

HCPS IBMYP **Eighth Grade** Language and Literature

2018 Summer Reading

The Inquisitive Quest

Your journey as an IB student has been full of surprises, challenges, and new endeavors. You'll find even more excitement around every corner in eighth grade as you refine your linguistic and literary skills. It is time to investigate the world of literature and IB by reading a **variety of great books** this summer that you **choose with the help of a parent or adult**. As you complete the activities to document your discoveries, consider your understanding of the Global Contexts and Learner Profile traits. Follow the steps below as you embark on your inquisitive quest!

READ! Reading during the summer is a great way to keep your mind active and growing while you are away from school. Your goal is to read 20 minutes each weekday. Studies show that strong readers naturally spend more time in daily reading.

You will have one required novel (see section below) and can use the following resources to help you find appropriate additional novels:

- [Virginia Reader's Choice](#)
- [YA Books Central](#)
- [Teen Reads](#)
- [Online Book Recommendations](#)

On the [attached Reading Log](#), keep track of the texts you read daily (these can be novels, biographies, articles, blogs, and so on). For each text you read, identify a [Global Context](#) that you think connects to the text in some way and explain why.

The Reading Log counts as a quiz grade and is due in English class on September 20/21, 2018.

REQUIRED READING: All rising IB eighth grade students MUST read the book below and be prepared to complete multiple in-class activities centered around this novel.

The Outsiders by S. E. Hinton

On the attached Reading Log, identify a Global Context that you think connects to the plot and characters of *The Outsiders*, and why. We encourage you to purchase the book, and we require that you annotate it as you read ([suggestions for annotating](#)). If you are unable to purchase the book, record your annotations on a digital or paper-based Reader's Journal as you read. Be prepared to share your annotations with the class.

CHOOSE YOUR ADVENTURE: Select ONE of the novels from your reading log--you may NOT use *The Outsiders* for this task. Complete one of the activities below.

Choose **ONE** of the following activities and complete it thoughtfully as you focus on the IB Learner Profile traits:

- **Identity Brochure:** Design a tri-fold brochure to highlight the characters in the novel. Create a title panel. Then create 4 separate panels for 4 characters, emphasizing how direct or indirect characterization reveals which Learner Profile trait each character is exhibiting. In addition, the back panel should be your insightful interpretation of the Global Context you chose.
- **A TV News Report:** Pretend you are a TV reporter reporting on the major conflict in the novel. Within your report, you must discuss how the plot elements (introduction, rising action, climax, falling action, resolution) played a part in this particular scene of the novel. Discuss elements of the Global Context you chose in your news report. Videotape your newscast and save it to your computer. Once you return to school, you will upload it to a folder in Schoology. Include a typed transcript of your news report.
- **Cause & Effect Website:** Design a cause & effect website for your book. On the website you should identify five cause & effect relationships in the novel. Discuss which Learner Profile traits the characters exhibited during these events. Then reveal how the effects would have changed if the character had displayed a different Learner Profile trait. Include details specific to the novel. The design of the website should reflect the setting of the novel.

This activity will be scored as a quiz grade using the rubric provided.

Due in English class on September 20/21, 2018.

GRADING: IBMYP Language and Literature

Criterion D: Using Language

When you are writing the key components of your brochure, TV news report, website, or Reader’s Journal, take care to use appropriate vocabulary, correct grammar and spelling, and clearly understood sentences. Try reading your writing aloud and getting a second person to proofread it for you. To achieve the highest grade, you should use interesting and varied vocabulary words, have very few errors in your grammar and spelling, and convey a clear message.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. uses a limited range of appropriate vocabulary and forms of expression ii. writes and speaks in an inappropriate register and style that do not serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication iv. spells/writes and pronounces with limited accuracy; errors often hinder communication v. makes limited and/or inappropriate use of non-verbal communication techniques
3–4	The student: <ol style="list-style-type: none"> i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression ii. sometimes writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication v. makes some use of appropriate non-verbal communication techniques
5–6	The student: <ol style="list-style-type: none"> i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently ii. writes and speaks competently in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication v. makes sufficient use of appropriate non-verbal communication techniques
7–8	The student: <ol style="list-style-type: none"> i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a consistently appropriate register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective v. makes effective use of appropriate non-verbal communication techniques

Conversion of IB Scores to HCPS Grades for Rising 8th Graders

IB Score	HCPS Score
8	100%
7	95%
6	90%
5	85%

IB Score	HCPS Score
4	80%
3	75%
2	70%
1	65%

Name: _____
 Teacher: _____
 Block: _____

Due: **During English class on September 20/21, 2018**

2018 Summer Reading Log

Title/Author	Date finished	Parent Signature
(REQUIRED) <i>The Outsiders</i> by S.E. Hinton	<i>*before the first day of school!</i>	
Which Global Context relates best to this book and why?		
(REQUIRED: Novel of your choice) Title/Author	Date finished	Parent Signature
Which Global Context relates best to this book and why?		
Title/Author	Date finished	Parent Signature
Which Global Context relates best to this book and why?		
Title/Author	Date finished	Parent Signature
Which Global Context relates best to this book and why?		
Title/Author	Date finished	Parent Signature
Which Global Context relates best to this book and why?		

** Please copy/paste the chart as many times as you need. You are expected to read 20 minutes per day!*

IB Global Contexts

Global context	Focus question(s) and description
Identities and relationships	<p>Who am I? Who are we?</p> <p>Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p>
Orientation in time and space	<p>What is the meaning of “where” and “when”?</p> <p>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.</p>
Personal and cultural expression	<p>What is the nature and purpose of creative expression?</p> <p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>
Scientific and technical innovation	<p>How do we understand the world in which we live?</p> <p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>
Globalization and sustainability	<p>How is everything connected?</p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>
Fairness and development	<p>What are the consequences of our common humanity?</p> <p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>

How to Create Meaningful Annotations

- If the book belongs to you, you may write in the margins. Otherwise, use sticky notes or keep a digital or paper log (with page numbers). **For The Outsiders, create at least TWO annotations for each chapter as you read.**
- Notice the writer's choice of words and literary techniques.
- Look for literary devices - label them and provide their meaning or purpose. For example, look for:
 - figurative language (similes, metaphors, personification)
 - imagery
 - symbols
 - characterization
 - foreshadowing
- Keep annotations short and sweet. Use your own shorthand if it helps.
- Begin your annotations with verbs that demonstrate your analysis (see list below)
- Mark passages or words that seem to jump out at you because they suggest an important idea or theme.
- Mark things that puzzle, intrigue, please, or displease you. Make connections to other text, pop culture, or world news. Ask questions; make comments. Talk back to the text!
- Note: Though not necessary, it may be helpful to write a bulleted list of key plot events at the end of each chapter to summarize what happened. It not only helps you remember what you read, but you'll also notice patterns and make connections to earlier sections. It helps you create a convenient record of the whole work.

Helpful Verbs for Annotations

demonstrates, symbolizes, represents, shows, reveals, connects to, connotes, implies, conveys, describes, refers to, defines, compares with, contrasts with, creates, compares to, signifies, reflects, explains why, and so on . . .