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Dear High School Freshmen and Sophomores,

The following pages contain a project based learning assignment for ELA. This is a guide to support you in engaging in the assignment so that you can have a product to share during the school year.

Step 1: Choose one of the Essential question topics based on your grade level in the chart middle of page 2.

Step 2: Choose reading materials (novels, journal/newspaper articles, magazine articles), which can be found online and students can use the Pearson "My Perspectives" resources as well. See resources bottom of page 3 through page 4. Consulting multiple sources can be useful as part of the writing process.

Step 3: Based on your essential question work alone or with your small group to develop questions to interview people to get feedback/multiple perspectives on your topic/essential question you chose.

Step 4: Make sure you have a novel or non-fiction(factual resource), find a poem that connects to your essential question along with 2 pieces of media, 2 newspaper articles/magazine articles, and a work of art or a graphic that aligns to your essntial question.

Step 5: After reading your sources and completing your interview pull up the literary essay resources and examples document to guide you with preparing for the writing process.

Step 6: Determine what kind of presentation you will do (powerpoint, video, spoken word, etc.)

Step 7: Reach out if you need support! Try your best, even if you end up with an outline for your essay that is better than nothing. It's also important to summarize what you have read just so that you don't get lost. Remember to read throughout the summer, log what you have read, read daily for 1 hour and journal daily based on the journal calendar.

Center for Advanced Studies & Pittsburgh Obama Summer Reading

In alignment with the Pittsburgh Public Schools' Strategic Plan & Pittsburgh Obama's School Improvement plan to increase proficiency in literacy for all students and to ensure students are equipped with the skills to succeed in college, career and life, students are required to complete summer reading in preparation for future College level IBDP coursework. This encourages students to continue their analysis of complex literature throughout the summer months, utilizing the skills they have acquired throughout the school year. In addition, the requirement provides students the opportunity to apply 21st Century Skills and to demonstrate their understanding of the world around them. The Summer Reading Requirements align with the thematic essential questions established in the 9th and 10th grade CAS & PSP English courses.

Topics and Essential Questions for Literary Analysis

The reading materials selected must align to <u>one</u> of the following topics and essential questions

9th Grade, English 1 CAS & PSP Topics and Essential Questions	10th Grade, English 2 CAS & PSP Topics and Essential Questions
American Voices: What does it mean to be American?	Inside the Nightmare: In what ways does fear/negative encounters transform or limit experiences?
Survival: What does it take to survive?	Outsiders and Outcasts: Do people need to belong?
The Literature of Civil Rights: How can words inspire change?	Extending Freedom's Reach: What is the relationship between power and freedom?
Star-Crossed Romances: Do we determine our own destinies?	All that Glitters: What do our possessions reveal about us?
Journeys of Transformation: What can we learn from a journey?	Virtue and Vengeance: What motivates us to forgive?
World's End: Why do we try to imagine the future	Blindness and Sight: What does it mean to see?

Assignment:
1. The student will select a topic of focus from the topics and essential questions listed in the table above. The student will choose reading materials based on the essential question they select, aligned to the reading requirements below.
2. The student will develop interview questions and seek multiple perspectives on the selected topic. The student must interview at least 3 people and incorporate the interview materials in their essay and presentation.
3. The student will complete a literary analysis essay (9th grade: 2-3 pages, 10th grade: 3-5 pages) responding to one of the essential questions listed above (rubric attached), using textual evidence from the texts read aligned to the topic: typed, double spaced, 1-inch margins, MLA format, title page, bibliography, 12pt font. The 1st version of the essay will be submitted to the teacher by **September 18, 2020**. The final version of the essay should be completed by the end of the 1st quarter.
4. The student will create a product, due **September 18, 2020** (refer to the Product Planning Guide.):
   ➢ Power Point presentations alone, will not satisfy the product component of Summer Reading.
   ➢ Students can complete the project in small groups however, each group member is responsible for their own essay. There should not be more than 3 people in a small group. **Students must adhere to all COVID-19 & CDC guidelines for Allegheny County and the state of PA during the completion the summer work. Virtual meetings are encouraged when working together in a group.**
5. The student(s) will present their project during the unit of study throughout the school year. Presentations should be 5-7 minutes long. (Please refer to the Creativity and Innovation Rubric for PBL.)

Summer Reading Requirements					
Selected topic and essential question:					
Reading Materials (required central text and 2 additional resources)			Required Student Produced Materials		
	Started	Completed		Started	Completed
Central Novel/Non-Fiction text (required)			Interview questions		
1 supporting poem			Interviews (3)		
2 pieces of media			Literary analysis essay		

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Product Planning Guide

2 supporting newspaper/magazine articles			Product/Project		
1 piece of art/graphic			Bibliography		

Students may select a product from this chart but are not limited to these options**.**

Visual/Artistic	Spoken	Written	Leadership	3D Models/ Blueprints
➢ Short film ➢ Advertisement/ propaganda exhibit ➢ Photo exhibit ➢ Mural ➢ Sculpture ➢ Political cartoons ➢ Mosaic ➢ Painting ➢ Web page ➢ Museum exhibit ➢ Blueprints ➢ Set design ➢ Musical performance ➢ Documentary	➢ Morning show ➢ Debate ➢ Podcast ➢ Spoken word ➢ Story telling ➢ Newscast ➢ Mock trial ➢ Song ➢ Simulation ➢ Panel discussion ➢ Guided tour ➢ Book Talk ➢ Forum ➢ Town hall	➢ Children's book ➢ Letter to the editor ➢ Newspaper article ➢ Brochure ➢ Poetry ➢ Comic book ➢ Story board ➢ Epic ➢ Family tree ➢ Flow chart ➢ Folktales ➢ Amendments	➢ Fundraising ➢ Grants ➢ Organize a campaign ➢ Join or establish an organization ➢ Service-learning project	➢ Inventions ➢ Vehicles ➢ Urban renewal ➢ Machine ➢ Robots ➢ Dioramas ➢ Computer program ➢ Scale models ➢ 3D Figures ➢ Analytical graphs ➢ Scientific instruments

*Adapted from Schoolwide Enrichment Model Resources by Joseph Renault

Restricted Book List

Students should select materials that are age appropriate and that abide by the District's Code of Conduct: https://tinyurl.com/codeofconductPPS. In addition, students should **not** read the following texts as they are part of their coursework for the upcoming school year.

The Joy Luck Club, Amy Tan	*Frankenstein*, Mary Shelley	*Jane Eyre,* Charlotte Bronte
The Hunger Games, Suzanne Collins	*The Scarlet Letter*, Nathaniel Hawthorne	*Wuthering Heights,* Emily Bronte
To Kill a Mockingbird, Harper Lee	*Things Fall Apart*, Chinua Achebe	*Call of the Wild,* Jack London
The Fault in Our Stars, John Green	*The Great Gatsby*, F. Scott Fitzgerald	*Gulliver's Travels,* Johnathan Swift
The Catcher in the Rye, J.D.Salinger	*Hamlet*, William Shakespeare	*Moby Dick,* Herman Melville
King Lear, William Shakespeare	*The Tragedy of Romeo and Juliet,* William Shakespeare	*The Tempest,* William Shakespeare
My Antonia, Willa Cather	*Great Expectations,* Charles Dickens	*Treasure Island,* Charles Sheffield
Lord of the Flies, William Golding	*Treasure Island,* Charles Sheffield	

Possible Resources

- ➢ Time MagazineNational Geographic
- ➢ Discover Magazine
- ➢ Popular ScienceCNN
- ➢ CNN
- ➢ Money Magazine

- ➢ Time : 100 Best Young Adult Books of All Time
- ➢ Carnegie Library Summer Reading Lists
- ➢ New York Times
- ➢ The Washington Post

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Possible Resources Continued

> [Pearson Realize](#):
>> o **Students in grade 10 have access** to the *Realize* portal through Clever, using their PPS username and password. Students will enter *Realize* and click "*myPerspectives* Plus ELA Grades 6-12". From there, the students will select "Digital Library". Students have free access to books listed by title alphabetically.
>> o **Students in grade 9 and Non-PPS students(or grade 10 if you forgot your PPS username & password)** enrolling in PPS the fall of 2020-2021 can access the account using the following login:
>>> www.pearsonrealize.com
>>> UN: PPSELA@PA
>>> PW: Pearson1
>> o Students will enter, scroll to the bottom and click "*myPerspectives* Plus ELA Grades 6-12". From there, the students will select "Digital Library". Students have free access to books listed by title alphabetically.
>> o The suggested unit alignment is included in the table below, but students may be able to align the text with another unit topic. **These are suggested novels and Pearson is one possible resource**.

> The PPS Librarians have also created a Reading Corner while we have been out of school as a resource for parents and families. https://www.pghschools.org/readingcorner. They have created videos on how to access ebooks and obtaining a Carnegie Library Card.

> There is also this link that the Carnegie Library has created on Race and Social Justice reading materials https://www.carnegielibrary.org/staff-picks/always-available-on-hoopla-race-and-social-justice-nonfiction/

Grade 9

Title	Author	Suggested Unit Alignment
Trifles	Susan Glaspell	**Unit 1:** American Voices
Captains Courageous	Rudyard Kipling	**Unit 2:** Survival
Autobiography of an Ex-Colored Man	James Weldon Johnson	**Unit 3:** The Literature of Civil Rights
Importance of Being Earnest	Oscar Wilde	**Unit 4:** Star Crossed Romances
A Midsummer Night's Dream (adapted version) Can access full text online if wanted instead: http://shakespeare.mit.edu/midsummer/full.html	William Shakespeare	**Unit 4:** Star Crossed Romances
The Reluctant Dragon	Kenneth Grahame	**Unit 5:** Journeys of Transformation
The Sleeper Awakes	H. G. Wells	**Unit 6:** World's End

Grade 10

Title	Author	Suggested Unit Alignment
Famous Modern Ghost Stories	Dorothy Scarborough	**Unit 1:** Inside the Nightmare
The Misanthrope	Moliere	**Unit 2:** Outsiders and Outcasts
The Narrative of the Life of Frederick Douglass	Frederick Douglass	**Unit 3:** Extending Freedom's Reach
Arabian Nights	Richard Francis Burton, translator	**Unit 4:** All that Glitters
The Island of Dr. Moureau	H. G. Wells	**Unit 5:** Virtue and Vengeance
Adventures of Sherlock Holmes	Arthur Conan Doyle	**Unit 6:** Blindness and Sight

> *The goal of the Summer Reading and Writing Assignment of the IBMYP program is to provide students with opportunities to demonstrate their understanding of Literary concepts in multiple formats; while allowing them to collaborate with peers and work independently as learners to develop 21st century skills that are needed for students to be life, college, and career ready learners. It is expected that students may have some difficulty & that is ok. Students should do their best as this is their first attempt on their own. This is only a first draft. You will receive additional support in the fall. The goal is to get started and do your best!*

CREATIVITY & INNOVATION RUBRIC for PBL (for grades 6-12)				
PROCESS				
Creativity & Innovation Opportunity at Phases of a Project	**Below Standard**	**Approaching Standard**	**At Standard**	**Above Standard** ✓
Launching the Project **Define the Creative Challenge**	• may just "follow directions" without understanding the purpose for innovation or considering the needs and interests of the target audience	• understands the basic purpose for innovation but does not thoroughly consider the needs and interests of the target audience	• understands the purpose driving the process of innovation (Who needs this? Why?) • develops insight about the particular needs and interests of the target audience	
Building Knowledge, Understanding, and Skills **Identify Sources of Information**	• uses only typical sources of information (website, book, article) • does not offer new ideas during discussions	• finds one or two sources of information that are not typical • offers new ideas during discussions, but stays within narrow perspectives	• in addition to typical sources, finds unusual ways or places to get information (adult expert, community member, business or organization, literature) • promotes divergent and creative perspectives during discussions	
Developing and Revising Ideas and Products **Generate and Select Ideas**	• stays within existing frameworks; does not use idea-generating techniques to develop new ideas for product(s) • selects one idea without evaluating the quality of ideas • does not ask new questions or elaborate on the selected idea • reproduces existing ideas; does not imagine new ones • does not consider or use feedback and critique to revise product	• develops some original ideas for product(s), but could develop more with better use of idea-generating techniques • evaluates ideas, but not thoroughly before selecting one • asks a few new questions but may make only minor changes to the selected idea • shows some imagination when shaping ideas into a product, but may stay within conventional boundaries	• uses idea-generating techniques to develop several original ideas for product(s) • carefully evaluates the quality of ideas and selects the best one to shape into a product • asks new questions, takes different perspectives to elaborate and improve on the selected idea • uses ingenuity and imagination, going outside conventional boundaries, when shaping ideas into a product • seeks out and uses feedback and critique	

		• considers and may use some feedback and critique to revise a product, but does not seek it out	to revise product to better meet the needs of the intended audience
Presenting Products and Answers to Driving Question **Present Work to Users/Target Audience**	• presents ideas and products in typical ways (text-heavy PowerPoint slides, recitation of notes, no interactive features)	• adds some interesting touches to presentation media • attempts to include elements in presentation that make it more lively and engaging	• creates visually exciting presentation media • includes elements in presentation that are especially fun, lively, engaging, or powerful to the particular audience

P R O D U C T

	Below Standard	**Approaching Standard**	**At Standard**	**Above Standard ✓**
Originality	• relies on existing models, ideas, or directions; it is not new or unique • follows rules and conventions; uses materials and ideas in typical ways	• has some new ideas or improvements, but some ideas are predictable or conventional • may show a tentative attempt to step outside rules and conventions, or find new uses for common materials or ideas	• is new, unique, surprising; shows a personal touch • may successfully break rules and conventions, or use common materials or ideas in new, clever and surprising ways	
Value	• is not useful or valuable to the intended audience/user • would not work in the real world; impractical or unfeasible	• is useful and valuable to some extent; it may not solve certain aspects of the defined problem or exactly meet the identified need • unclear if product would be practical or feasible	• is seen as useful and valuable; it solves the defined problem or meets the identified need • is practical, feasible	
Style	• is safe, ordinary, made in a conventional style • has several elements that do not fit together; it is a mish-mash	• has some interesting touches, but lacks a distinct style • has some elements that may be excessive or do not fit together well	• is well-crafted, striking, designed with a distinct style but still appropriate for the purpose • combines different elements into a coherent whole	

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Literary Analysis Rubric

Student Name: _____ **Teacher Name:** _____

Grade: _____ **Class / Content:** _____ **Date:** _____ **English Teacher:** _____

	4 (Advanced)	**3 (Proficient)**	**2 (Basic)**	**1 (Below Basic)**	**Score**
Focus	___Topic sentence/thesis statement clearly states a judgment, uses key words from the assignment, and addresses task and audience deliberately and specifically. ___Response supports the topic/thesis consistently throughout. ___Conclusion draws the reader back to the topic/ thesis in a unique and/or interesting way.	___Topic sentence/thesis statement states a judgment, uses key words from the assignment, and addresses task and audience appropriately. ___Response adequately supports the topic/thesis. Any wandering from the topic/thesis does not interfere with reading. ___Conclusion draws the reader back to the topic/thesis.	___Topic sentence is attempted but not clearly stated or easily identified; little recognition of task and audience. ___ Response is not consistent or drifts off topic at times. ___Conclusion attempted; does not draw reader back to the topic/thesis.	___Topic sentence is missing; recognition of task and audience is not evident. ___Response has no apparent focus and/or contains repeated shifts in topic. ___No conclusion or conclusion is disconnected from the topic/thesis.	
Content	___Evaluates the text through extensive analysis of literary elements, devices, structures, and/or author's craft/style. ___Judgment is supported with elaborate examples, explanations and/or evidence from the text (cited when appropriate). ___All text-based examples are accurate and reveal a thorough understanding.	___ Evaluates the text through analysis of literary elements, devices, structures, and/or author's craft/style. ___Judgment is supported with adequate examples, explanations and/or evidence from the text (cited when appropriate). ___All text-based examples are accurate and reveal an adequate understanding.	___Attempts to evaluate the text, but does not adequately analyze the literary elements, devices, structures, and/or author's craft/style; the literary analysis reads like a summary. ___Judgment needs additional support through examples, explanations and/or evidence from the text. ___ Text based examples are minimally accurate and reveal a basic understanding.	___Response does not evaluate the text. ___Judgment is unclear or inadequately supported with textual evidence. ___ Text based examples, if present, are inaccurate and reveal very little understanding.	
Organization	___Paper has a clear introduction, body, and conclusion which are deliberately and effectively organized into paragraphs. (When appropriate for assigned task) ___Ideas/key points are presented in a logical and highly effective order. ___Direct and subtle transitions are used within and between paragraphs to logically and effectively move the piece.	___Appropriate planner/graphic organizer ___Paper has a clear introduction, body, and conclusion which is organized into paragraphs. (When appropriate for assigned task) ___Ideas/key points are presented in a logical order. ___Appropriate transitions move the piece	___Planner/graphic organizer is incomplete. ___Introduction, body, and conclusion are attempted, but not clearly defined. ___Ideas/key points are not consistently presented in a logical order; the order of paragraphs are interchangeable ___Some transitions, but may be overly simplistic or minimal for the task and audience.	___No planner/graphic organizer ___Introduction, body, and conclusion are not evident. ___Ideas/key points, if present, are not presented in a logical order. ___Lacks appropriate or logical transitions	

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	4 (Advanced)	3 (Proficient)	2 (Basic)	1 (Below Basic)	Score
Style	___Sophisticated, engaging, and precise word choice ___Formal and informal language is used effectively (conversational, technical, etc.). ___Smooth, varied, and flowing sentences give the piece a polished feel.	___Appropriate word choice for task and audience ___Formal and informal language is consistent and appropriate for task and audience. ___Sufficient variety in sentence structure and in the way sentences begin	___Simplistic word choice ___ Formal and informal language is inconsistent and/or inappropriate for task and audience. ___Mostly simple sentences or sentences that begin the same way	___Inappropriate or unnecessarily repeated words and phrases ___Several inappropriate shifts between formal and informal language and/or the use of slang makes paper difficult to read. ___Many fragments and/or run-on sentences; several short, choppy sentences	
Conventions	___Very few errors, if any, in grammar, usage, spelling, capitalization and other punctuation; enhances reading ___Strong control of sentence formation; no interruption in flow ___Precise format is used for assigned task (letters, paragraphs, headings, etc.).	___Some errors in grammar, usage, spelling, capitalization and other punctuation; does not interfere with reading ___ Sufficient control of sentence formation; few, if any, fragments and run-ons ___Appropriate format is used for assigned task.	___Many errors in grammar, usage, spelling, capitalization, and punctuation; sometimes interferes with reading ___ Limited and/or inconsistent control of sentence formation; fragments and run-ons often interfere with flow. ___Format is partially followed for assigned task.	___ Filled with errors in grammar, usage, spelling, capitalization, and punctuation; extremely difficult to read ___ Lacks control of sentence formation; many fragments and run-ons repeatedly interfere with flow. ___Format is inappropriate for assigned task.	
				Total Score	

Essay Formatting	Points
Title Page	/
Typed Essay	/
Formatting (1-inch margins, 12 font, double-spaced)	/
Bibliography	/
MLA Citation	/
Total Points	/
Total Essay Points	/

Essay	Points
Literary Analysis	/
Organization	/
Total Essay Points	/

Product/Project	Points
Process	/
Product	/
Total Points	/