The aim of all IB Programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.
IB World School @ Atlantic Community High School

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

**INQUIRERS**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKERS**
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPLED**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**CARING**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK-TAKERS**
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**BALANCED**
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE**
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.
The IB Middle Years Programme

The MYP is a unique approach, relevant for today’s global society, designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement - essential qualities for young people who are becoming global leaders.

Curriculum

The curriculum consists of eight subject groups aimed at helping students develop their personal understanding and their emerging sense of self and responsibility to their community. Students will study their mother tongue, a second language, humanities, sciences, mathematics, arts, physical education and design. In the final year of the program, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the program.

MYP teachers organize the curriculum with appropriate attention to:

- **Teaching and learning in context.** Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally-minded.

- **Conceptual understanding.** Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.

- **Approaches to learning (ATL).** A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn.

- **Service as action, through community service.** Action (learning by doing and experiencing) and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the program.

- **Language and identity –** The study of additional languages in the Middle Years Programme (MYP) provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, viewing and behaving in the world. MYP students are required to learn at least two languages (language of instruction and an additional language). Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation.
Assessment

Assessment is criterion-related, so students around the world are measured against pre-specified criteria for each subject group. Teachers set assessment tasks that are assessed internally within the school. The IB also mandates external moderation of the personal project. The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group.

Quality assurance and professional development

Any school wishing to offer the Middle Years Programme must attain and maintain IB World School status through a rigorous evaluative process. The requirements for authorization are the same for all schools and is designed to ensure schools are well prepared to implement the program successfully. Teams from the organization visit authorized schools from time to time in order to support an ongoing process of review and development using standards and practices that apply to all IB World Schools.

The MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation; however, it is a challenging program that demands the best from both motivated students and teachers; therefore, schools have access to extensive IB professional development for teachers and administrators and commit to ongoing professional development.
Four Year IB Progression Plan

**Grade 9 (MYP)**
- MYP English I or AICE General Paper
- MYP Language Acquisition- Spanish or French
- MYP World History or AP World History
- MYP Biology
- MYP Algebra I, MYP Geometry, MYP Algebra II, or MYP Pre-Calculus
- MYP Design Technology
- Elective of Choice

**Grade 10 (MYP)**
- AP Literature or AICE Literature
- MYP Language Acquisition- Spanish or French
- AP Human Geography, AP Art History, AP Psychology, AP US Government/AP Macroeconomics, or AP US History
- MYP Chemistry or AICE Chemistry
- MYP Geometry, MYP Algebra II, MYP Pre-Calculus, AP Statistics, or AP Calculus AB
- MYP Arts: Speech, Photography, Art or Music
- MYP Yoga or Pilates
- Elective of Choice

**Grade 11 (DP/**CP)**
- IB English III/AP Language and Composition
- IB Language Acquisition-Spanish(IB or AP) or French(IB or AP)
- IB History/AP US History
- IB/AP Biology, IB/AICE Chemistry, IB/AP Physics, IB Computer Science, IB Sports Exercise and Health Science, or IB Marine Science
- AP Calculus AB or BC, IB Math Studies, IB Pre-Calculus or IB Calculus
- Sixth Area: IB Psychology, IB Social and Cultural Anthropology, IB Philosophy, IB Economics, IB World Geography, IB Science of Choice, IB Film, IB Music, or IB Visual Arts
- Elective semester 1/ Theory of Knowledge- semester 2
  - **Architectural Drafting, Construction, Criminal Justice, Culinary Arts, Pre-Medical Academy, Photography, Early Childhood Academy, TV Production, Digital Design**
  - **Personal Professional Skills**
  - **IB Language Development**

**Grade 12 (DP/**CP)**
- IB Language A: Literature HL or SL
- IB Language Acquisition- Spanish SL or French SL
- IB History, IB Psychology, IB Social and Cultural Anthropology, IB Philosophy, IB Economics, IB World Geography
- IB Biology HL or SL, IB Chemistry HL or SL, IB Physics HL or SL, IB Computer Science, IB Sports Exercise and Health Science, or IB Marine Science
- IB Mathematics HL, IB Math Studies SL or IB Calculus SL
- Sixth Area: IB Psychology, IB Social and Cultural Anthropology, IB Philosophy, IB Economics, IB World Geography, IB Science of Choice, IB Film, IB Music, or IB Visual Arts
- Theory of Knowledge- semester 1/ Elective semester 2
  - **Architectural Drafting, Construction, Criminal Justice, Culinary Arts, Pre-Medical Academy, Photography, Early Childhood Academy, TV Production, Digital Design**
  - **Personal Professional Skills**
  - **IB Language Development**
Advanced Placement Courses Available to IB Students

AP Literature and Composition
AP Language and Composition
AP Spanish Language and Culture
AP French Language and Culture
AP Biology
AP Environmental Science
AP Physics 1
AP Physics 2
AP World History
AP Human Geography
AP United States History
AP US Government and Politics

AP Comparative Government
AP Microeconomics
AP Macroeconomics
AP Computer Science Principles
AP Computer Science A
AP Calculus AB
AP Calculus BC
AP Statistics
AP Studio Art
AP Art History
AP Psychology

AICE Course Offered to IB Students

AICE General Paper
AICE Literature
AICE Chemistry
AICE Marine Science
AICE Mathematics
Welcome Letter from the Language and Literature Department

Dear Parents,

The International Baccalaureate English teachers ask that you consider carefully the Language and Literature courses for the next several years. This is an international program, and IB mandates much of its content. Therefore, many of the works of a traditional high school English survey course are not included. Instead, the world literature component draws texts from various countries and by various authors. In every case the work is examined for its literary value and its contribution to its own culture as well as our own. All works are essential in building the proper foundation for the International Baccalaureate curriculum.

At all levels, it is essential that you and your student feel comfortable reading works by these and other authors. This curriculum is commensurate with a college level program, and the works under study are for mature college bound students. Some of the works contain material dealing with sensitive issues such as morality, religion, sexuality, etc. The Language and Literature curriculum at Atlantic offers no substitute titles or authors. Thus, in order for students to succeed in their Language and Literature courses, they must read and discuss these specific works as pieces of literature.

Sincerely,

The IB MYP and Diploma English Department

Language and Literature
Language and Literature Selections

**Year 4 MYP (9th grade): MYP English I or AICE General Paper**

Brave New World, Aldous Huxley  
Frankenstein, Mary Shelley  
Like Water for Chocolate, Laura Esquivel  
The Odyssey, Homer  
Thousand Splendid Suns, Khaled Hosseini  
A survey of poetry non-fiction selections

**Year 5 MYP (10th grade): AP Literature or *AICE Literature**

Jane Eyre, Charlotte Bronté  
Oedipus the King, Sophocles  
The Adventures of Huckleberry Finn, Mark Twain  
The Great Gatsby, F. Scott Fitzgerald  
King Lear, Shakespeare  
The Awakening, Kate Chopin  
A Raisin In the Sun, Lorraine Hansberry  
A selection of accompanying poetry  
Short Story Selections by Gabriel Garcia Marquez  
*Sweet Bird of Youth by Tennessee Williams  
*Twelfth Night, William Shakespeare  
*All My sons by Arthur Miller  
*Selected poems of Robert Frost  
*Drama selection - TBA

**Years 1 & 2 DP (11th and 12th grades)**

The Sailor who fell from Grace with the Sea, Yukio Mishima  
Woman at Point Zero, Nawal El Saadawi  
Three Tragedies, Garcia- Lorca  
The Scarlet Letter, Nathaniel Hawthorne  
Hamlet, William Shakespeare  
Three, Annie Dillard or Pilgrim at Tinker Creek, Annie Dillard  
Chronicle of a Death Foretold, Gabriel Garcia - Marquez

Their Eyes Were Watching God, Zora Neale-Hurston  
Ethan Frome, Edith Wharton  
The Sun Also Rises, Ernest Hemingway  
50 Essays: A Portable Anthology 3RD Edition - Samuel Cohen  
The poetry of Carol Ann Duffy, Walt Whitman, Seamus Heaney, and Edgar Allan Poe
Welcome Letter from the Language Acquisition Department

Dear Parents:

During the course of your child's world language study in Atlantic High School's International Baccalaureate Language Acquisition program, he or she may have the occasion to view one or more of the following films either in whole or in part. Since the IB curriculum stresses the use of authentic documents, excerpts and realia, these films are an integral part of the curriculum and are useful in discussion and in reinforcing cultural and literary aspects of the course.

Most of the films are of a documentary or biographical nature, or correlate specifically to a text series. A few of the films originally intended for cinematic viewing may contain brief nudity, violence or coarse language, however, we feel that these scenes do not detract from the film's intrinsic value and validity in this course of study.

It is important that you consider the following list of titles. If you oppose your child's viewing a particular film listed, please indicate so in a written statement prior to the beginning of the school year.

Sincerely,
The IB Language Acquisition Department
Language Acquisition Spanish/French
### French Language Video Selections

| Jean de Florette/Manon des Sources Molière | Les Choristes      |
| Indochine Les Choristes                | Au Revoir les Enfants |
| Au Revoir les Enfants Astérix aux Jeux Olympiques | Cyrano de Bergéac |
| Cyrano de Bergéac Les Yamakaz         | La Gloire de mon Père |
| La Gloire de mon Père Le Château de ma Mère | Le Château de ma Mère |
| Les Triplettes de Belleville Le Retour de Martin Guerre | Les Triplettes de Belleville |
| Le Compte de Monte Cristo Ma Vie en Rose | Le Compte de Monte Cristo |
| Extra! (United Streaming) Chez Mimi (United Streaming) | Ma Vie en Rose |
| The Standard Deviants French review (United Streaming) | La vie en rose |
| Jean de Florette                      | Persepolis          |
| Manon des Sources                    | Entre les murs      |
| Molière                              | Assorted French music videos (YouTube) |
| Indochine                            | Assorted French podcasts (www.podcastfrancaisfacile.com) |

### Spanish Language Video Selections

| Colorful Mexico Spanish al la carte Maricela The End of the Spear |
| Disney in Spanish Sweet 15 Stand and Deliver Crazy from the Heart |
| Like Aladin My Family Selena Dance with Me |
| La Bella y La Bestia La Bamba ET A Walk in the Clouds |
| El Rey Leon Arturo Sandoval Capt fr Castille Ants |
| Buscando Nemo Pirates of the Caribbean Baquero Don Juan DeMarco |
| Toy Story A Million to Juan The Mask of Zorro El Matador |
| Man of La Mancha Under the Same Moon |
| Biographical Series: Castro, Franco, Roberto Clemente, Gloria Estefan, etc. |
| Historical Series: Incas, Easter Island, Nazca Lines, Spain, Costa Rica, Puerto Rico |
| The Official Story Destinos Series Carmen (Flamenco) |
| Women on the Verge The Milagro Beanfield Wars Missing |
| In the time of Butterflies Medicine Man Volver |
| Like Water for Chocolate La Familia Perez All About My Mother |
| The Buried Mirror Series El Norte Roots of Rhythm |
| The Mission Isabel Allende Romero |
| Real Women Have Curves Motorcycle Diaries When the Mountains Tremble |
| Maria Full of Grace Letters from the Park Dirty Dancing: Havana Nights |
| Apocalypto West Side Story Frida |
| Pan’s Labyrinth Evita Salvador |
Language Acquisition: Spanish/French Contract

“The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.” (ibo.org)

The IB philosophy indicates that students should study a language with which they have no prior experience.

I have received information regarding the guidelines set for world language study in the IB Programme, and I will be enrolled in a world language that I plan to study for a minimum of four years. I hereby declare that I can NOT be classified in any of the following categories, and therefore, will not be excluded from the study of the language in which I have enrolled.

- I am a bilingual student, equally proficient in both English and Spanish/French.
- I am a student who is more proficient in English than in Spanish/French, but Spanish/French is spoken in my home making me orally competent in this language, although deficient in writing/grammar skills.
- I have lived in a country where the target language is spoken, and I am therefore beyond the novice world language learner stage, although I am not considered a native speaker of the target language.
- I have been educated at a school whose working language is Spanish/French, and although not my native language, I have surpassed the novice world language learner stage of the target language.
**Honor Policy**

The International Baccalaureate (IB) World School Programme at Atlantic Community High School is an optional course of study to which students have been invited, and in which they have chosen to participate. A fundamental principle of the International Baccalaureate is academic integrity that fosters an academic climate of fair competition. As a community of educators, we, the faculty of the IB World School at Atlantic, are opposed to the acts of malfeasance because

- Every student in the IB Programme has the right to pursue an education free from the problems caused by any form of intellectual dishonesty.
- Every student in the IB Programme chooses to participate partly because of the higher academic and honor standards demanded of IB World School students.
- Any student may choose to leave the IB Programme at any time he feels he will no longer be able to meet these standards.
- Malfeasance misrepresents achievement and causes grades to be inflated.
- Malfeasance causes teachers to overestimate the effectiveness of instructional activities depriving students of necessary additional instructional support.

Malfeasance is any attempt to gain an unfair advantage in any assessment task and usually covers four violations:

- Cheating implies intent to deceive. It includes all actions, devices, and/or deceptions involved in committing the act. Examples include, but are not limited to, utilizing crib notes/ cheat sheets on an exam and/or copying answers from another student’s exam or assessment.
- Plagiarism is representing the words or ideas of someone else as your own. Examples include, but are not limited to failing to properly cite direct quotes and failing to give credit for someone else’s ideas.
- Collusion is the act of working together on an academic undertaking for which a student individually responsible. Examples include, but are not limited to sharing information in labs, projects and homework activities which are to be done individually.
- Academic Dishonesty includes any other act not specifically covered above that compromises the integrity of a student or the administration of an IB World School Programme. Violations are reported to the IB coordinator whose options include:
  - Dismissal from all IB World School Programmes
  - Parent conference and discipline referral
  - Student conference and review of expectations
  - Dismissal of all allegations
Academic Contract

The mission of the faculty and staff of the International Baccalaureate Programme at Atlantic Community High School is to provide support for candidates to build a strong academic record. The candidate has voluntarily chosen to participate in an accelerated academic curriculum as designed and implemented by Atlantic Community High School, an authorized International Baccalaureate World School offering the Middle Years, Career-related and full-Diploma Programmes. The candidate is responsible for ensuring that the objectives of the chosen academic plan are understood, and that the following standards are being achieved:

IB candidates must maintain a minimum core academic average (CAA) in each of the four years of the program. The core academic average (CAA) is computed using the unweighted letter grades in the core subjects of Language and Literature, Language Acquisition, Individuals and Societies, Sciences and Mathematics.

IB MYP candidates in 9th grade must earn a minimum CAA of 2.4 by the end of each quarter and semester and a 2.6 CAA by the end of 2nd semester in order to continue with the MYP in 10th grade. Subsequently, MYP 10th grade students must earn a minimum core academic average of 2.6 by the end of each quarter and semester and understand they must reach and maintain a 2.6 CAA by the end of the 2nd semester in order to enter the Diploma Programme. Additionally, IB MYP candidates agree to complete all MYP requirements including 75 hours of Community Service and earn a passing score on the Personal Project.

IB MYP candidates who seek the Career-related Programme (CP) certificate must reach their respective career program’s entry level requirements and Core Academic Average by the end of 10th grade in order to proceed with the IBCP their junior year and maintain those standards throughout. The core academic average and program requirements are:

- Drafting (pre-architecture), Construction, Digital Design, Photography, TV Production, and Culinary: 2.6 CAA
- Criminal Justice: 2.6 CAA and pass a Background Check (4-year program-begins freshman year)
- Medical Sciences: 3.0 CAA and pass a Drug Test (3-year program-begins freshman or sophomore year)
- Early Childhood Development: 2.6 CAA, pass a Background Check, and complete 480 Community Service Hours

IBCP students must fulfill all requirements of the CP (above) including 50 hours of Service Learning, 50 hours of Language Development and a passing grade on the Reflective Project.

IB Diploma candidates, grades 11 and 12, must maintain a minimum core academic average of 2.6 for each nine-weeks and each semester in IB Diploma courses.

International Baccalaureate Programme candidates must also meet the Palm Beach County school district attendance standard of no more than 10 absences per semester, as well as earn all attempted credits in order to maintain their IB candidacy.

Candidates who fail to meet the above minimum core academic average and credit requirements, conduct and attendance standards, or who choose not to complete the requirements for the International Baccalaureate Programme will be reassigned to their SAC area high school program.

Appeals to any exiting decisions may be made in writing to the IB coordinator.

We, the undersigned, understand and agree to abide by the Atlantic Community High School International Baccalaureate academic contract as presented above for the duration of participation in the IB Programme.
ADDITIONAL INFORMATION

Contact Information:

The Palm Beach County School Board website: http://www.palmbeachschools.org

**Bus information will be found on this site about two weeks prior to the start of school.**

Atlantic High School website: http://www.atlantichighschool.org/

IB office (IBO) @ 561-243-1531; FAX 561-243-1534

  - David Youngman, IB World School Coordinator & Assistant Principal
  - Jean Parlamento, IB Middle Years Programme Coordinator
  - Carlos Acosta, IB Career-related Programme (IBCP) Coordinator
  - Leslie Andreula, IB Programme Counselor
  - Kelly Bruce, IB Programme Counselor
  - Anna Bell, IB World School Secretary

Andrea Smith-Thomas, ACHS Athletic/Activities Director @ 561-243-1507; FAX 561-243-1536

Susan Rodriguez, ESE Coordinator @ 561-266-0986; FAX 561-266-0973
IB Summer School:

The courses which incoming freshmen and sophomores may take for advancement are:

❖ Geometry MYP (1206810) must do first & second semester
❖ Algebra II MYP (1200395) must do first & second semester

First Semester dates:
- Week 1: June 10-13  Monday - Thursday
- Week 2: June 17-20  Monday - Thursday
- Week 3: June 24-27  Monday – Thursday

Second Semester dates:
- Week 4: July 1-3  Monday-Wednesday
- Week 5: July 8-11  Monday - Thursday
- Week 6: July 15-18  Monday – Thursday

- Hours are 7:30 am - 2:30 pm.
- Students may only miss ONE day per semester.
- If a student misses an additional day, he/she will not receive credit for the course.
- Students must provide their own transportation, as buses are not available.
- The cafeteria will provide free breakfast and lunch to all students. Students may also choose to bring their lunch.
- Registration forms for summer school are posted on school website
Change of Commitment:
Should you decide to attend school somewhere else after submitting a schedule request for Atlantic’s IB program, please be sure to notify your middle school of your decision PRIOR to July 31, 2019 or notify Atlantic AFTER August 1, 2019.

ACHS Orientation:
There will be an ACHS-wide freshman orientation on Thursday, August 8, 2019. Specific information will be mailed home. Sophomores are welcome to attend to learn more information about school rules and policies.

Community Service:
Students must earn 40 hours of community service by the end of their 10th grade year. Sophomores are able to transfer hours they have earned in 9th grade. Students must have 20 hours done in January of their sophomore year. For hours earned while attending Atlantic, students need to obtain a letterhead from the organization they worked for includes: their name, dates of service, number of hours of service, and an ink signature by the supervisor.

Advanced Placement Art History:
- An excellent elective companion course for AP World History is AP Art History.
- Earn college credit and valuable experience for SAT and ACT
- No studio work
- Discover, appreciate, and acquire knowledge of art history through the ages, from the Paleolithic era to the present
10th Grade Orientation Checklist

Please print and bring with you to orientation on 4/16/19.

STUDENT NAME _________________________________ STUDENT NUMBER _______________________
CURRENT SCHOOL __________________________________________
STUDENT E-MAIL (print) _____________________________________________________
PARENT E-MAIL (print) ______________________________________________________

PLEASE TURN IN THE FOLLOWING FORMS BEFORE YOU LEAVE
(WE WOULD APPRECIATE RECEIVING THEM IN THIS ORDER AS WELL)

___ SIGNATURE PAGE (from packet)
___ MYP CHOICE CONTRACT (emailed to you)
___ EOC FORM (if applicable, from packet)
___ SUMMER SCHOOL REGISTRATION (if attending)
___ COPY OF EP/IEP/504 Plan (if applicable)
___ LAVENDER COURSE SELECTION SHEET (to be provided at orientation)

STUDENTS FROM A PRIVATE SCHOOL OR PUBLIC SCHOOL OUTSIDE
OF PALM BEACH COUNTY MUST ALSO HAVE:

___ COPY OF BIRTH CERTIFICATE OR PASSPORT
___ 2 PROOFS OF ADDRESS DATED PRIOR TO 30 DAYS OF REGISTRATION SHOWING PARENT/GUARDIAN
   NAME AND CURRENT MAILING ADDRESS (i.e. utility bill)
___ PROOF OF PHYSICAL (DH3040) ORIGINAL (both sides completed)
___ IMMUNIZATION RECORD UP TO DATE (DH680) BLUE OR WHITE FORM/ORIGINAL
___ STUDENT REGISTRATION FORM --- SIGNED BY PARENT (available on school website)
Please print and bring with you to orientation on 4/16/19.

TO: IBO @ Atlantic Community High School
FROM: __________________________________ (student printed name)
                    __________________________________ (parent/guardian printed name)

Having reviewed the orientation information as presented on the following topics:

- Language and Literature curriculum and requirements (English)
- Language Acquisition curriculum and requirements (French or Spanish)
- Honor Policy
- Academic Contract
- EOC Form

We hereby sign to acknowledge our intent to comply with all the requirements and agreements of the IB Programme as offered at Atlantic Community High School this _________ day of April, 2019.

_________________________________________  ______________________________
Student Signature                          Parent/Guardian Signature
EOC Testing Form

If applicable, please print and bring with you to orientation on 4/16/19. This must be submitted with course selection form for ALL incoming students from private, charter, and out of county schools AND students who took EOC virtual school courses.

***NOT APPLICABLE for PBC Public School students who took these courses in school.

Student Name: _________________________________
PBC Student # (if known): ______________________

❖ Please fill in information for ALL of the courses listed below you have completed or plan to complete before August of 2019, either at school or on virtual school.

<table>
<thead>
<tr>
<th>Course</th>
<th>Name of School (put FLVS if taken online)</th>
<th>EOC completed (Y/N). If yes, where?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Required for graduation

The information provided above is correct. I understand if I marked N for Algebra I, I will take the EOC at Atlantic High in either September or October, as this is a graduation requirement. The Geometry EOC is required for FLVS students as 30% of the final grade. If the course was taken elsewhere, this EOC is required only if the student wants to attain the Scholar Designation on his/her high school diploma.

________________________________________  __________________________
Student: Print Name                        Student Signature
________________________________________  __________________________
Parent: Print Name                         Parent Signature
Dear Students:

Let’s start by addressing your most pressing question: Why have summer reading?

Reading is vital. As we read, we test our own values and experiences with those of others. By the end of a book, we have encountered new experiences, ideas, and people. Hopefully, we know our world and ourselves a little better. In addition, nothing develops your verbal skills like book reading. Students who read with the greatest understanding, write with the greatest clarity and purpose, and those who excel in national testing tend to be those who read widely. Reading reaps tangible benefits.

With that in mind, please read The Reluctant Fundamentalist by Mohsin Hamid.

The novel uses the technique of a frame story, and is told as a dramatic monologue. Please research what these both entail. You will be expected to know.

For each section, please complete the following on paper (NOT in the book). Please do NOT place your responses in a binder or folder; staple it in the top left corner and submit on the first day of class. Either type or hand write (black or blue ink only):

**Part I: Provide a response for each chapter in the novel.**

1. Looking at the theme topics below, write down what theme or themes is/are most apparent within each chapter? Describe why? Provide detailed examples from the novel. (Note: a theme is a message or universal idea that can be determined by reading a piece of literature; it is always stated as a full, complete thought/sentence. The list below includes thematic ideas—please state what you think the author is saying ABOUT that thematic idea throughout his novel).
   a. Patriotism and post-911 U.S.
   b. Coming of age
   c. Racism and fundamentalism
   d. Human connection
   e. American imperialism
   f. Identity/Pride
2. Find ONE significant, meaningful **quote** per chapter. Please write the quote, and state why you chose it/why you believe it to be significant. Write down striking words, images, phrases or details in the quotes; speculate about them. Why did the author choose them? What do they add to the story? Why did you notice them?

**Part II: For the novel as a whole.**

3. **Dramatic monologue** The novel takes the form of an extended monologue. Discuss Hamid’s use of this extended monologue and how it makes the story engaging yet leaves the reader with unanswered questions?

4. **Point of view** Describe the point of view of the novel which includes the background of the speaker (family, native country, status, wealth, education, etc.). How does the speaker’s point of view shape his different attitudes as the novel progresses?

5. Comment on the significance of the following 3 **symbols**: Underwood Samson, tea, Changez’ scar

**Part III: For a chosen excerpt.**

6. Choose a **significant excerpt** from the story (at least a few pages in length) and answer the following about that excerpt, using EXAMPLES FROM THE EXCERPT to support your feelings/responses:
   1. How does this excerpt demonstrate a main character’s evolution? Think about their thoughts, actions, and certain events they encounter that affect them.
   2. Reaction: What is your reaction to the excerpt? If you’re intrigued by certain statements or attracted to characters or issues, write your response.
   3. Connections: What does the excerpt make you think of? Make connections with other texts, concepts, current or historic events. Do you see any similarities?
   4. What perplexes you about the excerpt/passage? Try beginning with, “I wonder why…” or “I’m having trouble understanding how…” or “It perplexes me that…” or “I was surprised when…”
   5. Agree/Disagree: On what points, or about what issues do you agree or disagree? Write down supporting ideas. Try arguing with the author, or carry on a dialogue with the author.

Please expect both a test on the novel and some sort of written or oral assignment during the first week of class. There is no way you will be able to pass the test if you rely solely on SparkNotes or other resources. There is no substitution for actually reading the novel.
Also, please be aware that your teachers have seen SparkNotes, Shmoop and a large variety of other online sources. While we have yet to learn your written voice, we know if you have copied from the Internet. All instances of plagiarism will be referred to Dr. Youngman. If you do some research to aid in your understanding, cite your sources (please refer to Purdue OWL on how to provide both in-text citations and an MLA Works Cited page in that case).

**The assignment is due the first day of class; no late submissions accepted, as neither teacher accepts late work.**

Have a great summer!

Mrs. Bergman and Mr. McManus

P.S. *If you signed up for AP Literature/English II, please get a copy of *Jane Eyre* by Charlotte Bronte and start reading it before returning to school in mid-August. It is a big novel and the more of it you read in the summer, the better off you will be. Thank you – Mr. McManus*
You will be assessed on criterion A, C and D. This means you must be perceptive in your analysis of the EFFECTS of the literary techniques in steps 1-6 (A), must show personal engagement (judgment, independent thought, reflection), and must show a fair amount of mastery of English conventions/mechanics, which you should possess by the time you reach this point in your education.

<table>
<thead>
<tr>
<th>7-8</th>
<th>5-6</th>
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<tbody>
<tr>
<td><strong>Criterion A: Analyzing</strong></td>
<td><strong>Criterion C: Producing text</strong></td>
<td><strong>Criterion D: Using language</strong></td>
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<tr>
<td>i. provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts</td>
<td>i. provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</td>
<td>i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression</td>
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<td>ii. perceptively analyses the effects of the creator’s choices on an audience</td>
<td>ii. provides adequate analysis of the effects of the creator’s choices on an audience</td>
<td>ii. uses a varied range of appropriate vocabulary, sentence structures and forms of expression</td>
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<td>iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology</td>
<td>iii. sufficiently justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology</td>
<td>iii. selects extensive relevant details and examples to develop ideas with precision</td>
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<td>iv. perceptively compares and contrasts by making extensive connections in features across and within genres and texts</td>
<td>iv. evaluates some similarities and differences by making adequate connections in features across &amp; within genres/texts.</td>
<td>iv. evaluates similarities and differences by making minimal connections in features across and within genres and texts.</td>
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<td><strong>The student does not reach a standard described by any of the descriptors below.</strong></td>
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