

Dear Parents:

Your student qualified for **6th Grade MAP Humanities** for the upcoming school year. The purpose of this course is to integrate Social Studies and ELA in a way that provides challenging work that will prepare students for Advanced Placement courses.

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. In addition, reading selections for these courses represent concepts and/or reading selections that have historically been cited on Advanced Placement examinations.

The 2019 Alvin ISD MAP Humanities Summer Reading assignment will allow students to choose their own novels, biographies, or autobiographical works 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, biography, or autobiographical work that has not been previously read, **and connects to the thematic topic of The Hero's Journey**. Using their chosen text, students will **complete a series of guiding questions** that will be utilized in a structured class discussion as well as a reflection piece at the beginning of the school year. In addition, the guiding questions will also be used to connect the student's novel, biography or autobiographical work to a world culture (past or present) as World Cultures is the foundation of 6th grade MAP Humanities.

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, biography, or autobiographical work that challenges them in some way**. If you are unsure of whether or not a specific text 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 in class discussion and written reflection at the beginning of the school year.

Thank you for your cooperation and continuing interest in your student's education.

Sincerely,

Charlotte Liptack
Director of Curriculum and Instruction,
K-12 Social Studies & 6-12 ELA

Tracie Lee
Director of Secondary Advanced Academics

Coylee Harness
6-8 ELA Curriculum Coordinator

Virginia Lively
K-12 Social Studies Curriculum Coordinator

Summer Reading Assignment

The assignment will be broken up into three parts: guiding questions to be completed during the summer, participation in a structured class discussion, and an in-class written reflection.

Part A - Guiding Questions:

The student will complete the guiding questions below **in note form using textual evidence**. Although these questions will be assessed with a rubric, this is not meant to be a formal paper or essay. Be sure to carefully read the rubric for specific expectations and elements that need to be covered in responding to the guiding questions. **PLEASE REMEMBER THAT SUMMER READING FOR 6TH GRADE MAP HUMANITIES INCLUDES A CONNECTION TO WORLD CULTURES. This connection will be addressed through the following guiding questions.**

Guiding Questions:

Provide text evidence to support each of your answers.

- Why would you consider the main protagonist/historical figure in your book a hero? What characteristics does the protagonist or historical figure in your book possess that befit a hero?
- What events or obstacles does the hero face that changes him/her? How did these events change the figure for the better?
- What major decisions or events affect the hero in your book?
- What connection(s) does the setting have to the hero's journey in your book?
- Based on text evidence, how do you think the events experienced by your hero tie into a historical event or culture? Where is that historical event or culture located (use the world map to label where the event or culture exist/existed).
- Lao Tzu once said "The journey of a thousand miles begins with one step." How does this quote relate to your hero and his/her journey?

Part B - Structured Discussion (Socratic Seminar):

During the first several weeks of school, the student will be expected to participate in a structured class discussion. As all students will contribute ideas and evidence from their individual text, all students will be exposed to a wide range of books that may interest them and lead to further reading as well as further analysis of the first grading period's thematic topic, **The Hero's Journey**. The structured discussion will be described in further detail by the classroom teacher at the beginning of the year, but will be based on student responses to the guiding questions completed during the summer.

Part C - Written Reflection:

A written reflection will be required after the structured conversation takes place in class. This will give students the opportunity to synthesize not only the information and reading completed over the summer, but also any new ideas analyzed during the structured discussion over the summer reading assignment.

Due Date: Week of September 3, 2019

Please sign and return to _____. (zoned junior high Advanced Academics Specialist)

*My child and I have received notice of the summer assignment for **6th Grade MAP Humanities** and will comply. We understand that the completion date for this assignment is the week of **September 3, 2019**.*

In the fall of 2019, 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 ELA Teacher's Name _____

Current Campus _____

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

2019 MAP/PAP Summer Reading

6th - 8th Grade Guiding Question Student Rubric

4	<ul style="list-style-type: none"> <input type="checkbox"/> I demonstrate a complete knowledge of my text through my answers to the guiding questions which include clear points of analysis based on my text (Analysis are thoughts that go beyond the words written in the text) <input type="checkbox"/> I have complete answers to all of the guiding questions, so I can participate fully in the Socratic Seminar at the beginning of the school year <input type="checkbox"/> I am prepared to offer 2 or more points of analysis, without prompting from my teacher, based on the answers to my guiding questions as I participate in the Socratic Seminar <input type="checkbox"/> I am prepared to offer clarification and/or follow-up to other students' points of analysis that are based on my own answers and understanding of the guiding questions and my text as I participate in the Socratic Seminar
3	<ul style="list-style-type: none"> <input type="checkbox"/> I demonstrate knowledge of the majority of my text through my answers to the guiding questions which include points of analysis based on my text <input type="checkbox"/> I have answers to a majority of the guiding questions, so I can participate in the Socratic Seminar at the beginning of the school year <input type="checkbox"/> I am prepared to offer at least 1 point of analysis without prompting from my teacher <input type="checkbox"/> I am prepared to listen actively to others' points of analysis, but my answers to the guiding questions lack the level of analysis needed to offer clarification and/or follow-up to other students' points of analysis. (Ex: Echoing the text with no original ideas or commentary beyond the words of the text)
2	<ul style="list-style-type: none"> <input type="checkbox"/> I demonstrate a partial knowledge of the text and guiding questions which include partial analysis of my text <input type="checkbox"/> I will go to the seminar with notes based on a few of the guiding questions, but I did not read my own text completely enough to finish the guiding questions <input type="checkbox"/> I am prepared to offer 1 point of analysis, but my incomplete responses to the guiding questions will require me to need prompting from my teacher during the Socratic Seminar
1	<ul style="list-style-type: none"> <input type="checkbox"/> I did not do the assignment, or did not answer the guiding questions completely enough to participate in the Socratic Seminar at school <input type="checkbox"/> I will go to the seminar with no notes based on the guiding questions, because I did not read a text