

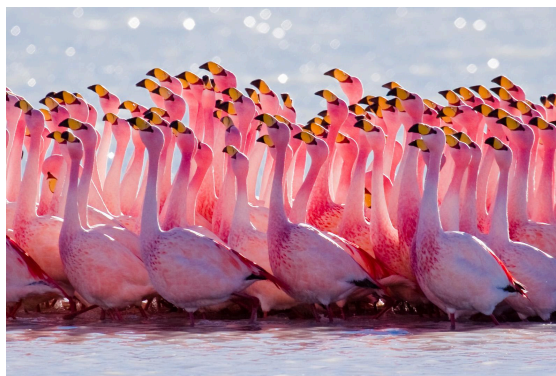
Hello Scholars,

Welcome to 2024-2025 AP Language and Composition! This is an English class unlike any other---this year, you will be challenged to grow in reasoning, argument, and critical thinking skills while experiencing some great works of nonfiction and American fiction. We will focus on traditional texts, like full-length novels, but we will also look at a variety of other essays, Scripture, podcasts, documentaries, TED Talks, news articles, scientific journals, films, interviews, and speeches.

All of this to say: you will definitely be busy this year! However, “AP” does not necessarily equal more or unrealistic work...it is just a different type of work and thinking. This is considered a college level course, and you will be challenged with the maturity and thoughtful approach that a university class requires. Additionally, we will work diligently to prepare for the AP exam next May.

That said, our course will be a great time to build a little [community](#) inside of our larger school. Hopefully by the end of the year, you will have had a great time while also reading and analyzing great literature, and you will feel prepared to slay the AP Lang. exam. More than that, I hope that you take the ideals and skills of our course and utilize them to serve the Lord in your chosen paths.

This document has the summer reading and assignments listed. All materials are due by the first day of class unless otherwise indicated, and please contact Mrs. Dixon if you have any questions in the meantime! Have a great summer and take some time to enjoy these works.



Summer HW and Assignments list

1. Choice Memoir reading (**READING AND BOOK TALK**)
 - a. Read, annotate as needed, and prepare for a book talk with your teacher during the first weeks back of class.
 - i. Note---please use the regular (not YA/abridged version) of your book, if there is one. You may also choose a copy available as an ebook, an audio book, and free to borrow at the Library (note: the Libby app is a great, free option if you'd prefer the digital or audio).
 - b. Be ready for me to talk with you and ask you questions. It will be pretty obvious (and an easy 100%) if you actually read.
 - i. If you didn't...get ready for your grade to crash and burn the first week back, and then we'll move along. Still, I want you to start the semester on a stronger note! :).
 - ii. Also...a loving reminder that I have access to the same summary sites and movies that you do.
 1. Will schedule/sign up during the first few classes.
2. Film Recap: viewing and reflection questions (**JOURNAL ENTRIES**)
 - a. Choose **ONE** of the three recommended films to critically view and evaluate.
 - b. Complete a 'says/does/because' (500 words minimum) to reflect on the film that you chose.
 - i. Due on first day of school (via Canvas Submission)

2024-2025 Summer Reading
Memoir Choice

'TURN' IN/ASSESSMENT: A book talk with your teacher during the first few weeks of school.

Your assignment for this summer reading nonfiction novel is to read, understand, and take great notes on a memoir of your choice from the following list.

- Choose a nonfiction text that you feel like you will enjoy.
 - Borrowing from the library, Libby app, audio, ebook, etc. are all fine options (in addition to just ordering the physical copy – new or used is great!).
- Please update [this Google Sheet](#) with your book selection
- Read it in its entirety and take necessary notes.
 - Remember – watching the movie instead of reading the book doesn't count. It's fine to view a film, too – but not *instead* of!
- You will bring your book to and complete a book talk with Mrs. Dixon as your first major grade of the quarter.

Memoir Options (choose ONE):

- | | |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> <i>Just Mercy</i> by Bryan Stevenson <input type="checkbox"/> <i>Educated</i> by Tara Westover <input type="checkbox"/> <i>Night</i> by Elie Weisel <input type="checkbox"/> <i>Becoming</i> by Michelle Obama <input type="checkbox"/> <i>When God Doesn't Fix It</i> by Laura Story | <ul style="list-style-type: none"> <input type="checkbox"/> <i>We Were the Lucky Ones</i> by Georgia Hunter (not technically a memoir, but written about her family's real experience in WWII - very different than any other WWII book you've read... reads like fiction and offers multiple character's viewpoints) <input type="checkbox"/> <i>Gifted Hands</i> by Ben Carson |
|--|--|

*Note – none of these memoir options were chosen at random. Most of them have a 'higher' level of writing, style, and vocabulary than some other popular memoir options on the shelves right now. They also are from a range of diverse authors (socioeconomic backgrounds, genders, political views, racial experiences, and even religious upbringings).

**Note – many of these texts DO have difficult content in the form of life events, language, abuse, cultural problems, stereotyping, racism, etc. If these were films, then they would range from PG-R ratings. Please consult your parents, Mrs. Dixon, and book reviews to make a discerning choice for you and your own comfort level.

Mrs. Dixon has read ALL of these and will know if you read them or not and/or watched the movie/show adaptation.

2024-2025 Summer Assignment
Film Choice: Recap and Reflection

This summer, please watch **ONE** of these three works and complete the reflection questions as a short film recap. We will reference these works as we go throughout the school year.

Please note: I have not provided links to these. You can borrow from the library, rent or purchase for a small fee online, or use most of the streaming services (i.e. Prime, Netflix, Hulu, YouTube TV, etc.) to access these. Do so in a legal and responsible way (no pirated viewing here!). Consider purchasing/renting the film of your choice in lieu of having to buy another book. Additionally, if you or your parents have a concern about a particular film, then please don't hesitate to reach out.

- *The Great Debaters* ([Common Sense Media review](#) – PG-13)
- *In Search of Greatness* ([Common Sense Media review](#) – PG-13)
- *The Founder* ([Commons Sense Media review](#) – PG-13)

Reflection Questions for your film (500 word minimum – category headings are fine)

- [Teacher sample](#) for *The Princess Bride*
- SAYS: After watching, what is this film/ documentary about? What would you say is/ are the main message(s) of this work?
- DOES: How does the director and editing crew craft this message?
- BECAUSE: Why do you think the “does” section is completed in this way? What impacts might this have on the specific viewing audience?
- YOUR THOUGHTS: Did you like this particular piece? Why or why not? Give a few specific examples to support your thinking.

Play by the rules

- Due via Canvas submission by 11:59 p.m. on the first day of class
- MLA Format (TNR, size 12, double spaced)
- Reflection Questions may be bulleted into a SAYS/DOES/BECAUSE/YOUR THOUGHTS section for each film (it doesn't need to 'flow' like a normal 5 paragraph essay).