



**DOVER HIGH SCHOOL
AND
REGIONAL CAREER TECHNICAL CENTER**



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Dear Honors Student:

June 8, 2017

Congratulations on the successful completion of middle school. We look forward to meeting you in the fall as you begin a challenging and productive year in the Honors Program at Dover High School.

There are two required texts and one essay assignment for the opening term of Honors English 9. The first required text is *I am Malala* by Malala Yousafzai, a memoir written by the youngest recipient of the Nobel Peace Prize detailing her fight for education. Either edition of the text will work. The second required text is *I Will Always Write Back* by Caitlin Alifirenka and Martin Ganda with Liz Welch, the story of how two young pen pals, one from a middle-class American family and one from Zimbabwe, changed each other's lives immeasurably.

You are required to bring one piece of writing with you on the first day of class, based on the following prompt:

Compare an essential theme of the two required summer reading texts and explore how that theme resonates with teenagers all over the world today. Make sure to explicitly mention the theme and incorporate textual evidence (quotes) from each of the required texts that support the theme. The essay should follow MLA format and be approximately 3 pages in length. The essay will be assessed using the Dover High School Synthesis rubric (see attached).

Bringing copies of the books to class is preferred.

Enjoy your summer!

Sincerely,

Mrs. Repucci
Ms. Tkaczyk

**Dover High School
Synthesis Rubric**

	Competent		Not Yet Competent	
	Advanced	Proficient	Developing	Beginning
Quality of Information	Draws ideas from multiple sources together seamlessly, incorporating textual evidence from each source. Reasons and explanation of connections are clear and thoroughly explained. Shows depth of thought by focusing on qualitative connections rather than superficial ones.	Draws on information from multiple sources. Shows multiple reasons to explain connection(s). Connections are original and insightful.	Includes references to multiple texts without clear synthesis of ideas. Connection between evidence may be weak or unclear, or may focus on superficial details. Evidence may be poorly selected or misrepresented.	Does not include evidence from multiple sources or may not connect the evidence in a meaningful way. Evidence may be weak, unclear, or missing. Connections between texts need further clarity or relevance.
Organization	Shows clear demarcation of paragraphs and a progression from the introduction to the body of the essay and a conclusion that enhances the argument.	Shows clear paragraphing and a logical flow of ideas from beginning to end.	Paragraphs may lack organization or mix multiple topics together. Ideas lack transitions between them or jump from one idea to the next.	Paragraphing may be weak or unmarked. Ideas may be difficult to follow or follow out of sequence.
Focus	Maintains a focus on the text, its details, and the ways the text builds toward a synthesis of ideas. Shows an ability to tighten focus on details.	Maintains a focus on the text and its details. Mentions main point clearly. Supporting details may be broad in nature.	Supporting details may deviate from the chosen topic at times.	The main idea is unclear or unstated. Focus is too broad or general to show a clear understanding.
Mechanics	All writing shows careful attention to grammar, usage, punctuation, and spelling rules and expectations of structured writing.	Any writing shows an understanding of grammar, usage, punctuation, and spelling with minor errors as exceptions.	Writing may show inconsistencies in usage, grammar, punctuation, and/or spelling. May deviate from expectations of structured writing.	Writing may show misunderstandings of proper grammar, usage, punctuation, or spelling through frequent errors or omissions that interfere with communication.

