecca Skloot
- 2 Outliers by Malcolm Gladwell
- 3 Educated by Tara Westover
- 4 Born a Crime by Trevor Noah

In addition:

- 1 3–5 essays/articles from reputable sources (The Atlantic, New York Times, etc.)

Purpose

- 1 Develop rhetorical analysis skills
- 2 Understand argument and persuasion
- 3 Analyze author's purpose, audience, and choices

Part 1: Rhetorical Reading Journal

Complete 6 entries based on your readings.

- 1 Identify the author's claim
- 2 Analyze rhetorical strategies (ethos, pathos, logos)
- 3 Explain how choices impact the audience
- 4 Each entry: 1 paragraph (6–8 sentences)

Part 2: Argument Essay (2–3 pages)

Prompt: Choose a topic from your reading and develop your own argument.

- 1 Clear, defensible thesis
- 2 At least 2–3 sources as evidence
- 3 Incorporate rhetorical strategies

- 4 Formal essay structure

Part 3: Rhetorical Terms

Define and apply each term using examples from your reading.

- 1 Ethos
- 2 Pathos
- 3 Logos
- 4 Exigence
- 5 Audience
- 6 Purpose

Optional Creative Component

- 1 Create a visual representation of an argument
- 2 Write a speech on a topic of your choice
- 3 Analyze an advertisement using rhetorical strategies

Assessment Overview

Component	Weight
Reading Journal	40%
Argument Essay	40%
Rhetorical Terms	20%

AP Literature Summer Reading Assignment

From Rhetoric to Interpretation

Core Text (Choose ONE):

- 1 Frankenstein by Mary Shelley
- 2 The Great Gatsby by F. Scott Fitzgerald
- 3 Their Eyes Were Watching God by Zora Neale Hurston

Purpose

- 1 Transition from rhetorical analysis to literary analysis
- 2 Identify theme, symbolism, and characterization
- 3 Analyze how authors create meaning through literary choices

Part 1: Active Reading Journal

Complete 8 journal entries (one every 2–3 chapters). Each entry must include:

- 1 **Significant Passage:** Quote 1 meaningful passage (3–6 lines)
- 2 **Close Reading:** Explain literal meaning, symbolism, and literary devices
- 3 **AP Lit Connection:** Discuss theme, character, or literary device
- 4 Each entry should be 6–8 sentences

Part 2: Big Idea Reflection (2–3 pages)

Prompt: What is the central theme of the novel, and how does the author develop that theme through literary elements?

- 1 Include a clear theme statement
- 2 Use at least 3 pieces of textual evidence
- 3 Analyze symbolism, character development, and setting or structure
- 4 Write in formal essay format (mini AP Lit essay)

Part 3: Literary Terms Prep

Define and apply each of the following terms using examples from your novel:

- 1 Theme
- 2 Motif
- 3 Symbol
- 4 Tone
- 5 Irony
- 6 Characterization

Optional Creative Component

- 1 Create a theme collage or mood board
- 2 Rewrite a scene from another character's perspective
- 3 Design a symbolic object and explain its meaning

Assessment Overview

Component	Weight
Reading Journal	40%
Big Idea Essay	40%
Literary Terms	20%

AP Seminar Summer Bridge: The Art of Inquiry

Welcome to AP Seminar. This course is not about memorizing facts; it is about mastering the ability to analyze arguments and explore complex issues from multiple perspectives. This summer assignment is designed to sharpen your critical thinking and research skills before we dive into the **QUEST** framework in August.

Part I: The QUEST for Knowledge

To succeed in AP Seminar, you will use the **QUEST** framework. Familiarize yourself with these five core concepts:

1. **Q**uestion and Explore
2. **U**nderstand and Analyze
3. **E**valuate Multiple Perspectives
4. **S**ynthesize Ideas
5. **T**eam, Transmit, and Transform

Part II: The "Common Theme" Reading & Analysis

Objective: Identify and analyze arguments within a specific theme.

Task: Choose **two** of the following texts/media (or one from this list and one high-quality long-form article of your choice) that share a common theme (e.g., *The Ethics of Technology*, *Environmental Justice*, or *The Individual vs. Society*).

- *The Shallows: What the Internet Is Doing to Our Brains* by Nicholas Carr (Non-fiction)
- *Fast Food Nation* by Eric Schlosser (Non-fiction)
- "The Allegory of the Cave" by Plato (Philosophy)
- *Guns, Germs, and Steel* by Jared Diamond (Non-fiction)
- Any recent "Cover Story" from *The Atlantic*, *The New Yorker*, or *Scientific American*.

The Assignment:

For each text, complete a **Source Analysis Table**:

Component	Description
The Thesis	What is the main argument or "claim" the author is making?

Evidence	Identify three specific pieces of data, anecdotes, or logic used to support the claim.
Line of Reasoning	How does the author organize their ideas to lead the reader to their conclusion?
Bias/Limitations	What perspective is missing? What might the author be overlooking?

Part III: Identifying Perspectives (The Lens Activity)

In AP Seminar, we look at issues through various "lenses." For your chosen theme in Part II, explain how **three** of the following lenses would approach that topic:

- **Environmental:** How does this impact the natural world?
- **Economic:** What are the financial costs or incentives involved?
- **Political/Historical:** How do laws, power structures, or past events shape this?
- **Ethical:** What are the moral implications of this issue?
- **Scientific:** What does the empirical data or research suggest?

Example: If your theme is *Social Media*, the **Economic Lens** might look at "Attention Economy" profits, while the **Ethical Lens** might focus on the impact on adolescent mental health.

Part IV: The "Pinnacle" Research Question

Based on your summer reading and lens analysis, develop **one** high-level research question. A good AP Seminar question is:

1. **Open-ended:** Cannot be answered with a simple "yes" or "no."
2. **Debatable:** There must be multiple valid sides to the issue.
3. **Focused:** Narrow enough to be researched deeply in a 2,000-word essay.

Due Date: Please have your Analysis Tables and Research Question ready for our first Socratic Seminar during the first week of classes.

AP Research Summer Bridge: Finding the Gap

The goal of AP Research is to complete a year-long investigation into a topic that genuinely interests you. This summer, your job is to move from a general **Topic** to a specific **Research Question** by identifying a "gap" in existing knowledge.

Part I: The Quest for the "Gap"

In AP Seminar, you looked at multiple perspectives. In AP Research, you must find what is *missing* from those perspectives.

Task: Identify three potential areas of interest (e.g., Urban Planning, Sports Psychology, Classical Music History, Marine Biology). For **one** of these areas, find three peer-reviewed journal articles (using Google Scholar or JSTOR) and complete the following:

1. **Annotated Bibliography:** Summarize the main finding of each article.
 2. **The Common Thread:** What do all three articles agree on?
 3. **The Missing Piece:** What is a question these articles *don't* answer? (e.g., Do these findings apply to a different demographic? A different geographic location? A different time period?)
-

Part II: The "Methodology" Scavenger Hunt

Research isn't just about what you find, but *how* you find it. You need to understand how professional researchers collect data.

Task: Look at the "Methods" section of the articles you found in Part I. Identify the following:

- **The Method:** Did they use a survey, an experiment, a content analysis, or interviews?
 - **The Participants/Data Set:** Who or what was being studied?
 - **The Tool:** What instrument did they use to collect data (e.g., a specific software, a Likert-scale survey, a heart rate monitor)?
-

Part III: Drafting the "Elevator Pitch"

By the first day of school, you should be able to explain your initial research direction. Use the following template to draft two different "pitches":

"I am studying [Topic] because I want to find out [Research Question] in order to help my audience understand [The Significance/Value of the Research]."

Part IV: For Students New to the Program

If you did **not** take AP Seminar last year, please watch the following "AP Daily" introductory videos on AP Central:

- *Understanding the PREP (Process and Reflection Portfolio)*
- *Generating a Research Question*

This will ensure you are familiar with the terminology we will use starting in week one.

Summer Reading Suggestion (Optional but Recommended)

- *The Craft of Research* by Booth, Colomb, and Williams.
 - This is the "gold standard" for understanding how to turn a vague interest into a formal academic inquiry.
-

Submission Guidelines

Please bring your **Annotated Bibliography (3 sources)** and your **two "Elevator Pitches"** to our first class. We will use these to begin the peer-review process and pair you with potential expert advisors.