

Dear Parents:

Your student is enrolled in **8th Grade MAP Humanities** for the upcoming school year. The purpose of this course is to integrate history and ELA in a way that provides challenging work that will prepare students for Advanced Placement courses.

Advanced Placement English courses are offered to eleventh and twelfth grade students. Upon successful completion of coursework, 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 MAP Humanities course offered in grades 6-8, as well as the PAP 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.

The 2018 Alvin ISD MAP Humanities Summer Reading assignment will allow students to choose their own novels from a wide range of titles and lists. As a district, Alvin ISD believes that choice reading:

- Promotes a love of reading by allowing students to engage with texts that align with their interests, tastes, and values.
- Encourages students to interact with each other about their books in order to create rich literacy communities.
- Combats the gap in achievement most students incur due to summer reading loss.
- Gives students an incentive to read more which is the best known predictor of high reading success.

Students will be expected to **choose** and **read a grade-level appropriate novel** that has not been previously read. Then, students will **select** and **complete a project from a list of options** and **present this project** to their class at the beginning of the school year. The book **MUST** be a selection that has a connection to **one or more events or people in United States History**, since this is the history course within the Humanities block for **8th grade**.

If your student is having a difficult time finding a book that connects to United States History, they may select a novel from the following list:

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| <ul style="list-style-type: none">● <i>Time Enough for Drums</i> by Ann Rinaldi● <i>Johnny Tremain</i> by Esther Forbes● <i>Soldier's Secret: The Story of Deborah Sampson</i> by Sheila Solomon Klass● <i>Journal of Thomas Emerson, A Revolutionary War Patriot</i> by Barry Denenberg● <i>My Brother Sam Is Dead</i> by James Lincoln Collier● <i>Chains</i> by Laurie Halse Anderson● <i>The Keeping Room</i> by Anna Myers | <ul style="list-style-type: none">● <i>The Fifth of March</i> by Ann Rinaldi● <i>Franklin on Faith</i> by Bill Fortenberry● <i>April Morning</i> by Howard Fast● <i>The Fighting Ground</i> by Avi● <i>The Year of the Hangman</i> by Gary Blackwood● <i>Drums</i> by James Boyd● <i>Drums Along the Mohawk</i> by Walter Edmonds● <i>Cast Two Shadows</i> by Ann Rinaldi● <i>John Treegate's Musket</i> by Leonard Wibberly |
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The **MAP Humanities** course is more rigorous than on-level courses and is meant to prepare students for Advanced Placement courses in high school, so **students should make every attempt to choose a novel that challenges them in some way**. If you are unsure of whether or not a novel meets this criteria, these tools can help you and/or your student make a grade-level appropriate novel choice:

- Scholastic Book Wizard (<https://www.scholastic.com/teachers/bookwizard/>) (gives grade level range)
- Lexile level <http://www.lexile.com> (middle school/junior high lexile level should be between 860 and 1185)

Please encourage your child to complete this reading assignment in order to be prepared for their project presentation at the beginning of the school year. Thank you for your cooperation and continuing interest in your student's education.

Sincerely,
Charlotte Liptack
Secondary ELA Director of Curriculum and Instruction

Coylee Harness
Secondary ELA Curriculum Coordinator

Summer Reading Assignment

The assignment will be broken up into two parts: a project to accompany the book, and a book talk that the student will share with their class in the first weeks of the school year.

Part A - Book Project:

The student will be able to choose any of the following projects to complete, but they will all be assessed with the same rubric. Be sure to carefully read the rubric for specific expectations and elements that need to be included with all projects. **PLEASE REMEMBER THAT SUMMER READING FOR 8TH GRADE MAP HUMANITIES MUST INCLUDE A CONNECTION TO ONE OR MORE EVENTS OR PEOPLE IN UNITED STATES HISTORY.** Choose one of the following projects to complete:

- *Book Jacket* - Create a new book jacket for the book. Include an attractive cover, an engaging description of the book, information about the author, and other features to help advertise the book.
- *Book Review* - Write a review of the book. Your review should include personal insights about the book as well as two reviews from other sources and your commentary on those reviews.
- *Book Trailer* - Create a digital book trailer advertising the book. The goal of a book trailer, like the goal of a movie trailer, is to make the audience want to read the book. The student can use any technology they feel comfortable with, but it should include video, text, and music in an engaging way.
- *Breaking News Report* - Based on an important and exciting part of the book, create a "Breaking News Report" video acting like a newscaster reporting the event. The news report should reference important characters, background events, and other relevant information.
- *Collage* - Create a collage of a wide range of images connected to characters, events, themes, and other important aspects of the book. The collage should be accompanied by a written description of the piece, explaining the rationale for why different parts were included.
- *Diary/Journal* - From the point-of-view of one of the characters in the book, write several journal entries telling their perspective of the events of the story over time. Entries should be insightful, going beyond simple summaries of the events.
- *Front Page of a Newspaper* - Create a newspaper front page for the book. Creatively develop a name of the paper, date, price, location, articles with headlines, pictures, advertisements, classified ads, and other newspaper elements that relate to the book.
- *Paper Bag Book Report* - Fill a paper bag with at least 10 items that connect to characters, events, themes, or other important aspects of the story. Write a rationale for why each item was included and how it connects to the book.
- *Poetry Collection* - Write or find at least 5 poems which relate to a character, event, theme or other aspect of the book you have read. For each poem, write a one paragraph rationale regarding why you wrote or selected the poem.
- *Soundtrack* - Find at least 10 songs which relate to a character, event, theme or other aspect of the book you have read. For each song, write a one paragraph rationale regarding why you wrote or selected the song.

Part B - Book Talk:

During the first several weeks of school, the student will be expected to do a book talk for their class. With students presenting their book talks a couple at a time over these early weeks, all students will get to hear about a wide range of books that may interest them and lead to further reading. The book talk assignment will be described in further detail by the classroom teacher at the beginning of the year, but all book talks will include basic information about the book, what makes it worth reading, and the type of reader it would appeal to. The goal of an effective book talk is to make others want to read the book without spoiling it. For many students, sharing their book projects will be an effective way to also accomplish their book talk. **PLEASE REMEMBER THAT SUMMER READING PROJECTS FOR 8TH GRADE MAP HUMANITIES MUST INCLUDE A CONNECTION TO ONE OR MORE EVENTS OR PEOPLE IN UNITED STATES HISTORY. Due Date: September 4, 2018**

2018 MAP 8th Grade Summer Reading Rubric

	10 points or lower	15 points	20 points	25 points
Persuasive Purpose Achieved	The project shows no attempt to be persuasive, and it will need to be re-submitted for a grade.	The final project, when shared with other students, will persuade some of them to want to look into the book for themselves. The product demonstrates no consideration for their intended audience.	The final project, when shared with other students, will persuade most of them to want to look into the book for themselves. The product demonstrates some consideration for their intended audience.	The final project, when shared with other students, will persuade them to want to look into the book for themselves. The product demonstrates consideration for their intended audience.
Shows Knowledge of the Entire Book's Story Elements	The project does not directly refer to any of the bullet listed at right, AND/OR it shows no connection to one or more events or people in United States History. It will need to be re-submitted for a grade or receive a zero.	From the book, the final project shares interesting and important details about one of the following, or it provides only simple information about more than two: <ul style="list-style-type: none"> Setting Characters Conflicts from plot Theme/Message Writing style of the author AND <ul style="list-style-type: none"> A clear connection to one or more events or people in United States History 	From the book, the final project shares interesting and important details about three of the following, or it provides only simple information about more than three: <ul style="list-style-type: none"> Setting Characters Conflicts from plot Theme/Message Writing style of the author AND <ul style="list-style-type: none"> A clear connection to one or more events or people in United States History 	From the book, the final project shares interesting and important details about all five of the following: <ul style="list-style-type: none"> Setting Characters Conflicts from plot Theme/Message Writing style of the author AND <ul style="list-style-type: none"> A clear connection to one or more events or people in United States History
Presentation Delivery	<ul style="list-style-type: none"> No audience interest; no engagement No development of ideas present Could not determine point of presentation 	<ul style="list-style-type: none"> Loses audience interest; mostly presented without engagement Uneven pace, scattered ideas (reads from report) Unclear points of presentation 	<ul style="list-style-type: none"> Maintains audience interests throughout some of the presentation Some development of ideas present Clear on some points, but not as polished 	<ul style="list-style-type: none"> Maintains audience interests throughout presentation Clearly developed flow of ideas Clear and evident points of presentation
Polished Final Product	The project contains more than 10 conventional mistakes and no planning is evident. It will need to be re-submitted for a grade.	The final project features between 4 and 10 mistakes in these areas: <ul style="list-style-type: none"> Follows general grammar conventions Correct use of challenging and appropriate vocabulary words Book titles are always underlined. Little planning is evident throughout entirety of product. 	The project shows almost flawless conventional skills in these areas: <ul style="list-style-type: none"> Follows general grammar conventions Correct use of challenging and appropriate vocabulary words Book titles are always underlined. Some planning is evident throughout entirety of product. 	The project shows flawless conventional skills in these areas: <ul style="list-style-type: none"> Follows general grammar conventions Correct use of challenging and appropriate vocabulary words Book titles are always underlined Clear planning is evident throughout entirety of product.

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

*My child and I have received notice of the summer assignment for **8th Grade MAP Humanities** and will comply. We understand that the completion date for this assignment is September 4, 2018, the second Monday of school.*

In the fall of 2018, my child will attend:

_____ Alvin Jr. High

_____ Fairview Jr. High

_____ Harby Jr. High

_____ Manvel Jr. High

_____ Nolan Ryan Jr. High

_____ Rodeo Palms Jr. High

_____ McNair Jr. High

Parent Printed Name _____

Parent Signature _____

Student Printed Name _____

Student Signature _____

Date _____

Current English Teacher's Name _____

Current Campus _____

***Contact your zoned junior high's Advanced Academics Specialist with any questions or concerns.**