



PRE-AP English I

2010 Summer Reading Agreement

PLEASE SIGN AND RETURN THE ATTACHED SHEET TO Ms. Sharky IN D-10 at OHHS or Ms. Zielke at CMS, RM 2 **NO LATER THAN Monday, MAY 24, 2010.**

If you are a **transfer AP student** to OHHS during the summer, submit this sheet to Ms. Sharky's mailbox as soon as possible, but not later than the beginning day of school. Your teacher will work out with you a reasonable extension of your summer work, depending upon the date of your enrollment here at OHHS. You can contact Ms. Sharky at trisha.sharky@hesperia.org. Please visit the OHHS English website to review the OHHS Pre-AP/AP Handbook: http://www.edline.net/pages/Oak_Hills_High/Departments/English

Course Description:

PRE-AP/ACE English I (formerly English I Honors) is designed to strengthen reading, writing, listening, critical thinking and speaking skills. Students will strengthen their understanding of the elements of fiction through readings in drama, poetry, and the novel. This course includes college preparatory language arts skills in a standards-based curriculum. Students will read and analyze both informational and literary texts. Students will demonstrate synthesis and evaluation of themes across genres. Students will write coherent and focused essays to convey a well-defined perspective and tightly reasoned argument, demonstrating awareness of audience and purpose. **Emphasis will be on accelerated critical study of literary and non-fiction texts and sophisticated academic writing, preparing students for standardized exams and Advanced Placement courses**

Purpose:

The purpose of the class is to practice living and thinking through the medium of reading, writing, as well as other communicative mediums in accord with all California education standards for ninth grade as well as to prepare the student for the AP Language/Literature and Composition Examinations.

Method:

Thematically, the year will focus upon social and literary patterns and cycles. As we examine universal human experiences, we will consider how these precedents or *archetypes* may guide personal growth. Issues such as independence, responsibility, family, and identity will be explored. We will utilize a variety of reading materials in order to achieve our aims. These materials will include, but are not limited to: *The Odyssey* by Homer, *Romeo and Juliet* by William Shakespeare, *To Kill a Mockingbird* by Harper Lee, *Wuthering Heights* by Emily Brontë, our literature textbook, supplemental mythology, short stories, non-fiction pieces and poetry. Changes and/or additions may occur due to text availability and these changes will be made known to you as soon as possible if they occur. We will often be annotating texts in one form or another, so students are highly encouraged to purchase their own copies of these texts in order to mark in them.

Course Work:

Staying up with readings and assignments is the key to success in this class. Participation in class discussions is a large portion of your grade. There will also be opportunities for you to share in the form of written papers, projects, and class presentations.

Summer Assignment:

Portfolio: The first part of this year's summer assignment will take the form of a portfolio review. Please obtain a large binder, tab dividers, and clear sheet protectors. We will begin to work on the portfolio within the first few weeks of school. Please bring sample essays and other relevant work that you have collected, preferably with your previous instructor's comments and corrections. This will be clarified on August 9, 2010, and is due on August 13, 2010.

Reading: Secure a copy of Rudolfo Anaya's, *Bless Me Ultima*. You can purchase inexpensive copies from places like half.com, check them out from a public library, or read an e-text version. Complete the reading at your own pace over the summer, concentrating on careful thought and analysis, and come to class prepared to produce a piece of literary analysis, based on the text. It is suggested that you take notes as you read, or mark up your personally-owned copy. As you read, please attempt to complete a major works data sheet (MWDS is attached) for the novels. We will go over the MWDS in more detail in class. The completed readings are due on August 9, 2010.

Be ready to begin class and the in-depth discussion of the following book on Monday, August 9, 2010.



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English I PRE- 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 I PRE-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 a regular College Preparatory class.

Summer Assignment:

Students are to read the following book:

- *Bless Me, Ultima* Rudolfo Anaya

It is strongly recommended that you purchase a personal copy 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 novel, a **Major Works Data Sheet** (attached) **must** be attempted and placed in his/her AP Portfolio. It is not expected that the Major Works Data Sheet is fully completed and typed for incoming freshman; however, an attempt at filling it out is required. A good guideline is to make sure incoming freshman have the first page completed as well as the quotations, character sections, and plot section. Any other completed sections will be looked at favorably and will also let your high school teacher know what you have been taught thus far.

Students are to come to class fully prepared to take an assessment on the reading as well. .



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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 at OHHS or at trisha.sharky@hesperia.org

STUDENT ACKNOWLEDGMENT:

I have read this packet of summer reading assignments and understand the rigorous requirements for this PRE-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 beginning college student. I understand that CST reading comprehension scores below the 80th percentile indicate possible struggles to keep up in this PRE-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 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 PRE-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 reading scores to estimate the chances of her or his success in this class.

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.

<p>Title: _____ Author: _____ Date of Authoring: _____ Date of Publication: _____ Genre: _____</p>	<p>Biographical information about the author:</p>
<p>Historical information about the period of publication:</p>	<p>Characteristics of the genre:</p>

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			
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 setting(s) and the mood the setting(s) create:	What is the significance of the opening scene?		
Major symbols, motifs, images:	What is the significance of the ending/closing scene?		
Themes:			

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