

Ninth Grade Pre-Advanced Placement English at James Bowie High School

A suitable candidate for pre-Advanced Placement English I is a student who is self-motivated and independent, willing to take academic risks in classroom discussion, and excited to accept the demands of a rigorous reading and writing program.

The ninth and tenth grade Pre-Advanced Placement English classes are designed to prepare students for the demands of **the high school eleventh and twelfth grade college-level Advanced Placement courses**. The pace is extremely fast with the expectation that students will complete reading and writing assignments every night. A successful pre-Advanced Placement English student delves beyond basic plot, demonstrates correct grammar and mechanics in writing assignments, and welcomes the challenges of the analytical focus of the class. There are almost no creative writing opportunities.

The ninth grade Pre-Advanced Placement English class requires students to complete homework outside of the classroom most weeknights (approximately 40-60 minutes), weekends and over holiday breaks. Slow readers will need even more time to complete assignments. Typical assignments include independent reading and analysis of literature, vocabulary and grammar exercises, essays, projects, and research.

IMPORTANT: The Pre-Advanced Placement English course has a summer reading requirement that is due the first day of school in August (see page 2 or on-line at www.jbhs.org). Students must do the assignment to indicate their commitment to the class and to be ready for a test the first week of school. No excuses will be accepted!

When asked to identify the differences between their ninth grade Pre-Advanced Placement English and their eighth grade Honors English classes, current ninth grade Pre-Advanced Placement English students said:

“The works studied require abstract analysis of tone, theme, symbolism, structure and style - way beyond just understanding what happened.”

“With so much homework, you need to be organized with good time management skills.”

“The pace is very fast. If you get behind, it is really difficult to catch up.”

“Turning in just anything won’t do; you have to put real effort into the assignments. You will earn your grades.”

“Most of the work is done outside of class to prepare to contribute to class discussion.”

“You do have to participate and contribute in class!”

“You have to think for yourself! The teacher won’t do that for you!”

Please contact your child’s **current** English teacher with any questions, comments, or concerns about choosing the Pre-Advanced Placement English class for your child. It is very important that you and your student select courses for next year with careful consideration. **MAY 1ST will be the absolute deadline for any student or parent to request level changes.** This must be done through **written communication** with the data processing office at Bowie. **After MAY 1ST requests for level changes (Pre-AP to academic) will not be considered until a student has been in the Pre-AP class for two weeks. Such requests will then go to committee for review and decision.** It is important that students learn to face challenges and that they understand the meaning of commitment. Furthermore, students’ course selections determine the master schedule, the hiring and reassignment of teachers, and the purchase of classroom materials, so we will strictly adhere to these deadlines.

With their signatures on the James Bowie High School Course Contract, parents and students acknowledge their understanding of the commitment required to succeed in this course.

**Bowie High School In-Coming Freshmen
PRE-AP ENGLISH I Summer Reading REQUIRED Assignment**

You will be tested over your chosen book the first week of school. The test will require quoted textual evidence, and you will be able to use your annotated book to help you. You will turn in your annotated book when you take the test; you will not be able to bring in notes on paper. Everything must be written in the book. You cannot share the book with another student; you must have your own annotated book! This is a REQUIRED assignment for all pre-AP English I students. You have all summer to get it done. No excuses accepted!

CHOOSE ONE:

Colors of the Mountain by Da Chen

Autobiography of a Face by Lucy Grealy

Barefoot Heart: Stories of a Migrant Child by Elva Trevino Hart

Warriors Don't Cry: Searing Memoir of the Battle to Integrate Little Rock by Melba Patillo Beals

HOW TO ANNOTATE (half of this test grade will be based on your annotated text):

1. At the top of the page or on a post-it, mark the important **plot events**. Every page will NOT necessarily be marked.
2. Be sure to figure out any **unfamiliar words** through context or by using a dictionary. You can write the definitions right in the text for yourself.
3. Highlight and mark for yourself words and phrases that help describe the **personality of characters**. Note your ideas about the characters right in the text (personality, motivation, fears/dreams, etc.).
4. Highlight and mark for yourself any **conflicts** that occur with the main character (protagonist). Note your ideas about these conflicts in the text (who/what is involved, attempts to resolve conflicts, etc.).
5. Highlight and mark for yourself any **symbolism** and note your ideas in the text as to what abstract concepts these tangible objects may represent.
6. **Don't mark too much.** If you mark everything, nothing will stand out!
7. Once you are completely finished reading the book and annotating, pick the **three most important thematic statement(s)** from the list below that your book addresses. Fill in the blanks as appropriate for your book. Write those themes on an inside cover or any blank pages of your book AND find **supporting evidence from the text** to support your ideas. Mark those supporting passages with post-its:
 - a. A just individual has obligations toward society.
 - b. A just society has obligations it owes to an individual.
 - c. Individual freedom is limited by _____.
 - d. An individual can develop methods for judging right from wrong.
 - e. _____ kind of government is effective.
 - f. Society must contend with the dichotomies presented by freedom and equality.
 - g. An individual can experience redemption through _____.
 - h. A society can experience redemption through _____.
 - i. The accumulation of money and power leads to a loss of spirituality.