

May 2020

Dear Parents:

Your student has requested the **Twelfth Grade AP** course for the upcoming school year. The purpose of this course is to offer promising students challenging work that will prepare them for Advanced Placement courses.

In the Alvin Independent School District, Advanced Placement English courses are offered to eleventh and twelfth grade students. Upon successful completion of course work, students may take AP examinations administered each year in May, and if successful, they will be awarded college English credit accepted by most universities. The Pre-AP courses offered in grades 6-10 develop reading, writing, and thinking skills necessary for success in AP courses. Reading selections for these courses represent concepts and/ or reading selections frequently cited on Advanced Placement examinations. Because these courses include works that are numerous and challenging, students are required to complete a summer reading assignment.

**In order to encourage students to take responsibility for their own learning, we assign summer reading so that students grapple with complex literature independently and formulate thematic ideas in isolation to share in a larger group setting.**

**Developing skills: focusing on thematic and symbolic ideas and focusing on author's craft rather than plot**

For the summer of 2020, your child **must read the following novel:**

**12<sup>th</sup> Grade AP English Summer Reading Assignment:**

***The Poisonwood Bible* by Barbara Kingsolver ISBN-13: 9780679745587**

**NOTE: If a student obtains an electronic copy of the book, it must be available for use IN CLASS during the first few weeks of school.**

**Please also see attached assignment to accompany book.**

Please encourage your child to complete this reading assignment in order to be prepared for an assessment at the beginning of the school year.

Thank you for your cooperation and continuing interest in your student's education.

Sincerely,

Shandar Hobbs  
Secondary ELA Director of Curriculum and Instruction

Glen Russell  
Secondary ELA Curriculum Coordinator

**Please sign and return to your student’s current English teacher.**

My child and I have received notice of the summer assignment for **Twelfth Grade AP** and will comply. We understand that the completion date for this assignment is **the first day of school**.

In the fall of 2020, my child will attend:

\_\_\_\_\_ Alvin High School

\_\_\_\_\_ Manvel High School

\_\_\_\_\_ Shadow Creek High School

Parent Printed Name \_\_\_\_\_

Parent Signature \_\_\_\_\_

Student Printed Name \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Current English Teacher’s Name \_\_\_\_\_

Campus \_\_\_\_\_

\*\*\* NOTE: If you do not wish to have your child enrolled in Pre-AP or AP English Language Arts, please contact the guidance counselor at your child’s school.

## SUMMER READING FOR ENGLISH IV-AP

### Assignment:

1. Create a “noticing chart” that focuses on what you, as a reader, notice about the author’s craft. There should be **10 “noticings” from each quarter of the book** for a total of **40 entries**; how those notes are distributed by chapter should reflect the significance of that chapter in that section of the book.
2. Organize/Categorize your noticings by thematic or symbolic idea.
3. Be prepared to discuss your ideas with insight in a large group setting upon returning to class in August.

### Example of a noticing chart for *The Heart of Darkness*

Page numbers	● Textual Evidence (literary technique)	● Connection/Implication of evidence	● Thematic or Symbolic Idea
7	“... cold, fog, tempests, disease, exile, and death, -- death skulking in the air, in the water, in the bush. (asyndeton, personification)	Death is personified in this passage because it is everywhere in the Congo. People die tragically here. The list gives a sense of the inevitability of tragedy.	Tragic death is almost inescapable in primitive areas.
11	“As I looked at the map of it in a shop-window, it fascinated me as a snake would a bird – a silly little bird.” (simile)	Marlow is traveling to a primitive area of the world. The snake imagery is reminiscent of the Garden of Eden, the place of primal/original sin.	The snake symbolizes the power of the Congo, and Marlow symbolizes all men who are tempted or charmed by power.
14	“Two women, one fat and the other slim, sat on straw-bottomed chairs, knitting black wool.” (mythological allusion)	The people who work for the Company are mysterious to Marlow. These two are knitting the fates of the men who join the Company to travel to the Congo.	The women are symbolic of the Greek Fates who spin the thread of the lives of all humans.
54	““To tear treasure out of the bowels of the land was their desire, with no more moral purpose at the back of it than there is in burglars breaking into a safe.” (analogy, personification)	The Congo is like a human being disemboweled, but the Company does not care how it is being damaged by the Europeans. Their greed makes them deaf to the cries of the Congolese.	Greed causes men to act immorally.