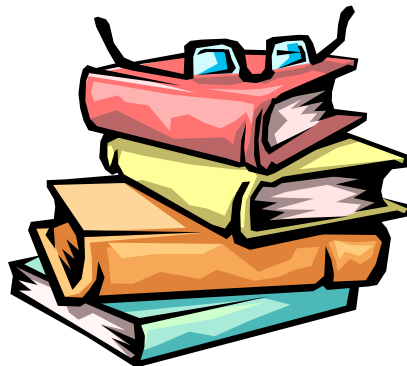


Parsippany-Troy Hills  
Township Schools



2017

PHS Summer Reading and  
Assignment Program

## Introduction to Summer Assignments

### Grades 9-12

The titles on the following pages have been selected as required summer assignments in the designated courses. The selections were made based on the curriculum for these courses. Some reading assignments present mature subject matter and have been so identified in the annotation. Parents are encouraged to read these selections along with their child or prior to their child's reading the book. Parents who have any questions or concerns about summer assignments should contact one of the administrators listed below.

For reading assignments, students may choose to borrow the books at the public library or to purchase the books for themselves. If students are unable to locate the required books, they should call the principal who will assist them in acquiring them.

When students return to school in September, they will be asked to participate in activities based on the summer reading. One of the most important goals of the summer assignment program is to engage students in activities that will prepare them for upcoming curriculum in the new school year. To this end, students should complete the assignments carefully and reflect on what they are doing so that they are well positioned to reap the most benefit from their educational program.

Dr. Jeffrey D. Charney, Interim Assistant Superintendent/ Chief Academic Officer	<a href="mailto:jdcharney@pthsd.net">jdcharney@pthsd.net</a> 973-263-7180 x7340
Mrs. Vicky Santana, Coordinating Supervisor of World Languages/K-5 Music/K-12 Art/K-12 ESL	<a href="mailto:vsantana@pthsd.net">vsantana@pthsd.net</a> 973-263-7180 x4854
Mrs. Jennifer Frantz, Coordinating Supervisor of Language Arts/6-12 Media	<a href="mailto:jfrantz@pthsd.net">jfrantz@pthsd.net</a> 973-263-7180 x7194
Ms. Cathy Jo Speidel, Coordinating Supervisor of 6-12 Science/Industrial Arts/FCS	<a href="mailto:cspeidel@pthsd.net">cspeidel@pthsd.net</a> 973-263-7180 x7247
Mrs. Pamela Freund, Coordinator of 6-12 Math/ Business/Music	<a href="mailto:pfreund@pthsd.net">pfreund@pthsd.net</a> 973-263-7180 x7006
Mr. Juan Cruz, Coordinating Supervisor of 6-12 Social Studies & K-12 Phys. Ed.	<a href="mailto:jcruz@pthsd.net">jcruz@pthsd.net</a> 973-263-7180 x7172

## Grades 9-12

### *Science*

Students will participate in instructional activities that give them the opportunity to practice and enhance their skills in scientific reading, critical thinking & analytical reasoning. These activities will also offer the opportunity to develop their ability to apply their scientific knowledge and skills to new situations.

Science Summer assignments are currently only for high school students taking either Honors or Advanced Placement courses. Specific instructions for each course can be located by clicking on the link below for the high school where the instruction will occur. Once on the school website, click on the name(s) of courses being taken to receive details of the assignment.



For Parsippany High School (PHS) Science courses:

[http://phs.pthsd.k12.nj.us/academics/summer\\_assignments](http://phs.pthsd.k12.nj.us/academics/summer_assignments)



## Grade 9

### ***English I Honors***

**Ford, Jamie. *Hotel on the Corner of Bitter and Sweet*. Ballantine Books, 2009.**  
ISBN# 9780345505347

*Hotel on the Corner of Bitter and Sweet* takes you on a journey through Henry's struggle as a Chinese-American living through conflicting times of World War II. By facing the conflicts of racial oppression as an Asian-American at this time and taking a risk dating a Japanese woman, Henry inadvertently discovers his Chinese culture, what it means to be American, and his role as a son, husband, and father.

## English I

**Anderson, Laurie Halse. *Speak*. Penguin Group, 1999.**  
ISBN# 9780312674397

*Melinda Sordino busted an end-of-summer party by calling the cops, so her old friends won't talk to her, and the people she doesn't know hate her from a distance. It's no use explaining to her parents; they've never known what her life is really like. The safest place for Melinda to be is alone, inside her own head. But even that's not safe. Because there is something she's trying not to think about, something about the night of the party, that, if she admitted it and let it in, would blow her carefully constructed disguise to smithereens. And then she would have no choice. Melinda would have to speak the truth.*

### ***World History Honors***

**Willis, Connie. *Doomsday Book*. Bantam Books, 1992.**  
ISBN# 0-553-56273-8

*Doomsday Book* is both a historical and a futuristic novel. This winner of the Hugo and Nebula Awards relates the story of 21<sup>st</sup> century scientists who experiment with time travel. In their attempts to send Kivrin, a young woman, back to the 1300's, they make minor mistakes that may have major consequences. The novel paints a vivid picture of the historical era and the devastating effects of the plague during the Middle Ages in Europe. The novel supports the Honors World History curriculum, which includes a unit on the Middle Ages in Europe.

**Grade 10**

***English II***

**Albom, Mitch. *Tuesdays With Morrie*. Doubleday, 1997.**

ISBN # 0385496494

Whether it is a parent, grandparent, teacher, or older brother or sister, we have all had someone who has helped us see the world more clearly and given us advice to help us make our way through it. For Mitch Albom, a nationally syndicated columnist and radio host, this person was Morrie, his favorite professor from college. Years after he graduates, Mitch finds out Morrie has ALS after watching him being interviewed on Nightline, a television news show, and decides to go visit him. This is the beginning of their weekly visits or “classes”, on Tuesdays, where Morrie teaches Mitch the “meaning of life.” For fourteen weeks, Mitch travels from Michigan to Massachusetts to “attend class” once again. In the sixteen years since he graduated from college, Mitch had become jaded with life, trading his dreams for the idea of making more money. But through these lessons, Mitch learns about life, self-pity, regrets, aging, love and death, and most importantly, to focus on love and other people.

**Grade 10**

***English II Honors***

**Kingsolver, Barbara.** Homeland and Other Stories. HarperCollins Publishers, 2003  
ISBN# 9780060917012

Barbara Kingsolver gives readers a memorable and life-affirming collection of twelve stories whose characters face poverty, despair, disappointment, and injustice. Though this wide range of characters face challenges that force them to come to terms with what has happened to them, they eventually prevail. Each story is different in plot, style, setting and features themes of hope, family ties and life choices, and endurance. The stories take place over landscapes ranging from northern-California to the hills of eastern Kentucky and the Caribbean island of St. Lucia. Homeland and Other Stories provides an opportunity for students to analyze the nature of 20th century contemporary American literature. Classroom activities will build on English I Honors instruction on using textual evidence to support a position and identifying the elements of a story including figurative language and sensory images.

## Grade 10

### ***United States History I***

**Philbrick, Nathaniel. *The Mayflower and the Pilgrim's New World*, Puffin; Reprint edition 2009.**

ISBN# 978-0142414583

Abridged and adapted from *Mayflower: A Story of Courage, Community, and War* (Penguin, 2007), this volume highlights both the Pilgrims' determination to find and settle a home where they could worship freely and the perilous journey that it took to make that happen.

After a dangerous journey across the Atlantic, the Mayflower's passengers were saved from certain destruction with the help of the Natives of the Plymouth region. For fifty years a fragile peace was maintained as Pilgrims and Native Americans learned to work together. But when that trust was broken by the next generation of leaders, a conflict erupted that nearly wiped out Pilgrims and Natives alike. Adapted from the New York Times bestseller *Mayflower*, this edition includes additional maps, artwork, and archival photos. (Description taken from Amazon.com)

### ***United States History I – Pre-Advanced Placement***

**Philbrick, Nathaniel. *Mayflower: A Story of Courage, Community, and War*. Penguin Books, 2006.**

ISBN # 978-0-14-311197-9

This book tells the story of the Pilgrims. It begins in England and Holland with their decision to settle in the New World. It describes the journey of the Mayflower and the troubles faced by the settlers as they faced an unknown future in New England. The first half of the book continues with an assessment of the tenuous relationship between the Pilgrims and the Native Americans. The author analyzes the cross-cultural exchange and the need of each group for the other. Philbrick discusses how fear and distrust could lead to violence and how need and tentative alliances could lead to camaraderie. The second half of the book focuses on the second generation of Pilgrims and the Native Americans. Relationships changed as more white settlers poured into the New England region. The whites did not need the natives as desperately as they once did and the whites were now the more powerful group. This shift leads to more violence including the Pequot War and culminates in King Philip's War. At this war's end, the Native American population of New England is virtually wiped out.

## Grade 11

### ***College English III, \*\*Basic College English III***

**Haddon, Mark. *The Curious Incident of a Dog in the Night-Time*. Doubleday, 2003.  
ISBN# 0-385-51210-4**

As the novel opens, Christopher discovers that Wellington, his neighbor's dog, has been mysteriously killed in the middle of the night. With this discovery, Christopher sets out to solve the mystery, writing this novel (with the help of his teacher) along the way. His subsequent investigation finally leads to an unexpected and surprising answer. Mark Haddon has done a remarkable job of providing insight into the mind of a boy who, although never formally diagnosed within the book, deals with challenges due to symptoms of Asperger Syndrome. The changing world requires students to be both compassionate and open minded toward people with differing abilities and behaviors, and the insight provided in this novel will be effective in bolstering these sentiments. Students will study point of view, characterization, and syntax in the study of this novel.

**\*\* THIS COURSE IS REQUIRED TO READ ONLY THE FIRST 21 PAGES**

### ***English III Honors***

**Orwell, George. *1984*. Signet Classic, 1950.  
ISBN# 0-451-52493-4**

This classic novel is a nightmare story of totalitarianism and one man's hopeless struggle against it. Winston Smith, the main character, lives in a terrifying world in which Big Brother is always watching. After meeting a rebel, Julia, with whom he has an illegal affair, and joining a revolutionary group called The Brotherhood, Winston dedicates his life to destroying the government. Through the reading of this novel, students will be able to analyze theme, plot, stylistic devices, and characterization. The students will also be able to ascertain the characteristics of modern literature.



## Grade 11

### *U.S. History II*

**Sinclair, Upton. *The Jungle*. Barnes and Noble Classics, 2003.**

ISBN# 1-593-08008-5

*The Jungle* is considered a classic example of muckraking in American literature. The novel is a primary source written by a significant "muckraker" at the turn of the last century in an attempt to expose the underside of the American dream. The novel follows the lives of the members of an immigrant family from Lithuania, as they seek to resettle in America by finding employment in the meatpacking industry in Chicago at the turn of the last century. The book was originally written in 1906 as an exposé, and presents the filthy conditions in the meatpacking industry and the horrible conditions its workers faced on a daily basis. It addresses the muckraking movement and issues of discrimination and social justice that are addressed in the US History II curriculum.

### ***United States History II – Advanced Placement***

**Sinclair, Upton. *The Jungle*. Barnes and Noble Classics, 2003.**

ISBN# 1-593-08008-5

*The Jungle* is considered a classic example of muckraking in American literature. The novel is a primary source written by a significant "muckraker" at the turn of the last century in an attempt to expose the underside of the American dream. The novel follows the lives of the members of an immigrant family from Lithuania, as they seek to resettle in America by finding employment in the meatpacking industry in Chicago at the turn of the last century. The book was originally written in 1906 as an exposé, and presents the filthy conditions in the meatpacking industry and the horrible conditions its workers faced on a daily basis. It addresses the muckraking movement and issues of discrimination and social justice that are addressed in the US History II curriculum.

## Grade 11

### ***Civics & Government***

**Ehrenreich, Barbara. *Nickel and Dimed*. Holt Paperbacks, 2002.  
ISBN #0-805063897**

In *Nickel and Dimed*, Barbara Ehrenreich tells the story of her life over the course of several months as she willingly “gave up” her life as a well-to-do journalist and moved around the country looking for work as an unskilled, undereducated American. In three chapters, Ehrenreich identifies her struggles in three different states as she tries to get basic work, pass entry-level tests, and then survive on the pay given and the insurance covered by these jobs. Ehrenreich also writes about her co-workers and their struggles in this ground level examination of the life of the working poor in America today.

A significant part of the Civics curriculum includes a study of the making and implementation of social policy on the federal and state levels. There is also a constitutional connection concerning the proper role of the federal government, the creation of a welfare state, and the benefits and detriments of a capitalist society. In her travels, Ehrenreich discusses health insurance plans offered by the companies that hire her as well as her attempts to get food while working at or near the federal poverty level. These events relate to our study of the creation of the federal poverty line, the formulas used in its development and its index to inflation. They also directly relate to state and federal programs available for low-income working class people, including Schip, WIC and food stamps.

## Grade 12

### ***Basic College English IV***

(Students are required to read CHAPTER 1 of this book, "The Matthew Effect" and another chapter of their choice)

**Gladwell, Malcolm. *Outliers: Story of Success*. Little, Brown, & Company, 2011.**  
ISBN# 978-0-316017930

Malcolm Gladwell takes us on an intellectual journey through the world of "outliers"--the best and the brightest, the most famous and the most successful. He asks the question: *Why do some people achieve so much more than others? Can they lie so far outside the ordinary? What is the secret of their success?*

His answer is that we pay too much attention to what successful people are like, and too little attention to where they are from: that is, their culture, their family, their generation, and the idiosyncratic experiences of their upbringing. Along the way he explains the secrets of software billionaires, what it takes to be a great soccer player, why Asians are good at math, and what made the Beatles the greatest rock band.

\*Most essays are available on *The New Yorker* website, so it is not necessary for students to purchase the book.

### ***College English IV***

**Coelho, Paulo. *The Alchemist*. Harper Collins, 1998.**  
ISBN# 978-0-06083483-8

*The Alchemist* is an allegory that tells the story of Santiago, an Andalusian shepherd who, after dreaming of treasure within the pyramids of Egypt, embarks on a quest to fulfill the outcome of his dream. Santiago encounters several road bumps along the way and must use his intuition and connections with those he meets to find a way to fulfill his Personal Legend. The story is simple but thought-provoking, filled with metaphors and symbolism. This allegory integrates many diverse philosophies and ideas from a myriad of faiths and historical periods; many of these ideas concern the pursuit of truth, one's intended destiny and the attainment of happiness.

The study of the novel supports the College English 4 unit study of the quest archetype. Students will make connections between Santiago's journey and those of Gilgamesh and Siddhartha in the required readings.

## Grade 12

### ***English IV - Advanced Placement***

**Camus, Albert. *The Stranger*. New York: Vintage Books, 1989.**

Depicting the author's sense of life's absurdity, the main character, Meursault, murders an Arab stranger during a day at the beach. The Advanced Placement course of study requires students to demonstrate skills in advanced forms of written discourse, and the study of this novel affords them the opportunity to apply skills assessed on the written component of the Advanced Placement exam.

**Dostoevsky, Fyodor. *Crime and Punishment*. Constance Garnett, translator. Bantam Classics Reissue edition (July 1, 1984).**

Raskolnikov, a student in St. Petersburg, plans what he thinks to be the perfect crime. The murder of a morally despicable old woman seems to him to be a justifiable crime because he interprets her death to be beneficial to the society in which they exist. The 19<sup>th</sup> Century novel is a study of human psychology, murder, morality and human relationships. *Crime and Punishment* reinforces the course's emphasis on relating a given work to its historical time period as well as to the theme of "Consequence of Choice" studied during the year.

## Grade 12

### ***European History – Advanced Placement***

**Gaarder, Jostein. *Sophie's World*. New York: Berkley Books, 1996.  
ISBN# 0-425-15225-1**

*Sophie's World* creates a fictional world around a young woman who explores the "big questions" of life by analyzing the major works of Western philosophy. It reads like a mystery suspense novel as Sophie attempts to find out who her secret tutor is and how her learning is reflected in her life. The explanations of the philosophers' views are clear and illustrate for the reader why these perspectives are so important in Western thought. The philosophies presented in the book form the underpinnings of Western ideology, which is a key focus of the AP European History curriculum.

## Grade 12

### *Civics & Government*

**Ehrenreich, Barbara. *Nickel and Dimed*. Holt Paperbacks, 2002.**  
ISBN #0-805063897

In *Nickel and Dimed*, Barbara Ehrenreich tells the story of her life over the course of several months as she willingly “gave up” her life as a well-to-do journalist and moved around the country looking for work as an unskilled, undereducated American. In three chapters, Ehrenreich identifies her struggles in three different states as she tries to get basic work, pass entry-level tests, and then survive on the pay given and the insurance covered by these jobs. Ehrenreich also writes about her co-workers and their struggles in this ground level examination of the life of the working poor in America today.

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## Grade 12

### *Government & Politics – Advanced Placement*

**Huff, Mickey and Roth, Andy Lee with Project Censored. *Censored 2017*. New York: Seven Stories Press, 2016.**  
ISBN # 978-1-60980-715-3

*Censored 2017* is a compelling look at a variety of stories that escaped major coverage by the mainstream press during the 2015 and 2016 news cycles. The primary author and editor, Mickey Huff, is a professor of history at Diablo Valley College, where he is co-chair of the history department. He is also the co-host of the *Project Censored Show*, a weekly public affairs program. The stories presented in this program and in this book cover topics from politics and foreign policy to the environment and the economy. The stories are well-researched and edited and give the reader a bibliography to continue researching the facts. This book allows for exploration of the obstacles faced by citizens in determining news events, as well as the corporate role in the news and the role of the independent media in a free society. After giving the “top 25” stories, the book goes back to previous stories that were uncovered from past years and provides information on how they have been developing. The book will also allow for an exploration into the concept of “fake news” in a modern internet news world. Overall, this is a compelling look at stories that

## Grade 12 (cont'd.)

most Americans don't see which leads to some important questions.

At PHS, this summer reading book also comes with an assignment. See the AP teacher for further information.

## GRADE 10-12

### *AP Studio Art*

Students will be given a sketchbook assignment to research 2 different forms of inspiration. One must be based on technique and one must be based on concept. They must include examples of inspiration and a certain amount of exploration inspired by this. It will help the students to develop the Concentration portion of the AP Studio Exam. The student will conference with the teacher at the beginning of the year to present their exploration and the student will receive a project grade for his/her work.

## Grade 11-12

### *AP Economics*

**Charles Wheelan (Author), Burton G. Malkiel (Foreword) *Naked Economics: Undressing the Dismal Science*. W. W. Norton & Company; Fully Revised and Updated edition, April 19, 2010.**

ISBN # 978-0393337648

This revised and updated edition adds commentary on hot topics, including the current economic crisis, globalization, the economics of information, the intersection of economics and politics, and the history—and future—of the Federal Reserve.

This 560 page paperback book will serve as a positive and understandable introduction into Economics as it translates basic economic issues into a format that can be easily read by people with little or no previous knowledge of economics. This book will provide an entry point as well as stimulate interest in the topics studied in AP Economics.