

# HCPS IBMYP **Eighth Grade** Language and Literature

## 2020 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 at least two great books this summer. 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 IT

**REQUIRED READING:** All rising IB eighth grade students **MUST** read the book below, annotate as you go along, complete the IB Global Contexts Reading Log, and be prepared to share your annotations with the class in September.

*The Outsiders* by S. E. Hinton

#### DOCUMENT YOUR DISCOVERIES

- On the attached Reading Log, identify an IB Global Context that you think connects to the plot and characters of *The Outsiders*, and why. We encourage you to obtain a personal copy of the book if possible, and we require that you annotate it as you read (see "How to Create Meaningful Annotations" attached). If you are unable to obtain your own copy of the book, record your annotations on a digital or paper-based Reader's Journal as you read. Be prepared to discuss your annotations with the class.

#### READ IT

**CHOOSE YOUR ADVENTURE:** With the help of a parent or adult, select and read at least ONE additional book from the list below. Remember, the second book you read **MUST** come from this list and should not be one you have read before. Be sure to continue to document your reading connections on the Global Contexts Reading Log. Visit [Common Sense Media](#) with your parent/adult for independent ratings and reviews of the books before you make your selection.

*Internment* by Samira Ahmed  
*All American Boys* by Brendan Kiely and Jason Reynolds  
*Counting by 7s* by Holly Goldberg Sloan

*The Book Thief* by Markus Zusak  
*Orbiting Jupiter* by Gary Schmidt  
*Red Queen* by Victoria Aveyard

#### DOCUMENT YOUR DISCOVERIES

- A. **DO THIS:** Continue to keep track of your daily reading on the Global Context Reading Log by identifying a Global Context that you think connects to the text in some way. Explain why.
- B. **THEN DO THIS:** 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 Identities & Relationships question, "How is individual identity determined?"
  - **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 Identities & Relationships in your news report (i.e. *How does a character think and act? How is a character changing? How does a character look after himself and others?*) Videotape your newscast and submit it digitally to your teacher in September. 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.

#### Book It!

Consider getting gently used copies of the books from friends or family, book nooks, and used book stores. Or, check them out in print or digitally when available from your local library. New copies are available in many bookstores and online as well.

**IBMYP Language and Literature**  
**Criterion D: Using Language**

**SCORING**

**Use the IB rubric below to guide you through the completion of the Global Context Reading Log (for *Outsiders* and the second book you chose from the list provided), as well as the second book's brochure, TV news report, or website.**

When you are developing and writing the key components of your reading log *and* your brochure, TV news report, or website, 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 for you. *To reach the highest achievement level, you should use interesting and varied vocabulary words, have very few errors in your grammar and spelling, and convey a clear message.*

**Your teacher will provide feedback on your work using the IB rubric provided below.**

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

**DUE DATE**

All assignments are due **September 17/18, 2020**  
 in your Language and Literature Class

Name: \_\_\_\_\_  
 Teacher: \_\_\_\_\_  
 Block: \_\_\_\_\_

Due: **September 17/18, 2020**  
**in Language and Literature Class**

## 2020 Summer Reading Log

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

## **IB Global Contexts**

<b>Global context</b>	<b>Focus; question(s) and description</b>
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, 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 techniques - 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 . . .

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