

Pre-AP English I

Introduction: This course prepares students for entry into the Advanced Placement courses in the junior and senior years by challenging students to develop advanced skills in reading, composition, and oral communication. The grammatical, mechanical, and syntactical skills of language are taught within the meaningful context of the writing process.

Specific skills for success:

- Read and write with skill and insight at least two years above grade level
- Write fluently about sophisticated topics
- Enjoy reading classic literature
- Demonstrate effective listening skills
- Employ strong organizational and study skills

Out-of-class commitments:

An average of an hour of homework in preparation for outside assignment, including long-term reading/writing assignments, researching, and analyzing or interpreting text for tone, style, purpose, theme, etc.

Student comments:

- "To get an 'A' on a paper is hard. Tests require you to study in detail."
- "You have to have an open mind and look at things from a different point of view. Discussions require insight and perception."

Text:

- Vocabulary Workshop, Level D. Sadlier, 2012. Enriched Edition.
- Two novels to read this summer. *The Book Thief*, Markus Zusak. Knopf, 2005. *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*, Christiana Lamb and Malala Yousafzai.
(Summer reading must be completed to enter Pre-AP English.)

Activities:

- Read actively. Highlight words you do not know and define them. From the two novels you should come in with a minimum of twenty words including the following literary terms: diction, voice, first-person narrative, third-person narrative, narrator, theme, and connotation. (over)

Theme: To demonstrate your knowledge of a chosen novel from your reading list, choose one of the following projects.

1. Choose a container (be creative) and decorate it with details that are appropriate to the book. Inside the container place the following items: a. Ten questions that could be answered by someone who had read the book. Include answers on the back of the questions. Five of the questions can be fact based but the other five are to be thought questions that require at least a paragraph to answer. b. Five items that depict the story in some way. These may be actual items or pictures of items but they all are to have an explanation attached as to how they represent the story.
2. Make a video scene from the book. In writing give the details about what happens before and after the scene.
3. Design a comic strip that retells at least six separate sections of the novel. Each strip should be five to ten frames long. Include captions that explain the story well.

I have a **no cardboard rule**. Cardboard may not be used unless it is covered or painted. The quality of a project is important. Your container is not to be made from paper. This project is worth one hundred points.

You will present this on Day 2 of class.