



PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

*Frederick Douglass High School*

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**AN IB WORLD SCHOOL & HOME OF THE EAGLES**

*"Eagles Moving from Good to Great - A World Class School"*

## DP Language & Literature Year 1 & Year 2 Summer Reading Assignment SY 22-23

Summer Reading List: Choose ONE book from the list below.  
IF you want a CHALLENGE and love to READ, pick two books.

Book Title	Author
1. <i>Civil Disobedience</i>	Henry David Thoreau
2. <i>The Mis-Education of the Negro</i>	Dr. Carter G. Woodson
3. <i>The Bluest Eye</i>	Toni Morrison
4. <i>Persepolis</i>	Marjane Satrapi
5. <i>Flowers for Algernon</i>	Daniel Keyes
6. <i>The Perks of Being a Wallflower</i>	Stephen Chbosky
7. <i>Poet X</i>	Elizabeth Acevedo
8. <i>Frankenstein</i>	Mary Shelley
9. <i>The Prince</i>	Niccolo' Machiavelli
10. <i>The Alchemist</i>	Paulo Coelho

**\*\*Scroll down to page 2 to peruse the assignment options and remember to pick an option from list #1 AND list #2.**

**The written and oral presentation are due by Tuesday, September 6, 2022.**

**Assignment Options: You must pick ONE assignment from list #1 and ONE from list #2. Your assignment is due on Tuesday, September 6, 2022.**

**\*IF you have opted to read TWO books, then each assignment will be on a different book (i.e. list #1- book 1 and list #2-book 2).**

<p><b>List #1: Written Assignment</b> Submit via Summer Google Classroom</p> <p><b>Word Count: AT LEAST 800-900 words</b></p>	<p><b>List #2: Oral Presentation</b> FlipGrid Video</p> <p>Link to Flipgrid Prompt: YEAR 1 (rising 11th grade): <a href="https://flipgrid.com/75cc6a31">https://flipgrid.com/75cc6a31</a></p> <p>YEAR 2 (rising 12th grade): <a href="https://flipgrid.com/95ee321a">https://flipgrid.com/95ee321a</a></p> <p><b>Video length: 3 minutes</b></p>
<p><b>Character Diary Entry</b> -write from the perspective of one of the main characters.</p>	<p><b>Original Poem</b> -perform an original poem that you have written on a key theme from the novel.</p>
<p><b>Alternate Ending</b> -write a different ending for the novel.</p>	<p><b>Speech</b> -perform a speech that you have written on a call to action based on an issue presented in the book.</p>
<p><b>News Article</b> -write a news article about a key event from the novel.</p>	<p><b>Book Review</b> -perform a book review that you have written about your opinion about the novel.</p>
<p><b>Character Interview</b> -write a mock interview of you interviewing a character from the novel.</p>	<p><b>Dramatic Monologue</b> -perform a dramatic monologue that you have written from the perspective of one of the characters.</p>
<p><b>Speech</b> -write a speech from a character's point of view.</p>	<p><b>News Segment</b> -perform a news report on an event from the novel.</p>

**Review the rubrics for each assignment on the following page.**

### Written Assignment Rubric

Category	Advanced (22-25 pts)	Proficient (18-21 pts)	Basic (0-17 pts)
<b>Criterion A: Creativity</b> To what extent does the work show the student's creativity?	The task shows a <b>high level</b> of critical thinking and a <b>high degree of creativity</b> .	The task mostly shows an <b>adequate level</b> of critical thinking and an <b>adequate degree</b> of <b>creativity</b> .	The work shows <b>limited critical thinking</b> and <b>little or no creativity</b> . OR The work is NOT original and <b>does NOT reflect the student's original work</b> .
<b>Criterion B: Task &amp; Content</b> To what extent does the task show understanding of the topic(s) or text(s) to which it refers? How appropriate is the content to the task chosen?	The task shows an <b>excellent understanding</b> of the topic(s) or text(s) to which it refers. The content is consistently appropriate to the task chosen. The task shows an excellent understanding of the conventions of the text type chosen.	The task shows a <b>mostly adequate understanding</b> of the topic(s) or text(s) to which it refers. The content is generally appropriate to the task chosen. The task shows an <b>adequate understanding</b> of the conventions of the text type chosen.	<b>The work does NOT reach the standard.</b> OR The task shows a <b>superficial understanding</b> of the topic or text(s) to which it refers. The task shows <b>superficial understanding</b> of the text type chosen.
<b>Criterion C: Organization</b> How well organized is the task? How coherent is the structure? <b>NOTE: The word length is 800-900 words.</b>	The task is <b>effectively organized</b> ; the structure is <b>coherent and effective</b> .	The task is <b>organized</b> ; the structure is <b>generally coherent</b> .	<b>The work does NOT reach the standard.</b> OR <b>Little organization</b> is apparent; the task has <b>little structure</b> .
<b>Criterion D: Language &amp; Style</b> How effective is the use of language and style? How appropriate to the task is the choice of register and style ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and idiom appropriate to the task; register is assessed on the task itself.)	The use of language and style are <b>very clear and effective</b> , with a <b>very good degree of accuracy</b> ; <b>sentence construction and vocabulary are good</b> ; <b>the style is confident and the register effective</b> .	The use of language and the style are <b>generally clear and effective</b> , though there are some inaccuracies in grammar, spelling and sentence construction; <b>generally appropriate in register, style and vocabulary</b> .	<b>The work does NOT reach the standard.</b> OR There is <b>little clarity</b> and <b>multiple errors</b> that distract the reader.

**Total \_\_\_\_\_/100**

\*This rubric was adapted from the former IB DP written task 1.

### Oral Presentation Rubric

Category	Advanced (22-25 pts)	Proficient (18-21 pts)	Basic (0-17 pts)
<p><b>Criterion A: Knowledge and Understanding of the text</b> To what extent does the activity show knowledge and understanding of the text (s) and subject chosen for the oral activity? Does the oral presentation show awareness of the meaning of the text(s) in relation to the subject?</p>	<p>The activity shows <b>excellent knowledge</b> and understanding of the text(s) and <b>excellent awareness</b> of the significance of the text(s) in relation to the subject chosen.</p>	<p>The activity shows <b>adequate knowledge</b> and understanding of the text(s) and awareness of the significance of the text(s) in relation to the subject chosen.</p>	<p>The activity shows <b>limited knowledge</b> and little or no understanding of the text(s) and the subject chosen.</p> <p style="text-align: center;">OR</p> <p><b>The work does not reach the standard for the assignment.</b></p>
<p><b>Criterion B: Understanding of how language is used</b> To what extent does the oral presentation show understanding of the way language is used to create meaning? Does the oral presentation show an appreciation of how language and style are used to create a particular effect in the text?</p>	<p>The work shows an <b>excellent understanding of the way language</b> is used to create meaning. The appreciation of the use of language and style is <b>thorough and detailed</b>.</p>	<p>The work shows <b>adequate understanding</b> of the way language is used to create meaning and <b>adequate appreciation</b> of the use of language and style.</p>	<p>The activity shows <b>limited knowledge</b> and little or no understanding of the text(s) and the subject chosen.</p> <p style="text-align: center;">OR</p> <p><b>The work does NOT reach the standard for the assignment.</b></p>
<p><b>Criterion C: Organization</b> How well organized is the oral activity? How coherent is the structure?</p>	<p>The oral presentation is <b>effectively organized</b>; the structure is <b>coherent and effective</b>.</p>	<p>The oral presentation is <b>organized</b>; the structure is <b>generally coherent</b>.</p>	<p><b>The work does NOT reach the standard for the assignment.</b></p>
<p><b>Criterion D: Language</b> How clear, varied and accurate is the language? How appropriate is the choice of register and style? (“Register refers in the context to the student’s use of elements such as vocabulary, tone sentence structure and idiom appropriate to the oral presentation.)</p>	<p>The language is <b>very clear and entirely appropriate</b>, with a <b>high degree of accuracy in grammar and sentence construction</b>; the register and style are <b>consistently effective</b> and appropriate to the oral presentation.</p>	<p>The language is <b>mostly clear and appropriate</b> with an <b>adequate degree of accuracy in grammar and sentence construction</b>; the register and style are <b>mostly appropriate</b> to the oral activity.</p>	<p><b>The work does not reach the standard for the assignment.</b> OR The language is <b>rarely clear and appropriate</b> , with <b>many errors</b> in grammar and sentence construction and <b>little sense of register and style</b>.</p>

**Total \_\_\_\_/100**

\*This rubric was adapted from the former IB further oral activity.