

WORTHINGTON CHRISTIAN UPPER SCHOOL GRADES 7-12 SUMMER READING LIST

for 2024-2025 School Year

Students will need to purchase or borrow used or new copies of the summer reading book.
Please bring this copy to class for the first few weeks of the school year (not an audio copy).

There is no summer reading for CCP courses.

Grade Level (entering...)	Book Title and ISBN	Synopsis	Audiobook available for listening and reading along?	School Year Assignments (Be ready to...)
Grade 7* (Palmer)	<p><u>Student/Parent Choice - “Coming-of-Age”</u></p> <p>Student and parent co-select grade- level-appropriate novel with “coming of age” theme</p>	<p>Category: Book must fall under the category of a "coming-of-age" story</p> <ul style="list-style-type: none"> ○ Definition: Merriam-Webster defines “coming-of-age” as “the attainment of prominence, respectability, recognition, or maturity” ○ “Coming-of-age” stories could be fiction (an imagined story) or nonfiction (a story based in fact, such as a biography). <p>Reading Level Appropriate</p> <ul style="list-style-type: none"> ○ What might be a rigorous read for one student may be too difficult for another. The parent/guardian should ensure that students are reading at grade level or above. When doing research, grade-level bands are listed for books. 	<p>You may listen to the book as long as you are reading along at the same time.</p>	<p>Engage in a graded Socratic Seminar discussion of ideas, themes, and events of the story you read. (Once the school year is in session, you will receive questions from your teacher and be able to prepare for discussion.)</p>

<p>Grade 8* (Armstrong)</p>	<p><u>Student/Parent Choice – Dystopian Literature</u></p> <p>Student and parent co-select grade-level-appropriate dystopian fiction novel</p>	<p>Category: Book must fall under the category of Dystopian Literature</p> <ul style="list-style-type: none"> ○ Definition: The Oxford Dictionary defines a dystopia as “<i>An imagined state or society in which there is great suffering or injustice, typically one that is totalitarian or post-apocalyptic.</i>” ○ The questions they will answer for their Socratic Seminar will center around this theme. If their book is not Dystopian Literature, they cannot complete one of their first assignments for the class. <p>Reading Level Appropriate</p> <ul style="list-style-type: none"> ○ What might be a rigorous read for one student may be too difficult for another. The parent/guardian should ensure students are reading at least grade level or above. When doing research, grade-level bands are listed for books. 	<p>You <u>may</u> <u>listen</u> to the book if you are <u>reading along</u> at the same time.</p>	<p>Engage in a graded Socratic Seminar discussion of ideas, themes, and events of the story you read. (Once the school year is in session, you will receive questions from your teacher and be able to prepare for discussion.)</p>
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<p style="text-align: center;">Grade 9 English 9 (Yoder)</p>	<p><u>Student Choice:</u> Choose ONE of the following novels. <i>If you've already read one of these, pick a new book to try!</i></p> <p>1. <i>Romanov</i> by Nadine Brandes</p> <p>2. <i>The Maze Runner (Book 1)</i> by James Dashner</p> <p>3. <i>The Book Thief</i> by Markus Zusak</p>	<ol style="list-style-type: none"> 1. <i>Romanov</i> Anastasia “Nastya” Romanov was given a single mission: to smuggle an ancient spell into her suitcase on her way to exile in Siberia. It might be her family’s only salvation. But the leader of the Bolshevik army is after them, and he’s hunted Romanov before. 2. <i>The Maze Runner</i> A novel set in a post-apocalyptic world. The story begins in a dark metal elevator, where a teenage boy awakens with no real memories other than the fact that his name is Thomas. Doors open overhead, revealing a community of young boys all living on a type of farm surrounded by very high walls. 3. <i>The Book Thief</i> 1939. Nazi Germany. The country is holding its breath. Death has never been busier. Liesel, a nine-year-old girl, is living with a foster family. Her parents have been taken away to a concentration camp. Liesel steals books. This is her story and the story of the inhabitants of her streets when the bombs begin to fall. (This option may be best for voracious readers who enjoy a challenge) 	<p style="text-align: center;">You may listen to the book as long as you are reading along at the same time.</p>	<p>Engage in a graded Socratic Seminar with other students regarding main themes, intriguing plot elements, and real-world connections. Be prepared to discuss the novel at a deeper level, analyzing key components (historical connections, comparison to other literary pieces, etc).</p>
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**Grade 10
English 10
(Walton)**

*All Quiet on the
Western Front* by
Erich Maria
Remarque. Any
unabridged edition
will do.

Expecting the adventure of a lifetime, Paul Bäumer volunteers to fight for Germany in WWI. His dreams of glory, however, are soon smothered by the terror of trench warfare. In this iconic novel, author Eric Maria Remarque will “try simply to tell of a generation of men who, even though they may have escaped shells, were destroyed by the war.” His story, at once haunting and beautiful, is well-worth our attention.

You may listen to the audiobook if you read along and annotate at the same time.

Watching the recent film adaptation cannot replace your responsibility to read.

- As you read, follow the [ENG 10 Summer Reading Guide](#). (Click the blue link to access.)
- In the first week of school, you will take a reading quiz on characters and major plot points, demonstrating comprehension through quote I.D., character matching, and short answer.
- A few weeks in this unit, you will also compose an analytical essay outside of class. For this assignment, you will analyze how the author illustrates the “collapse” of pre-war cultural values. We'll unpack these concepts more fully in the fall, and you won't start writing the actual essay until the second week of school. For now, you need only to consider the questions on [the guide](#) as you read this summer.
- If you own your copy of *AQWF*, highlight your book with different colors or symbols that correspond to each question on [the guide](#).
- If your book is from the library, use a separate piece of paper to record moments that answer the questions on [the guide](#).

<p>Grade 11 English 11 (Hoverman)</p>	<p><i>Narrative of the Life of Frederick Douglass</i> by Frederick Douglass (ISBN-13: 978-0486284996)</p>	<p>Frederick Douglass escaped slavery and became a prominent activist, author, and public speaker. This autobiography tells his story while also calling its readers to action. Douglass highlights the importance of education and faith in his experiences.</p>	<p>You may listen to the book as long as you are reading along at the same time.</p>	<ul style="list-style-type: none"> • We will be utilizing this text in many activities, which will culminate in a summer reading test. • Annotate the novel as you read. • Irony is a literary device in which contradictory statements or situations reveal a reality that is different from what appears to be true. As you read, look for instances of irony.
<p>Grade 11 AP Literature & Composition (Hoverman)</p>	<p><u>Two Total</u></p> <p><i>All the Light We Cannot See</i> by Anthony Doerr (ISBN: 978-1501173219)</p> <p>AND</p> <p><i>Poetry 180: A Turning Back to Poetry</i> by Billy Collins (ISBN: 9780812968873)</p>	<p>This Pulitzer winning novel tells the story of a blind French girl and a German boy whose paths cross during WWII. Told from both perspectives, Doerr uses beautiful language to describe their experiences and eventual connection in occupied France.</p> <p>Poetry 180 is a compilation of contemporary poetry by former Poet Laureate, Billy Collins.</p> <p>*Literature in this class will contain more mature themes and topics.</p>	<p>You may listen to the book as long as you are reading along at the same time.</p>	<p><i>All the Light We Cannot See</i></p> <ul style="list-style-type: none"> • There will be a reading check quiz over basic comprehension and characters in the first week of school. • Closely follow Marie-Laure and Werner. Consider the importance of using multiple perspectives. • Annotate the novel as you read. • Don't wait until the last minute! • We will be writing an AP style essay over this novel. <p><i>Poetry 180: A Turning Back to Poetry</i></p> <ul style="list-style-type: none"> • Read and annotate 30 of the 180 poems. • You don't have to be a poetry expert; just note what's interesting or unique in each poem.

**Grade 12
English 12
(Mills)**

Frankenstein by
Mary Shelley
(ISBN: 978-
0486282114)

Mary Shelley's *Frankenstein* is a combination of Gothic novel and science fiction. It unfolds the story of a scientist Victor Frankenstein who creates a hideous monster from pieces of corpses and brings it to life. But the monster eventually becomes the source of his misery and demise. The plot of the novel is epistolary. The story is narrated through the first-person accounts of Captain Walton, Victor Frankenstein, and the monster himself. Moreover, *Frankenstein* is a frame story, which means a story framed or surrounded by another story or a series of stories (Goodreads.com).

You may listen to the book as long as you are reading along at the same time **AND** annotating your text.

I. Annotate your book, noting lines where you see the following ideas:

1. Scientific Progress, Dangerous Knowledge, and Ambition
2. Dreams, Nightmares – What is their role?
3. Monsters and Alienation – Who is ultimately the monster?

II. Be prepared to think about and discuss each of these ideas in relation to the text. Finally, ask yourself what the book suggests about human nature and what we value most.

- During our first block period together, you will write an **in-class writing reflection essay**. You may use your annotated book (hardcopy only; no digital books permitted), and you will have the block period to respond to the prompt with argument, analysis, and reflection developed from textual evidence and your experience.

<p style="text-align: center;">Grade 12 AP Language & Composition (Mills)</p>	<p style="text-align: center;"><u>Two Total</u></p> <p style="text-align: center;"><i>On Writing: A Memoir of the Craft</i> By Stephen King 978-0684853529</p> <p style="text-align: center;">AND</p> <p style="text-align: center;">One book of your choice from the following list: <u>Topic Book Choice for Summer Reading - Copy.docx</u></p>	<p><i>On Writing: A Memoir of the Craft</i> Part memoir, part master class by one of the bestselling authors of all time, this superb volume is a revealing and practical view of the writer's craft, comprising the basic tools of the trade every writer must have. King's advice is grounded in his vivid memories from childhood through his emergence as a writer, from his struggling early career to his widely reported near-fatal accident in 1999 -- and how the inextricable link between writing and living spurred his recovery. Brilliantly structured, friendly and inspiring, <i>On Writing</i> will empower and entertain everyone who reads it -- fans, writers, and anyone who loves a great story well told (Goodreads.com).</p> <p>*Non-fiction in this class will at times contain mature themes, topics, & language.</p>	<p style="text-align: center;">You may listen to the book as long as you are reading along at the same time AND annotating your text.</p>	<p><i>On Writing: A Memoir of the Craft</i></p> <ul style="list-style-type: none"> As you read, note how King discusses his life experiences and uses them to frame his development as a writer. Which experiences seem to have the most impact on his development as a writer? What do you think about the idea that “you can’t be a good writer if you’re not a good reader”? “While it is impossible to make a competent writer out of a bad writer, and while it is equally impossible to make a great writer out of a good one, it is possible, with lots of hard work, dedication, and timely help, to make a good writer out of a merely competent one.” What do you think about King’s statement, and where do you feel like the most recent books you have read fit in his description? <p><i>Book of Choice</i> During our first block period together, you will write an in-class, timed essay. You may use your annotated book (hardcopy only; no digital books permitted during the test), and you will have the block period to respond to the prompt with an argumentative thesis developed from evidence in the text.</p> <p>Following the essay writing, we will use Kings’ work – our common reading – as a</p>
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				<p>foundational text for doing rhetorical analysis—one of the three forms of argument you will write on the AP Exam in May.</p> <p>We will host reading circles to discuss the themes and ideas from the books that students selected for their free-choice text.</p>
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Audio books can be obtained through Learning Ally (Free for those who qualify for the service), OverDrive/Libby/Hoopla (free apps for audiobooks, but local library card needed), and Audible (from Amazon).

***Grades 7 and 8** indicate parent/student choice for novels centered around a certain theme or genre. Please refer to the documents linked below for more information about the parameters for choice and questions for students to consider while reading.

[English 7 Summer Reading Guidelines and Questions.pdf](#)

[8th Summer Reading Assignment.pdf](#)