

# Pre-AP/AP English Letter & Summer Assignment

Dear Parents and Students,

May 2021

## Welcome to the Silsbee High School Pre-AP/AP Program!

By choosing to be a part of this program, you have demonstrated a desire to be academically successful not only in high school, but in your post-secondary education. This program is designed to challenge students intellectually so that they may grow as readers, as thinkers, and as writers, all while preparing them for their academic career after high school.

Because of the nature of this program, we hold our students to a higher standard of both learning and conduct. We know that by empowering students to foster maturity within a controlled environment, we are preparing them for success in college. Therefore, we have established a set of classroom norms that we expect students to adopt during their time with us. You will find these expectations described in detail below, as well as reasons why we have chosen these specific criteria. If, either as a parent or as a student, you have any questions or concerns, we encourage you to reach out. Effective communication is essential for student success--if we don't know about a problem, we cannot address it!

## Pre-AP & AP English Norms:

### Student Advocacy

In college, students are expected to be in control of their own learning. This means reaching out to a professor when there is a lack of understanding, learning to respectfully communicate about differences of opinion, or informing professors when there is an issue with an assignment. Therefore, when in our classrooms, to help grow this skill, we expect students to advocate for themselves. If a student is going to be absent, it is their responsibility to let the teacher know *ahead of time* so they may receive work that will be missed. They are expected to communicate professionally about problems that arise that will impede their learning. And, if a student is struggling to understand content, it is their responsibility to speak with the teacher so that we can create a plan to help that student succeed.

### Punctuality

Being late to a college course can result in getting kicked out of class, late assignments are often rejected, and waiting to address a problem until the end of the semester will not solve said problem. Therefore, it is incredibly important that students function within the class schedule. Excessive tardiness will not be tolerated. Turning work in late will be reflected in the student's grade and negatively affect performance. And, waiting to address an issue until the end of the six weeks or the semester will be too late to fix the problem. Students must arrive to class on time, turn in work as scheduled, and communicate with the teacher in a timely, professional manner.

## Inclusivity

It is our job to push students outside of their intellectual comfort zone, and we often teach material that challenges students to think critically about the world around them. As a program, we strive to represent a diverse array of cultures and beliefs because we feel that it is important for students to connect, on a human level, with people and circumstances that are vastly different than their own. This is in preparation for the diverse array of people they may encounter as they grow and become contributing members of society. We expect students to think critically, to communicate respectfully, and to write deliberately. **At no time will hate speech of any kind be tolerated. This includes words said in jest.** We *never* want a student to feel unwelcome in our classroom, and the texts we teach are thoughtfully chosen so that, no matter the background of the student, they can find themselves in the literature we are analyzing. It would be irresponsible for us to suppress writer or student voices simply because they are different from our own.

## Autonomy

In preparation for the environment and expectations of university courses, a lot of the work that we do is self-paced and student selected. Which means that students are expected to take ownership of the process. Failing to remain dedicated and driven in this program will negatively impact student success. We believe that, as teachers, it is our job to support students on their academic path, but we largely operate within student-centered classrooms. Rather than the traditional lecture-style environment, we can usually be found working with small groups or 1:1, organically engaged in the messy process of learning. This is because we believe that students learn best when they are challenged, when they have a choice in what they learn, and when they are practicing hands-on, self-directed learning. For students to succeed, they must be able to function within an environment that requires them to self-pace, self-select, and self-motivate.

Thank you for being a part of the SHS Pre-AP and AP English Program. Again, if you have any questions, please reach out to us by email at [evelynn.elliott@silsbeeisd.org](mailto:evelynn.elliott@silsbeeisd.org) (9th &10th) and [julia.sanderson@silsbeeisd.org](mailto:julia.sanderson@silsbeeisd.org) (11th &12th)

We look forward to working with you!

# 2020-21 PreAP and AP English Summer Assignments

Hello all! We would like to welcome you to our advanced English studies classes. By opting for this path, you are choosing both to challenge yourself and to build the skills necessary for success in post-secondary education. As such, remember that while the work is rigorous, it is well worth the effort to help you reach your goals.

## 9th and 10th:

This summer you will have a novel to read and to analyze. You will be writing a Literary Analysis upon your return in the Fall. You will be taking a comprehensive test the first week of school. All stories can be found online and will be posted in your Google Classroom.

It is mandatory that you sign up for Google Classroom for your grade level as information and assignments will be provided on these platforms.

### 9th grade: To Kill a Mockingbird by Harper Lee

Assignments:

1. READ for test
2. One-pager-all resources will be in Google classroom

**Google Classroom code:**

jeeyyzr

### 10th grade: The Odyssey by Homer

Assignments:

3. READ for test
4. Persuasive Essay- all resources will be in Google classroom

**Google Classroom code:**

2bdycir

### 11th grade short story options:

1. "The Curious Case of Benjamin Button" by F. Scott Fitzgerald
2. "A Good Man is Hard to Find" by Flannery O'Connor
3. "The Guest" by Albert Camus
4. "The Jilting of Granny Weatherall" by Katherine Anne Porter
5. "A Clean, Well-Lighted Place" by Ernest Hemingway

Assignments to be posted in Google Classroom

**Google Classroom code:**

u36ci6x

### 12th grade short story options:

- **Students will read *Dubliners* by James Joyce and then choose two short stories to work with from the text.**

**As of the creation of this document, no students are enrolled in AP Lit.**

**Please reach out to Ms. Elliott for a google classroom code.**

We will post resources to the Google classroom, including digital copies of the short stories. We will also post assignments and their due dates. Make sure to upload by the time that they are due to receive credit. If you have issues, email your teacher your work. This goes for the entire upcoming school year.

Several grades will be associated with your summer assignment. Make sure to utilize your time well this summer.

**Assignments:**

**\*\*All assignments and descriptions will be posted in Google Classroom. All assignments are due on the date posted in Google Classroom.**

Notice and note thematic development and seriously think about it as you read your texts. Take notes as needed to help you focus your thoughts, remember important points, and reflect personally on the events that occur in the short stories. **We do NOT want a plot summary!** We want insightful analysis and an academic discussion of the text.

You do not need Sparknotes, Cliffs Notes, or your friend's notes! Think for yourself, do your own work, and establish your own opinions and impressions of the short stories, situations, and characters. **Do NOT plagiarize!** We have read everything you can find on the internet; Your ideas are most important! We want to read your work.

**Remember you are in advanced English ....impress us!**

- use correct punctuation
- choose strong, specific words
- develop meaningful paragraphs
- connect your ideas with transition words

If you have any questions about this summer assignment you may contact your teacher by email at

[evelynn.elliott@silsbeeisd.org](mailto:evelynn.elliott@silsbeeisd.org) (9th & 10th) and [julia.sanderson@silsbeeisd.org](mailto:julia.sanderson@silsbeeisd.org) (11th & 12th)