

Gainesville High School

Summer Reading Assignments 2017-18

Philosophy: research has revealed that pleasure reading is closely linked to academic success and that those who do not read over the summer show significant skills regression. In addition to these facts and in keeping with the belief that reading promotes students' mental growth, improves their capacity for critical thinking, and enhances their ability to understand themselves and the world around them, Gainesville High School requires summer reading for students enrolled in honors and AP courses and encourages summer reading for ALL STUDENTS in an effort to improve literacy throughout the year and to foster a love of reading outside of school.

On-Level Assignment: ALL STUDENTS are encouraged to read texts of their own choosing this summer (novels, nonfiction, memoirs, journalism, blogs/virtual text, and/or informational text). After you have read, write a letter to your teacher about your reading experience. What did you read? Why did you select the texts you chose? How did you respond to them? Include your thoughts and evaluation of the texts you read and how the text challenged or confirmed how you see the world. This will count for an extra-credit grade and is due the first day of class. If you need some guidance, check out the following online resources, which cater to teen audiences:

Informational Text/Nonfiction Resources

<http://latinalista.com/>

<http://magazines.scholastic.com/>

<https://newsela.com/>

<http://tweentribune.com/>

<http://www.ajc.com/s/opinion/>

<http://www.studentnewsdaily.com/>

<http://www.nytimes.com/roomfordebate>

<http://www.teenink.com/nonfiction/>

Fiction/Literature Resources

<http://www.npr.org/2012/08/07/157795366/your-favorites-100-best-ever-teen-novels>

<http://www.ala.org/yalsa/2016-best-fiction-young-adult>

On-Level Contact: if you have questions about the on-level assignment, please contact the English Department Chair at cindy.lloyd@gcssk12.net.

Honors and AP Assignments: all students taking an honors or AP English course will annotate the assigned text(s), complete the course assignment, and submit all typed compositions through the course turnitin.com account on or before Friday, August 11, 2017.

Access to Assigned Texts: most of the texts should be available in area bookstores and all are available through online vendors or at the local public library. You may also find web sources such as amazon.com and thriftbooks.com helpful for finding affordable used texts. Honors and AP English teachers also have a limited number of summer reading texts that they may check out to students who are unable to obtain their own copy of a text.

Summer Reading Support and Access to Technology: thanks to the support of the administration, Media Specialist Mrs. Susan Wooten, and generous volunteers from the English Department, we are pleased to announce that the GHS Media Center will be open on June 15, 22, and 29 and July 13 and 20 from 9am to 1pm to support students who need to access Media Center resources and technology or want to get an English teacher's help with summer reading.

Assignment Due Date: regardless of which semester your English class is scheduled, your summer reading assignment, which will count as a secondary summative, must be completed and submitted to turnitin.com on or before **Friday, August 11, 2017**. Any handwritten assignment must be delivered to your teacher if you have English first semester or to Cindy Lloyd in room 518 if you are scheduled to take English second semester.

Google Classroom: you can join the GHS Google Classroom Summer Reading 2017 page using the code pmj8v7. We will post updates, information, and reminders there throughout the summer.

Honors and AP Contacts: if you have questions or need help, email the contact listed for your course. Please also note the turnitin.com id for each course, which you will need when you register on the turnitin.com website.

Course	Contact	Turnitin Class ID
Ninth Grade Literature (Honors)	amanda.toney@gcssk12.net	15093651
World Literature (Honors)	bryant.tench@gcssk12.net	15093660
American Literature (Honors)	cindy.lloyd@gcssk12.net	15093629
British Literature (Honors)	john.price@gcssk12.net	15291690
AP Literature and Composition	john.price@gcssk12.net	15093637
AP Language and Composition	lara.mallard@gcssk12.net	15093646
AP Seminar	lara.mallard@gcssk12.net	15093647



creating
evaluating
analyzing
applying
understanding
remembering

Gainesville High School

Ninth Grade Literature and Composition (Honors) Summer Reading Assignment 2017-18

Ninth Grade Literature (Honors) Contact: amanda.toney@gcssk12.net **Turnitin Class ID:** 15093651

Philosophy - research has revealed that pleasure reading is closely linked to academic success and that those who do not read over the summer show significant skills regression. In addition to these facts and in keeping with the belief that reading promotes students' mental growth, improves their capacity for critical thinking, and enhances their ability to understand themselves and the world around them, Gainesville High School requires summer reading for students enrolled in honors and AP courses and encourages summer reading for ALL STUDENTS in an effort to improve literacy throughout the year and to foster a love of reading outside of school.

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Text - *Coming of Age in the 21st Century: Growing Up in America Today* edited by Mary Frosch (ISBN-13: 978-1595580559)

Objectives for Summer Reading - to develop new insights about the texts, the coming of age genre, and the human condition and to deepen your understanding of complex thematic topics and controversial issues through active reading.

Access to Assigned Texts - most of the texts should be available in area bookstores and all are available through online vendors or at the local public library. You may also find web sources such as amazon.com and thriftbooks.com helpful for finding affordable used texts. Honors and AP English teachers also have a limited number of summer reading texts that they may check out to students who are unable to obtain their own copy of a text.

Summer Reading Support and Access to Technology - to support students who need access to technology or help with summer reading, the GHS Media Center will be open and an English teacher will be available on June 15, 22, and 29 and July 13 and 20 from 9am to 1pm.

Assignment Due Date - please be advised of a major process change for next year: ALL SUMMER READING ASSIGNMENTS--regardless of which semester you have English--are due to turnitin.com on or before Friday, August 11, 2017. Any handwritten assignment (for those who do not have access to technology) must be delivered to your teacher by Friday, August 11, 2017, if you have English first semester or to Cindy Lloyd in room 518 if you are scheduled to take English second semester. Further details will be available on the Google Classroom.

Instructions - choose eight stories from the first three sections of the text (pages 2 to 246). For each story you select, create an entry like the one below. Each box should contain three sentences or less. These sentences are your talking points for the discussions we will have within the initial weeks of class.

Prior - What is your character like at the beginning of the story up until his or her transformative event? Give evidence.

Transformative Event - In your first sentence, describe the event that causes the loss of innocence or change. In your next sentence, explain why this event is so significant and alters the character. Give evidence.

Aftermath - Explain how your character's thoughts/values/actions are different after the transformative event. Give evidence.

Writing Prompt - from among the eight stories you selected, choose one that you feel reflects—in two significant ways—your life or the life of someone you know. Discuss each of these similarities in a paragraph (two paragraphs total) and be sure to provide textual evidence (with page numbers) to support your response.

Gainesville High School

World Literature and Composition (Honors) Summer Reading Assignment 2017-18

World Literature (Honors) Contact: bryant.tench@gcssk12.net **Turnitin Class ID:** 15093660

Philosophy - research has revealed that pleasure reading is closely linked to academic success and that those who do not read over the summer show significant skills regression. In addition to these facts and in keeping with the belief that reading promotes students' mental growth, improves their capacity for critical thinking, and enhances their ability to understand themselves and the world around them, Gainesville High School requires summer reading for students enrolled in honors and AP courses and encourages summer reading for ALL STUDENTS in an effort to improve literacy throughout the year and to foster a love of reading outside of school.

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Texts - *I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* by Malala Yousafzai (ISBN-13: 978-0316322423) **OR** *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah (ISBN-13: 978-0374531263)

Objectives for Summer Reading - to develop new insights about the texts and the human condition while deepening your understanding of complex thematic topics and controversial issues through active reading.

Access to Assigned Texts - most of the texts should be available in area bookstores and all are available through online vendors or at the local public library. You may also find web sources such as amazon.com and thriftbooks.com helpful for finding affordable used texts. Honors and AP English teachers also have a limited number of summer reading texts that they may check out to students who are unable to obtain their own copy of a text.

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Instructions - using the prompts below, construct a journal featuring at least ten entries in the table form modeled on the back (feel free to copy and paste the boxes into your own Google Doc). Set up your journal in Google Docs using your GCSS email account.

Make sure your quotations span the entirety of your chosen text. Also remember that a quote does not have to be dialogue; it can be any lines taken verbatim from the text.

The first column should contain a significant quotation from the novel. The second column will contain the context of the quotation and should explain what is happening in the book at that moment. The last column is the most important one because it will contain your analysis (the “so what?”) of the quotation. This "so what" analysis is weighty! I don't want hasty generalizations; therefore, there is a 50 word minimum requirement for this column.

- First Column- significant quote (word for word) including the page number
- Second Column- context of the story: what was happening in this portion of the book?
- Third Column- analysis: 50 word minimum!

Consider these prompts as you make your annotations and analysis of the text:

<i>Required Prompts:</i>	<i>Optional Prompts:</i>
<ul style="list-style-type: none"> ● The author’s tone/attitude about ... (specify) is revealed when . . . because.... ● This quotation shows how different life in Pakistan/Sierra Leone is from ours because... ● This quotation reminds me that even though we are different, we are so much alike because... ● These words/actions reveal _____ about the character because . . . ● These details show / reveal . . . (explain) ● This reveals the theme of _____ because. . . ● This reminds me of another specific incident (text-to-self, text-to-world, text-to-text) when . . 	<ul style="list-style-type: none"> ● The purpose of the (repetition, simile, allusion, statistic, etc.) is to. . . ● I infer / conclude that . . . because ● Based on this line, I predict . . . (expound) ● I am confused here because . . . ● This upsets/angers me because... ● This reminds me of when...because... ● At this point in the book, I just wanted to tell her/him.....because..... ● When I read this, I was shocked because... ● I feel some tension here because... ● The author’s figurative language (metaphor, simile, symbolism, etc.) showcases... ● The author’s use of diction (word choice) demonstrates . . . ● I like how the author uses _____ to show

Please vary your responses. The third-column responses should average 50 words each, so please select quotations you can really discuss, break apart, and examine to see a greater significance regarding theme or other important elements of the text. You should have 10 journal entries.

Example:

Quotation	Context	Analysis (50 Words) Average
<p>“He said it began the summer Dill came to us, when Dill first gave us the idea of making Boo Radley come out” (Lee 3).</p>	<p>The narrator, Scout, is casually discussing how her brother broke his arm and is relating that incident to the summer that her friend Dill came to visit.</p>	<p>The repetition of the pronoun “it” three times in this paragraph creates suspense and serves as a lead in to the flashback of three years ago. The reader questions how Jem “got his arm badly broken” and wonders what the “it” is that began when Dill arrived. By provoking these questions, Harper Lee sets the mysterious tone of the novel.</p>

Gainesville High School

American Literature and Composition (Honors) Summer Reading Assignment 2017-18

American Literature (Honors) Contact: cindy.lloyd@gcssk12.net **Turnitin Class ID:** 15093629

Philosophy: research has revealed that pleasure reading is closely linked to academic success and that those who do not read over the summer show significant skills regression. In addition to these facts and in keeping with the belief that reading promotes students' mental growth, improves their capacity for critical thinking, and enhances their ability to understand themselves and the world around them, Gainesville High School requires summer reading for students enrolled in honors and AP courses and encourages summer reading for ALL STUDENTS in an effort to improve literacy throughout the year and to foster a love of reading outside of school.

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Overview: in an effort to offer students a degree of choice while maintaining the rigorous expectations demanded by the GHS Honors/AP English curriculum, we have created a tiered summer reading assignment constituted by a variety of engaging contemporary texts that will foster academic dialogue, encourage personal reflection, and prompt students to critically examine their own perspective and bias as they consider one of the most controversial subjects being debated in our country today.

Annotations and Notes: in support of our continued effort to develop your critical analysis skills, you will be required to submit annotations for all print texts and notes for all non-print texts. Whether you are able to actually mark on the text or post sticky notes on the pages, annotating is a means of having an interactive conversation with a text; annotations, therefore, serve as evidence of your cognitive engagement with a text. When you annotate in a way that supports the purpose for reading, your annotations support the close reading of a text. Both your annotations and your notes should reflect an awareness of your purpose for engaging the text, which in this case is to navigate the texts and use the knowledge garnered and evidence gathered to craft an informed essay in response to the writing prompt. Your annotations and notes will count as 25% of your summer reading assignment grade.

Text Selections:

Tiers	Points	Texts
Tier 1: Read only the required text.	70-79	Required: <i>Between the World and Me</i> by Ta-Nehisi Coates (2015) -memoir
Tier 2: Read the required text and select <u>ONE</u> item from the list of choice texts.	80-89	<p>Required: <i>Between the World and Me</i> by Ta-Nehisi Coates (2015) -memoir</p> <p>Choice text (select ONE):</p> <ul style="list-style-type: none"> ● <i>Citizen: An American Lyric</i> by Claudia Rankine (2014) -poetry collection ● <i>How to Slowly Kill Yourself and Others in America</i> by Kiese Laymon (2013) -essay collection ● <i>13th</i> directed by Ava DuVernay (2016) -Netflix documentary ● <i>Just Mercy: A Story of Justice and Social Redemption</i> by Bryan Stevenson (2014) -nonfiction
Tier 3: Read the required text and select <u>TWO</u> items from the list of choice texts	90-100	<p>Required: <i>Between the World and Me</i> by Ta-Nehisi Coates (2015) -memoir</p> <p>Choice texts (select TWO):</p> <ul style="list-style-type: none"> ● <i>Citizen: An American Lyric</i> by Claudia Rankine (2014) -poetry collection ● <i>How to Slowly Kill Yourself and Others in America</i> by Kiese Laymon (2013) -essay collection ● <i>Undisclosed Season 3: The Killing of Freddie Gray</i> (2017) -podcast ● <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander (2010) -nonfiction

Context for Writing: an international activist movement and chapter-based national organization that originated in the African American community after George Zimmerman’s 2013 acquittal for the shooting death of black teen Trayvon Martin, Black Lives Matter campaigns against the violence, oppression, and systematic racism blacks experience in this country. The slogan “black lives matter” is a reminder that contradicts centuries of values and beliefs that have perpetuated the dehumanization of African Americans since the conception of race—a concept which is not a biological reality but a social construct developed to justify African slavery in America. “When we say Black Lives Matter,” the group explains on their website, “we are broadening the conversation around state violence to include all of the ways in which Black people are intentionally left powerless at the hands of the state. We are talking about the ways in which Black lives are deprived of our basic human rights and dignity.”

There are some, however, who have criticized Black Lives Matter for overlooking the importance of other groups of people, including police officers, who die as a result of violence. Since the inception of the Black Lives Matter movement and in response to the #blacklivesmatter, the “all lives matter” slogan and the #alllivesmatter have gained traction both by those who are critical of the Black Lives Matter movement and those who seek to refute the idea that “only” black lives matter. Among other prominent figures, former President Barack Obama has defended the Black Lives Matter slogan, indicating, “there is a specific problem that is happening in the African-American community that’s not happening in other communities.” Still, many proponents of the “all lives matter” viewpoint profess to believe that “all men are created equal” and contend that their message represents a stronger plea for

equality than does the Black Lives Matter slogan because “all lives” promotes a greater sense of equality by transcending not only race but also other constructs like class and gender. Despite these purported intentions to promote equality, critics of “all lives matter” argue that America’s complex racial history is a context without which these slogans cannot be evaluated. In fact, representative Keith Ellison of Minnesota insist that “When you say ‘all lives matter,’ you are ignoring centuries of institutionalized American racism.”

The proliferation of the Black Lives Matter movement and the introduction of the “all lives matter” corollary have continued to fuel public discourse about racism in America. This controversial topic even found its way into the October 2015 Democratic presidential debate as candidates were presented with the question, “Do all lives matter or do black lives matter?” This same question is being presented to you to consider within the context of your own background knowledge and perspective vis-à-vis the experience of reading the text you have been assigned and the text you have chosen to read as part of your summer reading assignment.

Essay Prompt: would “Black Lives Matter” or “All Lives Matter” be a better slogan for groups to adopt and individuals to embrace as we strive to promote racial equality and work toward the realization of a post-racial America—an America wherein we must ameliorate a deep racial divide scarred by centuries of fractured race relations—race relations that will remain forever yoked to the shameful legacy and brutal history of slavery? Take a position on which slogan would further America’s efforts to promote racial equality and advance efforts toward the realization of a post-racial America. As you craft your response, you must include evidence that supports your argument from both the required text and all selected texts you chose to read as part of your summer reading assignment.

Requirements and Scoring: Your final draft should be typed in adherence to MLA formatting guidelines. Your sources (all texts you read) should be cited either directly or indirectly throughout your essay and should be included in the works cited section at the end of your paper. While there is not a designated length requirement, one would imagine it would be difficult to thoroughly develop an argument in response to this prompt in less than a couple of typed pages. Your essay will count as 75% of your summer reading assignment grade and will be scored using the seven-point, two-trait argumentative genre rubric that follows.

Seven-Point, Two-Trait Rubric for ARGUMENTATIVE Genre		
Writing Trait	Points	Criteria
<i>Language Usage and Conventions</i> This trait examines the writer’s ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards	3	<i>The student’s response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> ● Uses clear and complete sentence structure, with appropriate range and variety ● Makes an attempt to attribute paraphrases and direct quotations to their sources via in-text or parenthetical citations ● Has no errors in usage and/or conventions that interfere with meaning
	2	<i>The student’s response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> ● Uses complete sentences, with some variety ● Attributes paraphrases and direct quotations inconsistently to their sources via in-text or parenthetical citations ● Has minor errors in usage and/or conventions with no significant effect on meaning
	1	<i>The student’s response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> ● Has fragments, run-ons, and/or other sentence structure errors ● Makes little, if any, attempt to attribute paraphrases and direct quotations to their sources ● Has frequent errors in usage and conventions that interfere with meaning

Writing Trait	Points	Criteria
<p data-bbox="190 300 334 436"><i>Idea Development, Organization, and Coherence</i></p> <p data-bbox="190 464 334 1262">This trait examines the writer’s ability to effectively establish a claim as well as to address counterclaims, to support the claim with evidence from the text(s) read, and to elaborate on the claim with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an argument essay</p>	4	<p data-bbox="461 300 1390 352"><i>The student’s response is a well-developed argument that develops and supports claims with clear reasons and relevant evidence based on text as a stimulus.</i></p> <ul data-bbox="509 359 1419 741" style="list-style-type: none"> ● Effectively introduces claim(s), acknowledges and counters opposing claim(s), and engages the audience ● Uses an organizational strategy to establish clear relationships among claim(s), counterclaim(s), reasons, and relevant evidence ● Uses specific and well-chosen facts, details, definitions, examples, and/or other information from sources to develop claim(s) and counterclaim(s) fully and fairly and to point out strengths and limitations of both while anticipating the audience’s knowledge and concerns ● Uses words, phrases, and clauses that effectively connect the major sections of the text and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s) ● Uses and maintains a formal style and objective tone that is appropriate for task, purpose, and audience ● Provides a strong concluding statement or section that follows from and supports the argument presented
	3	<p data-bbox="461 772 1403 825"><i>The student’s response is a complete argument that relates and supports claims with some evidence based on text as a stimulus.</i></p> <ul data-bbox="509 831 1393 1077" style="list-style-type: none"> ● Clearly introduces claim(s) and attempts to acknowledge and counter opposing claim(s) ● Uses an organizational strategy to present claim(s), reasons, and evidence ● Uses multiple pieces of relevant information from sources adequately to develop claim(s) and counterclaim(s) and to clarify relationships between claim(s), reasons, evidence, and counterclaim(s) while attempting to attend to the audience’s knowledge or concerns ● Uses words and/or phrases to connect ideas and show relationships among claim(s), reasons, and evidence ● Uses an appropriate tone and style fairly consistently for task, purpose, and audience ● Provides a concluding statement or section that follows from the argument presented
	2	<p data-bbox="461 1108 1386 1161"><i>The student’s response is an incomplete or oversimplified argument that partially supports claims with loosely related evidence.</i></p> <ul data-bbox="509 1167 1425 1440" style="list-style-type: none"> ● Attempts to introduce claim(s), but claim(s) may be unclear; makes reference to opposing claim(s) ● Attempts to use an organizational structure, which may be formulaic ● Develops, sometimes unevenly, reasons and/or evidence to support claim(s) and present opposing claim(s), but shows little awareness of the audience’s knowledge or concerns ● Attempts to use words and/or phrases to connect claim(s), counterclaim(s), reasons, and evidence, but cohesion is inconsistent or weak ● Attempts to use an appropriate tone and style are not consistently appropriate for task, purpose, and audience ● Provides a weak concluding statement or section that may not follow the argument presented
	1	<p data-bbox="461 1472 1373 1524"><i>The student’s response is a weak attempt to write an argument and does not support claims with adequate evidence.</i></p> <ul data-bbox="509 1530 1422 1776" style="list-style-type: none"> ● May not introduce claim(s), or the claim(s) must be inferred; does not reference or acknowledge opposing claim(s) ● May be too brief to demonstrate an organizational structure, or no structure is evident ● Provides minimal information to develop the claim(s), little or none of which is from sources, and fails to attend to the audience’s knowledge or concerns ● Makes no attempt to use words and/or phrases to connect claim(s) and reasons, reasons and evidence, and claim(s) and counterclaim(s) ● Uses a style and tone that are inappropriate and/or ineffective ● Provides a minimal or no concluding statement or section

Gainesville High School

British Literature and Composition (Honors) Summer Reading 2017-18

British Literature (Honors) Contact: john.price@gcssk12.net Turnitin Class ID: 15291690

Philosophy: research has revealed that pleasure reading is closely linked to academic success and that those who do not read over the summer show significant skills regression. In addition to these facts and in keeping with the belief that reading promotes students' mental growth, improves their capacity for critical thinking, and enhances their ability to understand themselves and the world around them, Gainesville High School requires summer reading for students enrolled in honors and AP courses and encourages summer reading for ALL STUDENTS in an effort to improve literacy throughout the year and to foster a love of reading outside of school.

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Text: select a novel that meets the following criteria:

- Written after 1950
- Written in English (not a translation from another language)
- Written by a British or World author (not a writer from the United States)
- Not a book that you have already read
- Not a book you were "required" to read for school
- A book that you will ENJOY reading. You have so much CHOICE-- pick something awesome!

If you are stuck about where to begin your search, you may try visiting the nominees for the Booker Prize at this link:

https://en.wikipedia.org/wiki/List_of_winners_and_shortlisted_authors_of_the Booker_Prize_for_Fiction

Assignment: you should complete the assignment that follows. Make sure to submit your responses to turnitin.com site by August 11 (same due date for fall and spring semester classes). The written assignment is 50% of your summer reading grade.

You will earn the remaining 50% by presenting a book talk on your selected novel. We will discuss the details of the book-talk presentation during the first week of class.

Book Title: _____	
Task	Point Value
<p>1. Examine the dualities listed below. As you read, identify the primary tension at work in your novel. Find three examples in the text that support this contrast. For EACH example, write a paragraph explaining the connection to the novel's larger theme. NOTE: The duality is NOT the theme, but it should help lead you to a theme statement.</p> <p>Common Dualities in Literature</p> <ul style="list-style-type: none"> a. Good vs. Evil b. Innocence vs. Experience (Youth vs. Age) c. Community vs. Isolation (Group vs. Self) d. Order vs. Chaos (Civilization vs. Barbarism) e. Nature vs. Nurture f. Intuition (Emotion) vs. Reason (Logic) g. Fate vs. Free Will h. Power vs. Powerlessness (Justice vs. Injustice) i. Masculine vs. Feminine <p>If you notice a different, dominant polarity at work in your novel, feel free to explore that tension instead.</p>	Worth 20 points
<p>2. Choose two characters from the text. In two to three paragraphs, analyze how these complex characters, events, or situations develop throughout the text. Be sure to provide specific examples from the text.</p>	Worth 10 points
<p>3. Choose three significant and memorable quotes from the novel. Copy the quotes. Cite the page number. In three paragraphs, explain the impact that each quote had on the tone of the text?</p>	Worth 10 points
<p>4. In two to three paragraphs, discuss how the author's choices concerning how to structure the text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p style="text-align: center;">or</p> <p>In two to three paragraphs, determine the author's point-of-view or purpose reflected in the text. Provide examples from the text that lend support.</p>	Worth 10 points
	50 points total

There are TWO required texts and one required writing assignment. The assignment is due to turnitin.com on or before Friday, August 11. This due date is firm and applies to both fall and spring semester sections of AP Literature.

Text #1 - Select ONE novel from the list.

I am excited to offer you the chance to select your own novel. Take some time to explore the novel choices listed below. Explore several options before you commit. The list provided is varied in terms of subject-matter, theme, and style. Be aware that this is a college-level literature class, and some novels may contain controversial topics and/or graphic content. The goal is for you to select a text that you will enjoy reading and discussing.

While you are not required to submit a reading log or journal, you are **very strongly encouraged** to make notes in the manner that is most helpful for you. In addition to the summer reading assignment outlined here, you will be completing several major assignments using the text that you select. You should KNOW this text very well.

Nothing that you can do to prepare for AP Lit will be as valuable as READING. Do not waste time, money, or energy looking for short cuts. I will know because the quality of your work will reveal your lack of preparation.

A Bend in the River by V.S. Naipaul
A Death in the Family by James Agee
A Passage to India by E.M. Forster
A Portrait of the Artist as a Young Man by James Joyce
A Prayer for Owen Meany by John Irving
Alias Grace by Margaret Atwood
All the Light We Cannot See by Anthony Doerr
All the Kings Men by Robert Penn Warren
All the Pretty Horses by Cormac McCarthy
Americanah by Chimamanda Ngozi Adichie
Atonement by Ian McEwan
Bless Me, Ultima by Rudolfo Anaya
Blindness by Jose Saramago
Brideshead Revisited by Evelyn Waugh
Brief and Wondrous Life of Oscar Wao by Junot Diaz
Brighton Rock by Graham Greene
Cavedweller by Dorothy Allison
Ceremony by Leslie Marmon Silko
Crime and Punishment by Fyodor Dostoevsky
Deliverance by James Dickey
Death Come for the Archbishop by Willa Cather
Gilead by Marilynne Robinson
Go Tell It on the Mountain by James Baldwin
Going After Cacciato by Tim O'Brien
Housekeeping by Marilynne Robinson
Invisible Man by Ralph Ellison
Jane Eyre by Charlotte Bronte
Joe by Larry Brown
Light in August by William Faulkner

Love Medicine by Louise Erdrich
Mama Day by Gloria Naylor
Middlesex by Jeffery Eugenides
Mudbound by Hillary Jordan
My Antonia by Willa Cather
Native Son by Richard Wright
Never Let Me Go by Kazuo Ishiguro
On the Road by Jack Kerouac
One Hundred Years of Solitude by Garcia Marquez
Pride and Prejudice by Jane Austen
Reservation Blues by Sherman Alexie
Salvage the Bones by Jesmyn Ward
Song of Solomon by Toni Morrison
Station Eleven by Emily St. John Mandel
Swamplandia! by Karen Russell
The Color Purple by Alice Walker
The Crossing by Cormac McCarthy
The Handmaid's Tale by Margaret Atwood
The Heart Is a Lonely Hunter by Carson McCullers
The Human Stain by Philip Roth
The Intuitionist by Colson Whitehead
The Last Gentleman by Walker Percy
The Known World by Edward P. Jones
The Orphan Master's Son by Adam Johnson
The Poisonwood Bible by Barbara Kingsolver
The Sun Also Rises by Ernest Hemingway
The Sympathizer by Viet Thanh Nguyen
To the Lighthouse by Virginia Woolf
Wise Blood by Flannery O'Connor

P.S. If you would like to read a novel that you do not see listed, you may submit a request to Mr. Price via the email listed on this assignment. Like the selections listed above, an independently-chosen novel must be one of appropriate “literary merit”— consequently, not all requests will be granted.

Text #2 – Select ONE poetry anthology from the list

These anthologies contain engaging, accessible poetry. You do NOT need to read every single poem. Strive to read a poem or two each day. As you are reading the poems, make note of connections between the poems and the novel.

Good Poems edited and selected by Garrison Keillor

Good Poems for Hard Times edited and selected by Garrison Keillor

Poetry 180: A Turning Back to Poetry edited and selected by Billy Collins

The Rag and Bone Shop of the Heart edited and selected by Robert Bly et al

Purchasing Hint:

When you purchase the texts for class, make sure to look at the “more buying options” link on amazon where you can find most of these texts deeply discounted. You will have an easier time working with hard copies of these texts. I strongly recommend that you purchase the paperbound books NOT the e-reader versions.

Summer Writing Assignment:

Choose FOUR poems that have a connection to your novel. Explain in a well-organized and clear essay how these poems provide deeper insight into the meaning of your novel. You may want to consider such literary elements as conflict, characterization, setting, symbolism, irony, tone, or imagery. Be sure that your essay includes numerous examples of quoted evidence from both the novel and the poetry.

Need Some Help Getting Started?

The box below is a sample body paragraph employing the sort of analysis that you should strive to apply to your selected texts. Obviously, you will write a full essay (not four disconnected paragraphs), but hopefully this will help you see how to analyze for connections between two texts.

Since most everyone will be familiar with *The Great Gatsby*, I’ll focus the example on the last few paragraphs of chapter 6. Remember? It’s when Nick narrates the significance of Gatsby’s first kiss with Daisy five years before the main events of the novel. Nick says that this was the moment when Gatsby first imagined gulping the “milk of wonder” from “the pap of life.” Eww. The poem for connection is “There Comes the Strangest Moment” by Kate Light from the *Good Poems for Hard Times* anthology.

Example literary analysis paragraph comparing a novel to a poem-

Just as Fitzgerald describes Jay Gatsby's first kiss with Daisy with religious diction, Kate Light's poem "There Comes the Strangest Moment" also imagines falling in love as a time when "what you relied upon, as ground-rule and as rite / looks upside down from how it used to be" (Light 65). Both the speaker of the poem and Gatsby portray a conversion experience that exchanges a former way of organizing the world for an "incarnation" into "an elusive rhythm" (Fitzgerald 111). In the instant before his lips touch Daisy's, Fitzgerald describes Gatsby as prickling with a sense of the cosmic: "He knew that when he kissed this girl, and forever wed his unutterable visions to her perishable breath, his mind would never romp again like the mind of God" (110). Gatsby surrenders the wide-ranging thoughts of youth—possibly even his own free will—to a single, life-focusing thought: his new devotion to loving and pursuing Daisy. In a near-perfect echo, Light's speaker epitomizes the willing sacrifice of her free will to an all-consuming focus on her beloved: "I thought transitions were best, / but I want what's here to never go away" (65). Light defines the speaker's initiation into love as the "moment in ... life / when everything [I] thought before breaks free" (65). Light continues to cast the change love brings in religious diction saying that the speaker questioned the "tenets" that guided her life before love and that she found her old thoughts to be "infidels" in light of her newfound truth (65). Ironically, both Fitzgerald and Light also indicate the knowledge that this new devotion will prove unsustainable. Gatsby "found that he had committed himself to the following of a grail" (Fitzgerald 149). The illusory salvation of Daisy's love parallels Light's speaker who discovers that her "heart's in retrograde," that the change initiated by love was not redemptive but paralyzing, leaving her with "no choice" in her own destiny (65).

For the purposes of this assignment, cite all quotations with author's last name and page number as seen demonstrated. Typically poems are cited with line numbers, but the anthologies I have selected do not include numbered lines. For simplicity sake, just use the page number when citing poems.

When you quote multiple lines of poetry, use the slash mark (/) to indicate line divisions.

Advice for writing about literature:

- o Make the author/poet the subject of your discussion. This will force you to explore HOW a writer crafts his or her work and WHY that work is important.
- o Novels have narrators; poems have speakers. Do not assume that the writer IS the narrator or speaker.
- o Avoid summary. Assume that your audience has read the same works that you are discussing in your essay. You do not need to explain the entire story to your reader. Only use plot events that support your analysis.
- o Write in the present tense.
- o Present evidence from the text in small parcels. Avoid big, chunky blocks of text. Always cite your quotes with a page number.
- o **Be daring. I'm looking for your insight--not a blurb that you borrow from some other source.**

General Rubric for AP Essay: This is the rubric we use for many of our class writings. Your summer reading essay will form a baseline measure of your analytical writing ability. Do your best work! I realize that many of you are learning how to write literary analysis essays.

9–8 (100-90) These essays offer a well-focused and persuasive analysis of the texts. Using apt and specific textual support, these essays fully explore the topic and demonstrate what it contributes to the meaning of the work as a whole. Although not without flaws, these essays make a strong case for their interpretation and discuss the literary work with significant insight and understanding. Generally, essays scored a 9 reveal more sophisticated analysis and more effective control of language than do those scored an 8.

7–6 (89-80) These essays offer a reasonable analysis of the topic. They explore the topic and demonstrate what it contributes to the meaning of the work as a whole. These essays show insight and understanding, but the analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of those in the 9–8 range. Generally, essays scored a 7 present better-developed analysis and more consistent command of the elements of effective composition than do those scored a 6.

5 (75) These essays respond to the assigned task with a plausible reading, but they tend to be superficial or underdeveloped in analysis. They often rely on plot summary that contains some analysis, implicit or explicit. Although the essays attempt to discuss the topic and how it contributes to the work as a whole, they may demonstrate a rather simplistic understanding of the work. Typically, these responses reveal unsophisticated thinking and/or immature writing. They demonstrate adequate control of language, but they may lack effective organization and may be marred by surface errors.

4–3 (70-60) These lower-half essays offer a less than thorough understanding of the task or a less than adequate treatment of it. They reflect an incomplete or oversimplified understanding of the work. They may not address or develop a response to how that relationship contributes to the work as a whole, or they may rely on plot summary alone. Their assertions may be unsupported or even irrelevant. Often wordy, elliptical, or repetitious, these essays may lack control over the elements of college-level composition. Essays scored a 3 may contain significant misreading and demonstrate inept writing.

2–1 (59-50) Although these essays make some attempt to respond to the prompt, they compound the weaknesses of those in the

0 These essays do no more than make a reference to the task.

I'd be happy to discuss your reading and writing with you via email over the summer. Feel free to contact me.

May 15, 2017

Dear AP Language/Composition Students and Parents:

Welcome to AP Language/Composition! I am looking forward to a great year with outstanding classes. For us to complete the content and skills of the course, summer reading is an absolute necessity. You will need to complete the summer reading assignments and submit to your Turnitin account on or before August 11, 2017, regardless of which semester you have the course. If you have any questions, please contact me via email or phone (information given at end of this letter).

Google Classroom:

I will be communicating with you over the summer through a Google Classroom. You will receive an invitation to the class through your school email. You must have your school email and Classroom set up before leaving for the summer. You must check your school email for updates from me. If you have any issues with your school email or Classroom, let me know before leaving for the summer.

SUMMER READING ASSIGNMENTS:

I. REQUIRED MEMOIR: (You will choose ONE of the following memoirs to read for summer reading)

***All Over But the Shoutin'* – Rick Bragg**

This haunting, harrowing, gloriously moving recollection of a life on the American margin is the story of Rick Bragg, who grew up dirt-poor in northeastern Alabama, seemingly destined for either the cotton mills or the penitentiary, and instead became a Pulitzer Prize-winning reporter for The New York Times. It is the story of Bragg's father, a hard-drinking man with a murderous temper and the habit of running out on the people who needed him most. But at the center of this memoir is Bragg's mother, who went eighteen years without a new dress so that her sons could have school clothes and picked other people's cotton so that her children wouldn't have to live on welfare alone.

***The Good Daughter: A Memoir of My Mother's Hidden Life* – Jasmin Darznik**

Jasmin Darznik came to America from Iran when she was only three years old, and she grew up knowing very little about her family's history. When she was in her early twenties, on a day shortly following her father's death, Jasmin was helping her mother move; a photograph fell from a stack of old letters. The girl pictured was her mother. She was wearing a wedding veil, and at her side stood a man whom Jasmin had never seen before. At first, Jasmin's mother, Lili, refused to speak about the photograph, and Jasmin returned to her own home frustrated and confused. But a few months later, she received from her mother the first of ten cassette tapes that would bring to light the wrenching hidden story of her family's true origins in Iran: Lili's marriage at thirteen, her troubled history of abuse and neglect, and a daughter she was forced to abandon in order to escape that life. The final tape revealed that Jasmin's sister, Sara--The Good Daughter--was still living in Iran.

A Rumor of War – Phillip Caputo

In March of 1965, Marine Lieutenant Philip J. Caputo landed at Da Nang with the first ground combat unit deployed to Vietnam. Sixteen months later, having served on the line in one of modern history's ugliest wars, he returned home--physically whole but emotionally wasted, his youthful idealism forever gone. A Rumor of War is more than one soldier's story. Upon its publication in 1977, it shattered America's indifference to the fate of the men sent to fight in the jungles of Vietnam. In the years since then, it has become not only a basic text on the Vietnam War but also a renowned classic in the literature of wars throughout history and, as Caputo explains, of "the things men do in war and the things war does to men."

Hunger of Memory: The Education of Richard Rodriguez

Hunger of Memory is the story of Mexican-American Richard Rodriguez, who begins his schooling in Sacramento, California, knowing just 50 words of English, and concludes his university studies in the stately quiet of the reading room of the British Museum. Here is the poignant journey of a "minority student" who pays the cost of his social assimilation and academic success with a painful alienation — from his past, his parents, his culture — and so describes the high price of "making it" in middle-class America. Provocative in its positions on affirmative action and bilingual education, Hunger of Memory is a powerful political statement, a profound study of the importance of language, and the moving, intimate portrait of a boy struggling to become a man

Hillbilly Elegy - J.D. Vance

From a former marine and Yale Law School graduate, a probing look at the struggles of America's white working class through the author's own story of growing up in a poor Rust Belt town Hillbilly Elegy is a passionate and personal analysis of a culture in crisis—that of poor, white Americans. The disintegration of this group, a process that has been slowly occurring now for over forty years, has been reported with growing frequency and alarm, but has never before been written about as searingly from the inside. In Hillbilly Elegy, J.D. Vance tells the true story of what a social, regional, and class decline feels like when you were born with it hanging around your neck. The Vance family story began with hope in postwar America. J.D.'s grandparents were "dirt poor and in love" and moved north from Kentucky's Appalachia region to Ohio in the hopes of escaping the dreadful poverty around them. They raised a middle-class family, and eventually one of their grandchildren would graduate from Yale Law School, a conventional marker of success in achieving generational upward mobility. But as the family saga of Hillbilly Elegy plays out, we learn that J.D.'s grandparents, aunt, uncle, sister, and, most of all, his mother struggled profoundly with the demands of their new middle-class life, never fully escaping the legacy of abuse, alcoholism, poverty, and trauma so characteristic of their part of America.

True Notebooks - Mark Salzman

*When Mark Salzman is invited to visit a writing class at Central Juvenile Hall, a lockup for Los Angeles's most violent teenage offenders, he scrambles for a polite reason to decline. Most of these under-18 youths had been charged with murder or other serious crimes, and after trial and sentencing many would end up in a penitentiary, some for life. Sister Janet Harris, of the Inside Out Writers program, convinced Salzman that in spite of his reservations—about teaching writing, about being a white liberal offering "art" to darker-skinned ghetto boys—these children needed to be encouraged to express themselves in writing instead of acting out, needed to feel they mattered to someone. So Salzman started coming twice a week to meet with three boys, although their number quickly grew. **True Notebooks** is an account of Salzman's first years teaching at Central. Through it, we come to know his students as he did: in their own words. At times*

impossible and at times irresistible, they write with devastating clarity about their pasts, their fears, their confusions, their regrets, and their hopes. They write about what led them to crime and to gangs, about love for their mothers and anger toward their (mostly absent) fathers, about guilt for the pain they have caused, and about what it is like to be facing life in prison at the age of seventeen. Most of all, they write about trying to find some reason to believe in themselves and others in spite of all that has gone wrong. As productive as these classes were, everyone was always aware of the painful truth that students would soon be shipped out to more brutal facilities. Salzman doesn't dwell on that, concluding that "a little good has got to be better than no good at all."

REQUIRED MEMOIR ASSIGNMENTS:

Annotation Log:

AS YOU READ the required text, you will keep an annotation log. These annotations should be driven by the essay prompts that you are required to complete for the text. A digital version of an annotation log is available on the Google Classroom for AP Lang Summer Reading or you may create one of your own. The following is required on your annotation log:

- Page #'s of the section you are annotating
- Specific notes/annotation that reflects which essay topic(s) the section addresses

Essay Assignments:

Essay #1:

Memoirs generally deal with two big topics:

- Overcoming obstacles or tragedy and finding peace/happiness/acceptance/success.
- Tribute to someone who impacted the author's life in some way.

Choose ONE of the two big topics as your focus and write a well developed essay in which you analyze HOW the author develops the topic throughout the memoir. Do not focus on summary of the text. This is NOT a book report. Focus on the techniques and methods the author uses to develop the message. You should include quoted and paraphrased information from the text. Quoted text should be cited using MLA citation of page number(s) in parenthesis after the quote. Suggested minimum length is 800 words.

Essay #2:

Choose ONE of the following quotes about memoirs. Using one or two specific passages from the memoir, analyze HOW the author develops his/her message to reflect the idea(s) in the quote that you chose. Do not just focus on events in the memoir. Make sure you include techniques that the author uses to develop the message. Techniques could include things like: simile, metaphor, listing, organization, modes of development (compare/contrast, cause/effect, description, etc.), parallelism, imagery, specific diction, etc. All quoted text should be cited using MLA citation of page number(s) in parenthesis after the quote. Suggested minimum length 600 words.

Quotes about memoirs to choose from:

1. "There is always one moment in childhood when the door opens and lets the future in."
-Graham Greene, *The Power and the Glory*
2. "The past is never dead. It's not even past."
-William Faulkner, *Requiem for a Nun*
3. "Everybody needs his memories. They keep the wolf of insignificance from the door."
-Saul Bellow
4. "It is not my deeds that I write down, it is myself, my essence."
-Montaigne
5. Perhaps the question the writer most fears from her potential reader is: Why have you done this? With the implication: Why have you done this *to me*?
-Mary Gordon, *Circling My Mother*
6. "We should probably all pause to confront our past from time to time, because it changes its meaning as our circumstances alter."
-Karen Armstrong, *The Spiral Staircase*
7. "I know now that we never get over great losses; we absorb them, and they carve us into different, often kinder, creatures. ...We tell the story to get them back, to capture the traces of footfalls through the snow."
-Gail Caldwell, *Let's Take the Long Way Home: A Memoir of Friendship*
8. "You can make a difference in another person's life and not realize it, just by giving them One Moment of your time, One Memory to recall, One Motion that tells them they are not alone! OM!"
-Deb Simpson, *One Moment, One Memory, One Motion*

If you have any concerns or questions over the summer, please do not hesitate to contact me. My contact information is below my signature. I hope you have a great summer of reading, and I look forward to a great year with you next year.

Lara L. Mallard
Gainesville High School
AP Language and Composition Teacher
Email: lara.mallard@gcssk12.net
Phone: 678-508-0279

May 15, 2017

Dear AP Seminar/Language/Composition Students and Parents:

Welcome to AP Seminar and AP Language/Composition! I am looking forward to a great year with outstanding classes. For us to complete the content and skills of the course, summer reading is an absolute necessity. You will need to complete the summer reading assignments and submit to the Turnitin account on or before August 11, 2017. If you have any questions, please contact me via email or phone (information given at end of this letter).

Google Classroom:

I will be communicating with you over the summer through a Google Classroom. You will receive an invitation to the class through your school email. You must have your school email and Classroom set up before leaving for the summer. You must check your school email for updates from me. If you have any issues with your school email or Classroom, let me know before leaving for the summer.

SUMMER READING ASSIGNMENTS:

All students need to read and annotate the required text. Use the assignments as guides for what you need to annotate as you read.

Required Text:

***David and Goliath: Underdogs, Misfits, and the Art of Battling Giants* by Malcolm Gladwell**
(The text may be purchased in print form or this text can be found online at:
<https://manofsteelsuperman.files.wordpress.com/2016/05/david-and-goliath.pdf>)

Background: Gladwell posits that obstacles are not always disadvantageous and our greatest strengths do not always give us the beneficial results we assume they will. Understanding this, for Gladwell, is the first step towards success, for through that understanding comes the ability to make wiser choices in our personal and professional lives. The book is divided into three parts that focus on a central argument presented through different perspectives.

For the purpose of this assignment and the course, a perspective is an argument presented through a specific point of view of a stakeholder in the issue being argued. Perspectives come with natural bias that must be understood to accurately evaluate the effectiveness of the perspective.

After reading and annotating the text, complete the following assignments on the text.

Assignment #1:

For each of the three parts of the book, complete the following:

- Identify the author's central argument for that section of the book. Write the central argument in your own words in complete sentences.
- For EACH part of the book, explain the author's "line of reasoning" by identifying the CLAIMS that the author makes and evaluating the evidence that the author uses to develop and prove the claims. You need to do this in a short paragraph for each MAJOR claim for that part of the book.

Assignment #2:

Write well developed paragraph(s) for EACH of the following questions on the text. Make sure you use evidence both quoted and paraphrased from the text and cite the page numbers according to MLA guidelines.

1. What sections of the book are most persuasive and powerful?
2. Which sections of the book are less persuasive or ineffective?
3. What are some other strengths and weaknesses of the text?
4. Are there perspectives, facts, circumstances, etc. that the writer could consider more thoroughly that challenge or complicate the central argument of the book?
5. Would you recommend this book to your classmates? Why or why not?

If you have any concerns or questions over the summer, please do not hesitate to contact me. My contact information is below my signature. I hope you have a great summer of reading, and I look forward to a great year with you next year.

Lara L. Mallard
Gainesville High School
AP Seminar and AP Language and Composition Teacher
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