Students must read *The Five People You Meet in Heaven* (Albom) AND choose one of the following:

- *The Absolutely True Diary of a Part-Time Indian* (Alexie)
- *The Devil at My Heels* (Zamperini)
- *Chains* (Halse Anderson)
- *I Am Not Your Perfect Mexican Daughter* (Sánchez)
- *White Fang* (London)

Special Class English 9 – Students must read *The Five People You Meet in Heaven* (Albom)

9 Humanities – Students must read *China’s Son* (Chen) OR *Red Scarf Girl* (Jiang) and choose one of the following:

- *Does My Head Look Big in This?* (Abdel-Fattah)
- *I Am Not Your Perfect Mexican Daughter* (Sánchez)
- *Absolutely True Story of a Part-time Indian* (Alexie)
- *Touching Spirit Bear* (Mikaelsen)
- *The Things a Brother Knows* (Reinhardt)
- *Half of a Yellow Sun* (Adichie)

Note: We strongly encourage students to take detailed notes of important passages while paying close attention to themes and concepts related to identity.

9H – *The Ocean at the End of the Lane* (Gaiman)
AND a choice from one of the following books:

*All the Light We Cannot See* (Doerr)

*The Book Thief* (Zusak)

*Ender's Game* (Card) #

*To Kill a Mockingbird* (Lee) #

*Unbroken* (Hillenbrand)

---------------------------------------------------------------------------------------------------------------------

10R – Students must read two books—one non-fiction and one fiction—from below:

**Non-fiction**

*Ten Days in a Mad-House* (Bly)

*David and Goliath: Underdogs, Misfits, and the Art of Battling Giants* (Gladwell)

**Fiction**

*Fahrenheit 451* (Bradbury)

*The Giver* (Lowry) #

*Unwind* (Shusterman)

---------------------------------------------------------------------------------------------------------------------

**Special Class English 10** – Students must read *The Giver* (Lowry)

---------------------------------------------------------------------------------------------------------------------

**10 Humanities** – Students must read *David and Goliath: Underdogs, Misfits, and the Art of Battling Giants* (Gladwell) and also one of the following:

*Dream Country* (Gibney)

*The Librarian of Auschwitz* (Iturbe)

*The Grief Keeper* (Villasante)

*Internment* (Ahmed) #

*The Boy at the Top of the Mountain* (Boyne) #

*Educated: A Memoir* (Westover)
Soldier Boy (Hutton) #

----------------------------------------------------------------------------------------------------------------------------

10H – REQUIRED: Students must buy their own copies of Ethan Frome (Wharton) #

– Read and make at least FIVE annotations within Wharton's book, including marginal notes on important scenes that also highlight examples of several stylistic elements within the passage (examples of devices such as symbolism; imagery; figurative language—simile, metaphor, personification; setting; characterization; juxtaposition, etc.). Note these elements in the margins and perhaps their purposes. These will be checked the first week back to school and lead to further journal entries about the novel.#

#

AND#

#

Students must also pick to read ONE of the below non-fiction works by Malcolm Gladwell. These will lead to small group discussions on the book when we return to school. These books all introduce thematic elements of the works we will study together in class this year: #

#

The Tipping Point: How Little Things Can Make a Big Difference#

Outliers: The Story of Success#

David and Goliath: Underdogs, Misfits, and the Art of Battling Giants#

----------------------------------------------------------------------------------------------------------------------------

11R – Students must read any two of the following books: #

Monster (Myers) #

The Curious Incident of the Dog in the Night-Time (Haddon) #

Twisted (Anderson) #

Between Shades of Gray (Sepetys) #

A Long Way Gone (Beah) #

----------------------------------------------------------------------------------------------------------------------------

Special Class English 11 – Students must read one of the following books: #

#
The Wave (Strasser) #
The Curious Incident of the Dog in the Night-Time (Haddon) #
Twisted (Anderson) #
Between Shades of Gray (Sepetys) #
A Long Way Gone (Beah) #

IB HL Year 1 - Students must read two of the following: #

This Book Betrays My Brother (Molope) #
Dear Martin (Stone) #
Ready Player One (Cline) #
Juan Pablo and the Butterflies (Flowers) #
The Far Field: A Novel (Vijay) #
American Street (Zoboi) #

English 11 AP Language and Composition - Please read the three following titles: #

Freakonomics: A Rogue Economist Explores the Hidden Side of Everything (Levitt, Dubner) #
Pudd’nhead Wilson (Twain); I recommend the Dover Publications edition. #
Eats, Shoots & Leaves (Truss) #

12R – Students must read two of the following: #
I am the Messenger (Zusak) #
Nineteen Minutes (Picoult) #
The Things They Carried (O’Brien) #
Room (Donoghue) #
Boy 21 (Quick) #
Special Class English 12 – Students must read one of the following books:

- *I am the Messenger* (Zusak)
- *19 Minutes* (Picoult)
- *The Things They Carried* (O’Brien)
- *Room* (Donoghue)
- *Boy 21* (Quick)

----------------------------------------------------------------------------------------------------------------------------

12H – *The Alchemist* (Coelho) AND pick ONE of the following: *

- *Homegoing* (Gyasi)
- *Exit West* (Hamid)

A Thousand Splendid Suns (Hosseini)

The Accidental Universe (Lightman)

The Warmth of Other Suns (Wilkerson)

----------------------------------------------------------------------------------------------------------------------------

IB HL Year 2 - Students must read *The Things They Carried* (O’Brien) and *Purple Hibiscus* (Adichie)

Students must also view one documentary from the list below:

*Underwater Dreams (2014)*

"*Underwater Dreams*, written and directed by Mary Mazzio, and narrated by Michael Peña, is an epic story of how the sons of undocumented Mexican immigrants learned how to build an underwater robot from Home Depot parts. And defeat engineering powerhouse MIT in the process" ([www_underwaterfilms_com](http://www_underwaterfilms_com)).

*Miss Representation (2011)*

"Written and directed by Jennifer Siebel Newsom, *Miss Representation* exposes how mainstream media and culture contribute to the under-representation of women in positions of power and influence in America. The film draws back a curtain to reveal a glaring reality we live with every day but fail to see – how the media’s limited and often
disparaging portrayals of women and girls makes it difficult for women to feel powerful and achieve leadership positions.

In a society where media is the most persuasive force shaping cultural norms, the collective message we receive is that a woman’s value and power lie in her youth, beauty, and sexuality, and not in her capacity as a leader. Stories from teenage girls and provocative interviews with politicians, journalists, entertainers, activists, and academics, like Katie Couric, Rosario Dawson, Gloria Steinem, Margaret Cho, Condoleezza Rice, Rachel Maddow, and Nancy Pelosi, build momentum as *Miss Representation* accumulates startling facts and statistics that will leave the audience shaken, but armed with a new perspective” (therepresentationproject.org/film/miss-representation/).

*The Mask You Live In (2015)*

"*The Mask You Live In* follows boys and young men as they struggle to stay true to themselves while negotiating America’s narrow definition of masculinity.

Research shows that compared to girls, boys in the U.S. are more likely to be diagnosed with a behavior disorder, prescribed stimulant medications, fail out of school, binge drink, commit a violent crime, and/or take their own lives" (therepresentationproject.org/film/the-mask-you-live-in/).

---

**12AP** – Students must read *all* of the following three novels:

*The Grapes of Wrath* (Steinbeck)

*A Prayer for Owen Meany* (Irving)

*Their Eyes Were Watching God* (Hurston)

---

**Alternative High School** – Choose **ONE** book from the selections listed above for your grade level.