

Hesperia High School PRE-AP English II

2011 Summer Reading Agreement



**PLEASE SIGN AND RETURN PAGE 4 OF THIS PACKET TO
MRS. MYERS (S-8) NO LATER THAN MAY 19TH, 2011**

[If you are a **transfer AP student** to HHS during the summer, submit the agreement to Mrs. Myers' 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 here at HHS.]

English II Pre-AP Summer Assignment 2011

Both students and their parents or guardians must read the guidelines for the summer assignment and then sign and return page four to Mrs. Myers. This indicates that the student and parent understand and have received the summer assignment as follows:

All incoming English II 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 (approximately 8% of their first semester grade). It is the policy of Hesperia 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 Pre-AP class and placed in a regular college preparatory class.

Summer Assignment:

- *Les Miserables* by Victor Hugo - see page four of this packet AND
 - Reading + assignments
- *Night* by Elie Wiesel
 - Reading + assignments

Les Miserables and *Night* are available in the textbook office. However, it is a possibility the office may run out of copies, therefore, it is strongly encouraged to get there early.

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 Hesperia 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 Hesperia 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.

The following assignment is to be completed by each student enrolled in Pre-AP English II at Hesperia High School. The assignment will be collected by your Pre-AP ENG II teacher during the first week of school in August. Failure to complete the assignment will result in a significant decrease in your semester grade and an inability to participate in the initial classroom activities of the school year. It is your responsibility to secure a copy of the novels and it is recommended that you purchase a copy so that you can highlight, underline, and make notations in the text.

Assignment Instructions:

Part 1: Read the novels *Les Miserables*, by Victor Hugo AND *Night*, by Elie Wiesel

Read and annotate the novels. Taking notes and asking questions while you read increases the comprehension of the text, making you a better reader. If you purchase the copy, making annotations in the book itself. If you borrow the novel from the school or library, use sticky notes to mark significant quotes and aspects of the novel.

By marking the text/ annotating I expect you to:

- Mark words that are unclear- and look them up!
- Mark quotes that relate to character development, plot development, allusions, and themes

Part 2: Extension Activities

A. *Les Miserables* Assignment, Timed Essay:

On the first day of school, students will be given a timed writing assignment on the novel. Students are to come prepared having thoroughly read the novel. Students are encouraged to mark the text with sticky notes (unless they purchase a copy, in which case they can write on the text itself), as they will be asked to reference the novel within their essay. This will be a significant portion of their first quarter grade.

B. *Night* Assignment- Technological/ Inter-textual/Artistic Connection:

Step one: Research Internet and library resources for additional texts and media based on the Holocaust and/or issues related to that topic

Step two: Locate ONE of EACH of the following media:

- a piece of writing (poem or prose);
- a piece of music (with lyrics or a written critical analysis of its association with the Holocaust);
- a piece of art that connect to the novel.

Step three: Using either PowerPoint or glogster.com* (see below for details), articulate the connection between EACH of the three artistic representations and the novel. Connections to the novel may be based on themes, events, emotions, or historical context.

Step four: The connections should be typed and in MLA format OR embedded in the PowerPoint

*Glogster.com is a free website that enables you to create your own online poster, using images, sound, and video clips. Register for the site and begin creating your glog.

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PLEASE SIGN AND RETURN THIS SHEET TO MRS. MYERS (S-8) NO LATER THAN MAY 20TH.

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

Failure to complete the summer reading will jeopardize the student's placement in the PRE-AP class. Students may be dropped from the class.

After reading through this packet, if you have any questions, discuss them with your current English teacher.

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 college student. I understand that CST/SAT-9 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 novel *Les Miserables* by Victor Hugo and *Night* by Elie Wiesel and complete the assignment by August 8, 2011.

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/SAT-9 reading scores to estimate the chances of her or his success in this class.

Parent/Guardian Signature

Date

Printed Parent/Guardian Name

Pre-AP English II
Summer Assignment 2010