

For students entering grade 9:

Social Studies:

The Lightning Thief.....by *Rick Riordan*

Theology:

The House of the Scorpion.....by *Nancy Farmer*

English: Choose any two titles

a) **A Separate Peace**by *John Knowles*

b) **The Alchemist**by *Paulo Coelho*

c) **The Old Man and the Sea**.....by *Ernest Hemingway*

For students entering grade 10:

Social Studies:

Nightby *Elie Wiesel*

Theology:

Joshua: A Parable for Todayby *Joseph Girzone*

English:

Great Expectations.....by *Charles Dickens*

Lord of the Fliesby *William Golding*

For students entering grade 11:

Social Studies:

Dreams from My Fatherby *Barack Obama*

Theology:

Making Sense Out of Sufferingby *Peter Kreeft*

Leadership and Service students should read:

Not Much, Just Chillin’:

The Hidden Lives of

Middle Schoolersby *Linda Perlstein*

English:

Into The Wild.....by *Jon Krakauer*

The Last Lecture.....by *Randy Pausch*

For students entering grade 12:

English:

Travels with Charleyby *John Steinbeck*

Big Russ and Me: Father and Son:

Lessons of Lifeby *Tim Russert*

A.P. English students must also read:

Billy Buddby *Herman Melville*

Theology:

Strength in What Remains.....by *Tracy Kidder*

The Blue Sweater:

Bridging the Gap between

Rich and Poor in an

Interconnected World...by *Jacqueline Novogratz*

These texts may be purchased from area bookstores or ordered online.

Students entering Grades 7 –12 are required to read each of the assigned four texts.

The date for summer reading assessment is set for the first full week of school. The form of assessment, either sitting for a test or submitting an essay or short paper related to the books read, will be determined by each individual teacher. Students must have their required summer reading books read by Monday of the first full week of school.

Summer reading assessment will be incorporated into the first quarter grades of various classes such as English, History, and Theology so that summer reading will determine 10% of the first quarter grades in those classes.

Teachers are encouraged to make ample references to summer reading selections throughout the first semester.



Catholic Memorial School

Summer Reading 2011

Summer Reading Philosophy

An important part of our college preparatory program is the summer reading program. Research in the field of education suggests that students who develop strong reading habits consistently achieve higher S.A.T. verbal scores. Also, by freshman year of college, students who have developed independent reading habits tend to be better writers compared to peers without such habits. In short, to help improve a student's overall academic performance in high school and to better prepare him for the intellectual rigors of college, reading must be given a high priority. To help our students develop life-long reading habits, we require them to read during the idle months of summer vacation.

Reading, and all the various processes it involves, is important intellectual labor that can be the gateway to developing a life of serious independent learning. As a student reads, he improves his reading speed and his ability to process printed information. He also increases his attention span, broadens his vocabulary, and improves his ability to recognize acceptable grammar usage. Even more importantly, reading exposes him to thoughts, ideas, and life experiences beyond his ken. Unlike the kind of passive learning wrought from television, reading actively engages the imagination while pushing the reader to make connections to daily life and to other works of literature.

CM's summer reading program is designed to help foster sound reading habits while also introducing students to material that they will encounter in the upcoming school year. Faculty members from our academic depart-

ments select the required texts for one or more of the following reasons: 1) To introduce students to material and/or themes that will be explored in the upcoming school year; 2) To expose students to material that, because of time limitations, may not get fully addressed during the regular school year; 3) To help students discover the joy of reading.

Some of the required reading selections are "fun reading" because, after all, reading should be an enjoyable activity. Others, however, are decidedly difficult, academically challenging texts. Summer reading assessment or testing will depend upon the decisions made by the particular teacher. Such assessment (be it a test, project, paper, or reading journal related to the required texts) will be incorporated into the first quarter grades of Theology, English, and Social Studies so that summer reading determines 10% of first quarter grades in those courses. Summer reading material may also surface in tests throughout the first and second quarter and, in the high school, on midterm exams.

The required reading assignments for the summer of 2011 are listed below. All CM students are required to read at least four specific texts over the summer, but we strongly encourage our students to read even more.

We also encourage students to consider reading multiple works by a single author. For instance, a student who enjoys reading *Great Expectations* is urged to read as many of the works of Charles Dickens as possible. The goal of summer reading, like the goal of education itself, is to cultivate independent learners. Good literature introduces students to the kind of material they might not usually come in contact with and types of thinking and experiences that can help broaden their knowledge base.



Required Summer Reading Texts for the Summer of 2011

For students entering grade 7:

- Theology:
The Giverby *Lois Lowry*
- Math:
Bringing Down The Houseby *Ben Mezrich*
- English:
Iron Thunderby *Avi*
- Social Studies:
Frederick Douglass:
Rising Up From Slavery by *Frances E. Ruffin*

For students entering grade 8:

- Theology:
Pagan's Crusade (Book 1 of the Pagan Chronicles).....by *Catherine Jinks*
- Math/Science:
Dr. Jekyll and Mr. Hydeby *Robert Louis Stevenson*
- English:
Gifted Hands:
The Ben Carson Story ... by *Dr. Ben Carson, M.D.*
- Social Studies:
A Boy at War..... by *Harry Mazer*