

Avon High School 2026-2027 Summer Work Requirements

Students enrolled in the courses listed below are required to complete the specified summer reading, including any additional work associated with the readings.

Note: Honors and AP-level courses have additional assignments that must be completed in addition to the reading. Details for these assignments are provided below. The deadline for completion is the first day of school.

Exception: Students enrolled in Language Arts 12 are encouraged, but not required, to complete the summer reading. However, all reading and additional work for this course must be completed by September 4, 2026.

Books can be purchased, accessed on e-readers, or borrowed from local libraries. Please review the information below for specific course requirements and assignments.

****Should any household wish to have an alternative reading assignment, please seek Kristina Dobos Buller, building principal, as she is in the office in June and August. Bullerk@avoneagles.org***

- **Language Arts 9 Honors-**
 - *The Other Wes Moore: One Name, Two Fates* (Wes Moore)
 - The reading assignment is provided on pages 2-3 of this document. Please make a copy of the attached document to edit.
- **Language Arts 10 Honors-**
 - *To Kill a Mockingbird* (Harper Lee)
 - The reading assignment is provided on pages 4-5 of this document. Please make a copy of the attached document to edit.
- **Language Arts 11-**
 - *The Last Lecture* (Randy Pausch and Jeffrey Zaslow)
 - Students are expected to have read the text by the week of August 25
- **Language Arts 12-**
 - *Night* (Elie Wiesel), *Eleanor Ophelia is Completely Fine* (Gail Honeyman), and *All Quiet on the Western Front* (Erich Maria Remarque)
 -  Night Contract
 -  Book Report Log
 - Further information is provided in Google Classroom. Class Code: **krt5rjr**
- **AP Language and Composition-**
 - *On Writing the College Application Essay* (Harry Bauld)
 - Reading assignments & course expectations are provided below and will be available in Google Classroom. Class Code: b52cxkdf
 - [AP English Language and Composition](#)
- **AP Literature and Composition-**
 - **Text 1-** *The Catcher in the Rye* (J.D. Salinger)
 - **Text 2-** *Their Eyes Were Watching God* (Zora Neale Hurston) **OR** *Death of a Salesman* (Arthur Miller)
 - Please check *Google Classroom* for the reading assignment(s). Class Code: b52cxkdf
 - [AP Literature and Composition](#)
- **AP Seminar-**
 - [AP Seminar Summer Work](#)
 - All work linked above will be posted in *Google Classroom*. Class Code: b52cxkdf
- **AP Research-**
 - [AP Research Summer Work 2026](#)

- All work linked above will be posted in *Google Classroom*. Class Code: b52cxkdf

ELA 9 Honors Summer Reading Assignment: *The Other Wes Moore*

Over the summer, you will read *The Other Wes Moore* by Wes Moore. When school resumes, we will hold a Socratic Seminar to discuss major themes, characters, symbols, and connections to modern life. The purpose is to deepen your understanding of the book through thoughtful student-led discussion, supported by textual evidence.

Your Task:

- 1. Read the entire book and take notes while reading.**
 - Mark key quotes.
 - Track characters and their development.
 - Note examples of choices, consequences, inequality, and identity.
- 2. Choose at least 10 Socratic Seminar questions from the list provided.**
 - You must select questions from all levels of questioning.
- 3. Write a short paragraph response (4–6 sentences) for each question you select.**
 - Each response must include at least one direct quote from the book.
- 4. Be prepared to actively participate in a Socratic Seminar discussion during the first two weeks of school.**
 - We will review what this entails once school begins.
- 5. There will be a comprehension check assessment on *The Other Wes Moore* during the first week of school.**
 - This assessment may include multiple choice, true/false, matching, quote identification, and/or written response questions.
- 6. Bring your book, notes, and written responses to class in Week 2, when we will begin the unit.**

Socratic Seminar Questions: You must select and respond to at least 10 questions from the list. Your responses **must include questions from all levels** provided.

Level 1: Understanding & Remembering

- What are some of the most pivotal events/moments in each Wes Moore's early life?
- How do the environments each Wes grows up in shape their outlook on life?
- What role do parental figures and mentors play in each of Wes Moores' upbringings?

Level 2: Analyzing Character & Theme

- How do the two Wes Moores make different choices despite some similarities in background?
- What themes about fate vs. free will are explored in the book?
- How do the concepts of identity and self-perception evolve for each Wes?

Level 3: Evaluating Author's Craft & Structure

- Why do you think Wes Moore chose to tell both stories side-by-side? How does this structure affect the reader?
- How does the author use contrast to highlight larger social issues?
- What is the effect of the personal interviews and research that the author includes in the narrative?

Level 4: Connecting to Society & Other Texts

- Compare the role of education in the lives of the two Wes Moores. What message does the book send about access to opportunity?
- How does Wes Moore's story support or challenge the idea of the "American Dream"? What role does inequality play in that narrative?
- In what ways do both Wes Moores demonstrate or reject personal agency? How do their environments enhance or limit their ability to make meaningful choices?

Level 5: Reflective & Philosophical

- What does *The Other Wes Moore* teach us about the impact of personal responsibility versus environment?
- What message do you think the author is trying to communicate about the power of choices?

ELA Honors 10 Summer Reading Assignment: *To Kill a Mockingbird*

Over the summer, you will read *To Kill a Mockingbird* by Harper Lee. When school resumes, we will hold a Socratic Seminar to discuss major themes, characters, symbols, and connections to modern life. The purpose is to deepen your understanding of the novel through thoughtful student-led discussion, supported by textual evidence.

Your Task

1. Read the novel in its entirety over the summer.
2. Take notes while reading:
 - Note or mark key quotes
 - Track characters
 - Note examples of injustice, empathy, and symbolism
3. Choose at least 10 Socratic Seminar questions from the list provided.
 - Write a short paragraph response (5–8 sentences) for each question you select.
 - Include at least one direct quote from the novel in each response.
 - You must select questions from all levels of questioning.
4. Be prepared to actively participate in a Socratic Seminar discussion during the first two weeks of school.
5. There will be a comprehension check assessment of *To Kill a Mockingbird* within the first week of school. This assessment may contain multiple-choice, true/false, matching, quote identification, and/or written response questions.

Due Date

- Bring your book, any notes you have taken on the text, and your written responses to the first day of class.
- Socratic Seminar will begin during the second week of school. We will be reading a nonfiction companion text to add to the discussion during our first week of school.

Criteria	4 – Excellent	3 – Proficient	2 – Developing	1 – Beginning
Preparedness	Fully prepared with thoughtful responses and complete annotations.	Mostly prepared; responses are clear but may lack detail.	Somewhat prepared; responses are incomplete or unclear.	Unprepared; few or no written responses completed.
Use of Textual Evidence	Consistently uses strong, relevant quotes to support	Uses relevant quotes but may not fully explain their	Uses vague or minimal evidence to support ideas	Rarely or does not use any evidence from the

Rubric for Socratic Seminar

Socratic Seminar Questions for *To Kill a Mockingbird*

You must select and respond to at least 10 questions from the list. Your responses **must include questions from all levels** provided.

Level 1: Understanding & Remembering (RL.9-10.1, RL.9-10.2)

1. What are the most important events that shape Scout's understanding of her community?
2. How does Harper Lee introduce and develop the setting of Maycomb? Why is this setting important to the story?
3. What does Atticus Finch believe in, and how does he communicate these beliefs to his children?

Level 2: Analyzing Character & Theme (RL.9-10.3, RL.9-10.2)

4. How do Jem and Scout change throughout the novel? What events or people influence these changes?
5. What role does Boo Radley play in Scout's moral growth? What does she learn from her interactions with him?
6. What are some key examples of prejudice in the novel? How does the author use these to develop a central theme?

Level 3: Evaluating Author's Craft & Structure (RL.9-10.4, RL.9-10.5, RL.9-10.6)

7. Why do you think Harper Lee chose Scout as the narrator? How would the story change if it were told from another perspective?
8. How does Lee use irony or symbolism to reinforce her message about justice or morality?
9. Examine the courtroom scene. How does the structure of this chapter affect its impact on readers?

Level 4: Connecting to Society & Other Texts (RL.9-10.9, SL.9-10.1)

10. How do the racial and social dynamics in the text compare to those in modern America?
11. How does *To Kill a Mockingbird* challenge or reinforce stereotypes?

12. Compare Atticus's approach to justice with another historical or literary figure who stood up for what they believed was right.

Level 5: Reflective & Philosophical (SL.9-10.1c, W.9-10.1, RL.9-10.10)

13. What are the effects of racism on individuals (both the aggressor and the victim) Explain.

14. What lessons can people learn from Atticus Finch?

15. Do you believe justice was served in Tom Robinson's case? What does your answer reveal about society and human nature?