

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

## 2018 Summer Reading

### The Adventure Continues!

Your quest for knowledge led you to many new encounters in sixth grade, and there is even more adventure to come in your IB expedition. This summer, we are excited to provide you with the opportunity to continue exploring the world of literature and the IBMYP.

If at all possible, complete the following work electronically and save as a Word or Google Doc.

<b>READ IT</b>	<b>REQUIRED READING:</b> All incoming IB seventh grade students <b>MUST</b> read the book below and complete the activity that follows.
<b><i>I Am Malala: How One Girl Stood Up for Education and Changed the World (Youth Edition)</i></b> by Malala Yousafzai and Patricia McCormick <i>Note: Check your copy to be sure that it is the YOUTH edition.</i>	
DOCUMENT YOUR DISCOVERIES (Required)	<ul style="list-style-type: none"> <li>● <b>Learner Profile Trait Chart</b> – As you read the book, choose the TWO learner profile traits that you feel the main character, Malala, best exemplifies throughout the story. Then, use the Learner Profile Trait Chart for <i>I Am Malala</i> (attached) to complete the following steps:             <ol style="list-style-type: none"> <li>1. List the primary Learner Profile trait you have selected in the top left box on the chart.</li> <li>2. Complete the <b>Evidence column</b> by writing <b>five</b> quotes (one from each section of the book) to support your Learner Profile selection. Be sure to include the page number for each quote.</li> <li>3. Complete the <b>Commentary column</b> using complete sentences to explain how each quote proves that Malala exemplifies the trait.</li> <li>4. Repeat the same process with the second Learner Profile trait you have selected.</li> </ol> </li> <li>● You will use the Learner Profile Trait Chart to complete an in-class assessment in the fall.</li> </ul>
Grading	The chart will be scored using IBMYP Language and Literature, Criterion A: Analyzing (see attached rubric) and will be converted into an HCPS quiz grade.

<b>READ IT</b>	<b>CHOOSE YOUR ADVENTURE:</b> With the help of a parent or adult, select and read additional books on or above your grade level from any genre. Your goal this summer is to read at least 20 minutes per weekday, so reading more than one additional book is likely. Reading during the summer is a great way to keep your mind active and growing while you are away from school because it helps develop your vocabulary, fluency, and comprehension. When you think about it, 20 minutes of reading a day can expose you to 1.8 million words a year and that translates into higher achievement in all subject areas!
DOCUMENT YOUR DISCOVERIES (Required)	<p>You can use the following resources to help you find appropriate additional novels:</p> <ul style="list-style-type: none"> <li>● <a href="#">Virginia Reader's Choice</a></li> <li>● <a href="#">YA Books Central</a></li> <li>● <a href="#">Teen Reads</a></li> <li>● <a href="#">Online Book Recommendations</a></li> </ul> <ol style="list-style-type: none"> <li>1. Fill out the attached <a href="#">reading log</a> as you read, getting parent signatures along the way.</li> <li>2. For each text you read, including <i>I Am Malala</i>, identify a <a href="#">Global Context</a> that you think connects to the text in some way and explain why.</li> </ol>
Grading	The reading log will count as an HCPS quiz grade.

<b>Due Date</b>	Both Assignments are due in English class on September 20/21, 2018.
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## Learner Profile Chart for *I Am Malala* by Malala Yousafzai and Patricia McCormick

Student Name: \_\_\_\_\_

<b><u>Learner Profile Trait</u></b> #1: _____	<b>EVIDENCE</b> (Direct quote from the text with page#)	<b>COMMENTARY</b> (Explain how this quote proves that Malala exemplifies this trait. Use complete sentences.)
Section 1		
Section 2		
Section 3		
Section 4		
Section 5		

**Learner Profile Chart for *I Am Malala* by Malala Yousafzai and Patricia McCormick - Page 2**

<p><u>Learner Profile Trait</u> #2: _____</p>	<p><b>EVIDENCE</b> (Direct quote from the text with page#)</p>	<p><b>COMMENTARY</b> (Explain how this quote proves that Malala exemplifies this trait. Use complete sentences.)</p>
<p>Section 1</p>		
<p>Section 2</p>		
<p>Section 3</p>		
<p>Section 4</p>		
<p>Section 5</p>		

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Block: \_\_\_\_\_

**Due: September 20/21, 2018 in English class**

## 2018 Summer Reading Log (QUIZ GRADE)

Complete the following chart for each book you read this summer. \*Only two entries are required to be read and logged (one for *Malala* and one for your additional book selection), but you may also log any other books you read over the summer as you fulfill your 20 minutes a day reading requirement!

If you read more than four books, you can log each of them by making an additional copy of this page.

Title/Author	Date finished	Parent Signature
<i>I am Malala</i> by Malala Yousafzai and Patricia McCormick	<i>*BEFORE THE FIRST DAY OF SCHOOL!</i>	
Which <a href="#">global context</a> relates best to this book and why?		
<b>Title/Author</b> (the book you selected for the 'choose your adventure' activity explained on the first page of the packet)	<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?		

## GRADING: IBMYP Language and Literature

### Criterion A: Analyzing

Criterion A focuses on the analytical process of identifying, understanding, and connecting textual elements as well as the author's purpose and choice of literary devices. Please use the rubric to check your attention to detail and support as you complete your assignments.

At the end of year 1, students should be able to:

- i. identify and comment upon significant aspects of texts
- ii. identify and comment upon the creator's choices
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. identify similarities and differences in features within and between texts.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> <li>i. provides <b>minimal</b> identification and comment upon significant aspects of texts</li> <li>ii. provides <b>minimal</b> identification and comment upon the creator's choices</li> <li>iii. <b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology</li> <li>iv. <b>identifies few</b> similarities and differences in features <b>within and between texts</b>.</li> </ol>
3-4	The student: <ol style="list-style-type: none"> <li>i. provides <b>adequate</b> identification and comment upon significant aspects of texts</li> <li>ii. provides <b>adequate</b> identification and comment upon the creator's choices</li> <li>iii. justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology</li> <li>iv. <b>identifies some</b> similarities and differences in features <b>within and between texts</b>.</li> </ol>
5-6	The student: <ol style="list-style-type: none"> <li>i. provides <b>substantial</b> identification and comment upon significant aspects of texts</li> <li>ii. provides <b>substantial</b> identification and comment upon the creator's choices</li> <li>iii. <b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology</li> <li>iv. <b>describes some</b> similarities and differences in features across and <b>within and between texts</b>.</li> </ol>
7-8	The student: <ol style="list-style-type: none"> <li>i. provides <b>perceptive</b> identification and comment upon significant aspects of texts</li> <li>ii. provides <b>perceptive</b> identification and comment upon the creator's choices</li> <li>iii. gives <b>detailed justification</b> of opinions and ideas with a range of examples, and thorough explanations; uses <b>accurate</b> terminology</li> <li>iv. <b>compares and contrasts</b> features <b>within and between texts</b>.</li> </ol>

### Conversion of IB Scores to HCPS Grades for Rising 7<sup>th</sup> Graders

IB Score	HCPS Score	IB Score	HCPS Score
8	100%	4	80%
7	95%	3	75%
6	90%	2	70%
5	85%	1	65%

## 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>