



The Scholars' Academy

An Accelerated College Preparatory School for Grades 6-12

27Q323, A Teaching and Learning Organization

"Technology Today, Smarter Tomorrow: Removing Time and Place from Teaching and Learning"

320 Beach 104 Street, Rockaway Park, NY 11694

www.schools.nyc.gov/schoolportals/27/Q323

Tel: (718) 474-6918

Fax: (718) 945-8958

Principal: Brian O'Connell

Assistant Principals:

Toni Marie Sorrentino, Michele Smyth, Scott Milczewski

Welcome to Grade Seven Humanities

Summer Performance Based Task

Focus Question: "How do characters' status as insiders or outsiders influence their actions, decisions, and relationships?"

Course: 7th Grade Humanities

Performance Based Task Description: Characters in literature often either belong to certain social groups or are considered outsiders, and this can influence their actions, decisions, and relationships. Over the summer, you will read *October Sky* by Homer Hickam and *The Light in the Forest* by Conrad Richter. As you read, consider how the social status of the characters (as either "insiders" or "outsiders") influences their actions, decisions, and relationships. You will complete two note-taking graphic organizers in order to write an essay in September that tackles the focus question as well as respond to several short-response questions. This assignment will be due September 13, 2013, and count in your first marking period humanities grade.

Task Steps and Requirements:

- This summer we expect you to read for 30 minutes every day to remain a strong and fluent reader
- You may read books of your choice; however you will also be required to read the following two books for our September writing assignment: *October Sky* by Homer Hickam and *The Light in the Forest* by Conrad Richter
- As you read the assigned novels, keep in mind the following focus question: "How do characters' status as insiders or outsiders influence their actions, decisions, and relationships?"
- Use the spaces provided to take notes about each character and their situations in the books
- Consider how being either an insider or an outsider influenced the decisions they made, their interactions with other characters, the problems they faced, etc.
- These notes will help you prepare for your first writing assignment when you return to school in September

Key Common Core Standards:

RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.11. Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections.

a. Make deliberate, personal, cultural, textual, and thematic connections across genres.

b. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).



The Scholars' Academy

An Accelerated College Preparatory School for Grades 6-12

27Q323, A Teaching and Learning Organization

"Technology Today, Smarter Tomorrow: Removing Time and Place from Teaching and Learning"

320 Beach 104 Street, Rockaway Park, NY 11694

www.schools.nyc.gov/schoolportals/27/Q323

Tel: (718) 474-6918

Fax: (718) 945-8958

Principal: Brian O'Connell

Assistant Principals:

Toni Marie Sorrentino, Michele Smyth, Scott Milczewski

Name _____ Class _____

Rubric for Grade 7 Humanities Summer Performance Based Assessment

<u>Criteria</u>	<u>Level 4</u>	<u>Level 3</u>	<u>Level 2</u>	<u>Level 1</u>	<u>Score</u>
Graphic Organizer: Using Evidence from the Text	In each category, scholars demonstrate thorough comprehension and analysis of the text by including at least 3 relevant and specific details.	In each category, scholars demonstrate basic comprehension and analysis of the text by including 1-2 relevant and specific details.	In each category, scholars demonstrate minimal comprehension and analysis of the text. Details may be present, but they are too general and lack relevance.	Analysis incomplete or missing entirely.	
Note taking Page: Demonstration of Understanding of the Focus Question, "How do characters' status as insiders or outsiders influence their actions and relationships?"	Scholars include at least 4 relevant and specific details of how each of the protagonists feels like an insider or outsider. They explain how the protagonists' inner feelings influenced the decisions they made.	Scholars include 2-3 relevant and specific details of how each of the protagonists feels like an insider or outsider. They explain how the protagonists' inner feelings influenced the decisions they made.	Scholars include 1 relevant and specific detail of how each of the protagonists feels like an insider or outsider. They explain how the protagonists' inner feelings influenced the decisions they made.	Details of how each of the protagonists feels like an insider or outsider are either too general or missing. Explanation of how the protagonists' inner feelings influenced the decisions they made is incomplete or missing.	
Spelling, Grammar, and Mechanics	Both the graphic organizer and note-taking sheet are virtually error-free .	The graphic organizer and note-taking sheet contain 2-3 errors , but the errors do not interfere with meaning.	The graphic organizer and note-taking sheet contain 4-5 errors in spelling, mechanics, and grammar.	The graphic organizer and note taking sheet contain more than 6 errors that interfere with meaning and comprehension.	
Legibility/ Neatness	Both documents are typed or neatly handwritten.	Both documents are fairly neat with 1-2 areas that are difficult to read.	Both documents lack neatness and are difficult to read.	Both documents lack neatness making it virtually impossible to read.	

Date:

Class:

Directions: As you read the assigned novels, keep in mind the following focus question: **“How do characters’ status as insiders or outsiders influence their actions, decisions, and relationships?”**

Use this note-taking page while you are reading the books *October Sky* by Homer Hickam and *The Light in the Forest* by Conrad Richter. Be sure to include text evidence (with page numbers) to help support your ideas. You may use additional paper if needed and an electronic version of this form can be found at:

<http://schools.nyc.gov/SchoolPortals/27/Q323/default.htm>

<i>October Sky</i>	<i>The Light in the Forest</i>
How does Homer Hickam fit the description of an <i>insider</i> or <i>outsider</i> in the novel?	How does True Son fit the description of an <i>insider</i> or <i>outsider</i> in the novel?
How did being an insider or an outsider influence Homer Hickam’s decisions? Use two examples from the text to support your response.	How did being an insider or an outsider influence True Son’s relationships with other characters? Use two examples from the text to support your response.

