



Oak Hills High School English III AP 2010 Summer Reading Agreement

English III AP Summer Assignment

Both students and their parents or guardians must read the guidelines for the summer assignment and then sign and return the attached sheet to indicate that the student and parent/guardian understand and have received the summer assignment as follows:

All incoming English III AP students must complete the following summer assignment before the first day of class. The summer assignment cannot be made up after school begins, except in the case of transfer students. The summer assignment will count for the equivalent of one major unit/test/project as part of your fall semester grade. It is the policy of Oak Hills High School's English department that students who do not complete the summer assignment will receive a score of zero (*non-negotiable*) for the assignment and/or may be dropped from the AP program and placed in an Expository or a regular College Preparatory class.

Summer Assignment:

Students are to read the following TWO books:

- *Fast Food Nation* Eric Schlosser
- *The Jungle* Upton Sinclair

For extra credit students may also read:

- *Slaughterhouse: The Shocking Story of Greed, Neglect, and Inhumane Treatment inside the U.S. Meat Industry* **Gail A. Eisnitz**

It is strongly recommended that you purchase personal copies so that you may annotate the text as you read. Success in AP course is highly dependent on your personal engagement with each text, therefore it is the advice of the Oak Hills High School English department that you purchase personal copies of all major texts studied in this course.

After reading the novels, a **Major Works Data Sheet** (obtained electronically from edline or attached) **must** be completed and placed in his/her AP Portfolio. It is expected that the Major Works Data Sheet is fully complete and typed.

Students are to come to class fully prepared to take an assessment on the reading as well. Students who decide to read the additional novel for extra credit must complete a Major Works Data Sheet for that novel too.



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PLEASE SIGN AND RETURN THIS SHEET TO Ms. Sharky in D-10 **NO LATER THAN TUESDAY, MAY 19, 2010.**

[If you are a **transfer AP student** to OHHS during the summer, submit this sheet to the department chair's mailbox as soon as possible, but not later than the beginning day of school. Your teacher will work out a reasonable extension of your summer work, depending upon the date of your enrollment at OHHS.]

PLEASE READ AND FOLLOW THE INSTRUCTIONS FOR THE ASSIGNMENTS CAREFULLY, AS THEY CONSTITUTE THE BASIS OF SEVERAL MORE ASSIGNMENTS IN THE FALL SEMESTER.

After reading through this packet, if you have any questions, contact Ms. Sharky in D-10 or at trisha.sharky@hesperia.org

STUDENT ACKNOWLEDGMENT:

I have read this packet of summer reading assignments and understand the rigorous requirements for this AP class. I understand that I will be enrolled in a challenging, college-level class that will require consistent study, eager participation, and maturity and ethics commensurate with a college student. I understand that CST/SAT-9 reading comprehension scores below the 80th percentile indicate possible struggles to keep up in this AP course. I understand that I must secure a copy of the said novel(s) and complete a careful reading prior to August 9, 2010. I also plan to take the AP English Language and Composition exam in the spring of 2011 as a culminating measure of my English and Language Arts abilities. I will obtain a copy of the book(s) and complete the assignment(s) in a professional and timely manner.

Student Signature

Date

Printed Student Name

PARENT ACKNOWLEDGMENT:

I have read this packet with my son/daughter and understand the requirements for the AP class. I understand the summer reading requirements and the necessity of acquiring texts in a timely manner, both now and throughout the year. I understand that my student needs to be an avid reader, and I have examined his or her CST/SAT-9 reading scores to estimate the chances of her or his success in this class. Additionally, I understand that the AP test my son/daughter will take in the spring will cost approximately \$85.00, not counting possible financial assistance.

Parent Signature

Date

Printed Parent Name

English Department Advanced Placement Program

Sequence of classes

Grade 9	English I Pre-AP
Grade 10	English II Pre-AP
Grade 11	AP English Language and Composition
Grade 12	AP English Literature and Composition

Program Philosophy

The English / Language Arts Advanced Placement program at Oak Hills High School focuses on providing a sequence of courses designed to meet the educational needs of students who are capable of and committed to high academic performance. We believe our Pre-Advanced Placement (English I and II Pre-AP) classes provide a substantial base for the upper-division Advanced Placement (AP) courses offered, preparation for successful completion of the AP Composition and AP Literature exams, as well as a preparation for college and University courses. Our Pre-AP and AP classes go beyond the college preparatory level courses to provide a depth of investigation that allows students to analyze and evaluate critically and further apply their conclusions. The depth, complexity, and pace of these classes are, therefore, more demanding.

Standards for Participation in Oak Hills High School Pre-AP / AP English Courses

The English department's philosophy is one of inclusion and, as such, we believe that all students should be given an opportunity to participate in and benefit from the rigorous, challenging curriculum that is characteristic of Pre-AP and Advanced Placement courses. Nevertheless, course work in the English AP program *is* geared toward the above average student. Scholars who choose to participate in the Advanced Placement program have the right to a learning environment that supports their need for high-level thinking and scholastic achievement. Therefore, beyond individual aptitude and desire, maturity and a serious attitude toward academics are requisite in order that *all* students may experience optimal growth.

Academic Probation

The following policies and procedures have been established in order to protect and maintain the integrity of the Pre-AP / AP program:

1. All Pre-AP and AP students are expected to achieve a grade of at least a 2.00/C- in the English class.
2. Consistent and responsible *effort* is expected, as are mature, appropriate behavior and serious, meaningful participation, which contributes to every Pre-AP or AP student's learning.
3. Any student whose grade falls below a 2.00/C- at any four-week progress report, eight-week grading period, or semester report card is automatically placed on academic probation.
4. Students and parents will be notified of placement on academic probation by letter and/or phone contact. At that time, a conference involving the student, parent(s), teacher, and counselor will be offered.
5. After the next eight-week grading period ends, students are reevaluated. If a student has not made acceptable progress, the teacher, counselor, parent, and student meet to discuss the student's status. At that time, a determination is made as to whether the student will remain in the program.
6. Should the student's English grade remain below 2.00/C- at the end of the semester, he or she may be dropped from the Pre-AP / AP program and transferred to a College Preparatory class.

Students who demonstrate behavior that is detrimental to their peers' being able to experience a Pre-AP or AP level education may likewise be dropped from the program. Transfer from the program based on behavioral issues shall be considered subsequent to a student/parent/teacher/counselor conference and only if such measures prove unsuccessful.

Major Works Data Sheet

Note: Cite references in MLA format, in-text and parenthetically. Complete a Works Cited page of all references used.

Title: _____ Author: _____ Date of Publication: _____ Genre: _____	Biographical information about the author:
Historical information about the period of publication:	Characteristics of the genre:

Describe the author's style:	Give an example that demonstrates this style, and explain how it does so:
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Memorable Quotations: You may use additional paper if needed

Quotation, speaker, page number, and "What does it say?"	"What does it mean?" and "What does it Matter"
1.	
2.	
3.	

4.

5.

6.

7.

8.

9.	
10.	

Major Characters/Corporations/Public Figures/Etc.			
Character's name:	Role (what role does this person have in the story?)	Significance (why is this character significant to the story?)	Character traits (what sort of person is this?)
1.			
2.			
3.			
4.			

5.			
6.			

Describe the mood/tone of the work:

Plot/Book Summary (with in-text citations).

Intended Audience:

Author's Purpose:

Rhetorical Strategies:

Old AP questions that might be applicable to this work, and why: reference <http://homepage.mac.com/mseffie/AP/APOpenQuestions.html>

List researched sources used to compile this document: *Five Minimum in MLA style, you may use an online Works Cited generator (easybib.com) and paste here*
Works Cited