



Paxon School for Advanced Studies

9th/10th Grade Summer 2021 Assignments

English Language Arts

Grade Level	Book Title	Author	ISBN
9 th Grade Honors	<i>The House on Mango Street</i>	Sandra Cisneros	9780679734772
IB Prep 9th	<i>Edith Hamilton's Mythology(Parts I-IV)</i>	Edith Hamilton	9780446574754 or 0446574759
10 th Grade Honors and IB Prep 10 (complete assignment as instructed in the document below. Glossary of terms for your reference is included in a separate document)	<i>Purple Hibiscus</i>	Chimamanda Ngozi Adichie	9781616202415 or 1616202416

World Languages

IB Prep Chinese 1	Please visit link for assignment: https://docs.google.com/document/d/1tcrlPgSzKtrrIDRpYK_d4LB-Wklk6LMsMAejRVWA84g/edit?usp=sharing
IB Prep Chinese 2	Please visit link for assignment: https://docs.google.com/document/d/1tcrlPgSzKtrrIDRpYK_d4LB-Wklk6LMsMAejRVWA84g/edit?usp=sharing

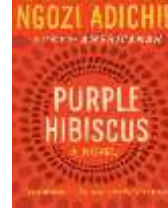
Social Studies

AP/Dual Enrollment World History	Complete assignment: Please see assignment below.
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***Please see documents below for 10th grade ELA and AP/Dual Enrollment World History.**

English II Honors/IB Prep II

Summer Reading Assignment



For school year 2021/2022, English II Honors sophomores are to **read *Purple Hibiscus* by Chimamanda Ngozi Adichie**. In addition to reading the text, students are to **annotate the text** as they read and **respond to the questions below**. The typed (12 pt., Times New Roman), printed responses will be due on the first day of class and will be graded. Your annotation style is your own, but failure to annotate will negatively affect your understanding of the text.

Your response to each numbered question should be a **well-developed paragraph**, with **supporting text evidence correctly cited in MLA format**. Responses should show that the student has *closely* read the text and reflect *deeper insights* about the text. The summer reading will play a major role in the first weeks of school and will be referenced throughout the year.

Please answer the following questions after reading *Purple Hibiscus*:

1. Who are the protagonists of the story? What are the conflicts - physical, intellectual, moral, or emotional? Decide whether the main conflict is between sharply differentiated good and evil or is more subtle and complex. How is the conflict developed by the author?
2. Does the plot have unity? How are individual episodes relevant to the total meaning or effect of the story? How would you describe the ending's impact on the reader?
3. Does the story have a theme? What is it? Does the theme reinforce or oppose popular notions of life? Does it furnish a new insight or refresh or deepen an old one? Explain your reasoning.
4. What point of view does the story use? Is it consistent? Whether consistent or otherwise, how is the point of view justified?
5. What symbols does the author use? How do the symbols carry or reinforce the meaning of the story?
6. How does the author incorporate color? How is color employed to express deeper meaning?

Criteria for Successful Annotation

Why Annotate?

- Annotate any text that you must know well, in detail, and **from which you might need to produce evidence that supports your knowledge or reading**, such as a book on which you will be tested.
- Don't assume that you must annotate when you read for pleasure; if you're relaxing with a book, well, relax. Still, some people—let's call them "not-abnormal"—actually annotate for pleasure(!).

Don't annotate other people's property, which is almost always selfish, often destructive, rude, and possibly illegal. For a book that doesn't belong to you, use adhesive notes for your comments, removing them before you return the text.

Tools: Highlighter, Pencil, and Your Own Text

1. **Yellow Highlighter**

A yellow highlighter allows you to mark exactly what you are interested in. Equally important, the yellow line emphasizes without interfering. While you read, highlight whatever seems to be key information. At first, you will probably highlight too little or too much; with experience, you will choose more effectively which material to highlight.

2. **Pencil**

A pencil is better than a pen because you can make changes. Even geniuses make mistakes, temporary comments, and incomplete notes. While you read, use marginalia—marginal notes—to mark key material. Marginalia can include check marks, question marks, stars, arrows, brackets, and written words and phrases (I do this often – asking questions of the text, making predictions, and generally jotting down my thoughts as the story progresses).

3. Create Your Own System

Create your own system for marking what is important, interesting, quotable, questionable, and so forth.

Suggestions for Annotation (merely suggestions – see #3 above):

Inside Front Cover: Major character list with small space for character summary and for page references for key scenes or moments of character development, etc.

Inside Back Cover: Build a list of themes, allusions, images, motifs, key scenes, plot line, epiphanies, etc. as you read. Add page references and/or notes as well as you read. Make a list of vocabulary words on a back page or the inside back cover if there's still room. Possible ideas for lists include the author's special jargon and new, unknown, or otherwise interesting words.

Beginning/End of Each Chapter: Provide a quick summary of what happens in the chapter. Title each chapter or section as soon as you finish it, especially if the text does not provide headings for chapters or sections.

Top margins: provide plot notes—a quick few words or phrases that summarize what happens here. Go back after a chapter, scene, or assignment and then mark it carefully. (Useful for quick location of passages in discussion and for writing assignments).

Bottom and Side Page Margins: Interpretive notes (see list below), questions, and/or remarks that refer to meaning of the page. Markings or notes to tie in with notes on the inside back cover.

Interpretive Notes and Symbols include:

- **Underline** or **highlight** key words, phrases, or sentences that are important to understanding the work.
- Write **questions** or **comments** in the margins—your thoughts or “conversation” with the text.
- **Bracket** longer, important ideas or passages (so that you don't have to highlight/underline long sections of text).
- Connect ideas with **lines** or **arrows**.
- Use a **star**, **asterisk**, or **other consistent symbol** in the margin to emphasize the most important statements in the book.
- Use **???** for sections or ideas you don't understand.
- Circle words you don't know. Define them in the margin; include a synonym to help you understand.
- Use **!!!** when you come across something new, interesting, or surprising.
- And other literary devices (see below).

Literary Device Annotations include:

- Use an **S for Symbols:** A symbol is a literal thing that also stands for something else, like a flag, or a cross, or fire. Symbols help to discover new layers of meaning.
- Use an **I for Imagery:** Imagery includes words that appeal to one or more of the five senses. Close attention to imagery is important in understanding an author's message and attitude toward a subject. Be sure to denote *what type* of imagery is being conveyed (e.g. visual, aural, touch, taste, etc.).
- Use an **F for Figurative Language:** Figurative language includes things like similes, metaphors, and personification. Figurative language often reveals deeper layers of meaning.
- Use a **T for Tone:** Tone is the overall mood of a piece of literature. Tone can carry as much meaning to the story as the plot does.
- Use a **Th – Theme:** In literature, a theme is a broad idea in a story, or a message or lesson conveyed by a work. This message is usually about life, society or human nature. Themes explore timeless and universal ideas. Most themes are implied rather than explicitly stated.
- Plot elements (setting, mood, conflict, etc.)
- **Diction** (effective or unusual word choice). If an author makes a choice with their words and that choice helps convey connotative meaning (meaning beyond the literal, e.g. “scurried” instead of “ran”), it's useful to annotate.

3. Your Own Text

As you mark, you begin to notice patterns the author has or where he or she deviates from a pattern and much of the work of a critical or analytical reader is noticing these patterns and variations. **Notice that annotations are meant to be more than a “scavenger hunt” for literary techniques and rhetorical devices.** Along with marking these you should comment on the effectiveness or significance of the device. It's great if you can detect alliteration in a passage, but that in and of itself is useless unless you can tell that this alliteration demonstrates the mental breakdown of the character, for example. It's amazing if you recognize the hubris of a character, but how does this instance differ from those occurring previously in the novel? Ultimately, literary analysis focuses on **author's intent/purpose** as well as the story. We'll return to author's intent/purpose throughout the entire year!

AP World/Dual Enrollment World History Summer Assignment

In preparation for AP/Dual Enrollment World History in the coming 2021-22 school year, please watch the linked videos and familiarize yourselves with the maps explaining the spread of world religions.

It may be useful for you to take down a few notes (in the notation style of your choice) while watching the videos. There will be assignments related to the summer homework at the beginning of the year.

VIDEOS

- *Heimler's History: AP World History*
 - "World History BEFORE 1200" (13:03 minutes)
<https://www.youtube.com/watch?v=MUM4WdjeN1E>
- *Crash Course: World History*
 - Buddha & Ashoka #6 (12:16 minutes)
https://www.youtube.com/watch?v=8Nn5uqE3C9w&list=PLBDA2E52FB1EF80C9_9&index=6
 - 2,000 Years of Chinese History! The Mandate of Heaven and Confucius #7 (12:11 minutes)
https://www.youtube.com/watch?v=yIWORyToTo4&list=PLBDA2E52FB1EF80C9_9&index=7
 - Christianity from Judaism to Constantine #11 (11:36 minutes)
https://www.youtube.com/watch?v=TG55ErfdaeY&list=PLBDA2E52FB1EF80C9_9&index=11
 - Islam, the Quran, and the Five Pillars #13 (12:52 minutes)
https://www.youtube.com/watch?v=Tpcbfxtdol8&list=PLBDA2E52FB1EF80C9_9&index=13
 - The Dark Ages...How Dark Were They, Really? #14 (12:07 minutes)
https://www.youtube.com/watch?v=QV7CanyzhZg&list=PLBDA2E52FB1EF80C9_9&index=14
- *World Religions*
 - Animated Map Shows How Religions Spread (2:35 minutes)
<https://www.youtube.com/watch?v=AvFI6UBZLv4>
 - The Five Major World Religions (11:09 minutes)
https://www.youtube.com/watch?v=m6dCxo7t_aE



Paxon School for Advanced Studies

11th/12th Grade Summer 2021 Assignments

English Language Arts

Grade Level	Book Title	Author	ISBN
AP Lang (11 th)	<i>The Joy Luck Club</i>	Amy Tan	9780143038092 or 0143038095
*IB 11 th	<i>Persepolis</i> <i>(TOK) The Immortal Life of Henrietta Lacks</i> Read the CAS Handbook and complete the Initial Personal Self-Review (located on the CAS page of Paxon's IB website)	Marjane Satrapi Rebecca Skloot	9780375714573 9781400052172
AP Lit (12 th)	<i>Fences</i> Explore the 'Current and Rising Seniors' section of the Paxon Guidance website Join the Guidance blog to receive scholarship/college planning information and community service opportunities	August Wilson	9780452264014 or 0452264014
*IB 12 th	<i>Frankenstein</i> (Signet Classic edition) <i>(TOK) The Immortal Life of Henrietta Lacks</i> Explore the 'Current and Rising Seniors' section of the Paxon Guidance website Join the Guidance blog to receive scholarship/college planning information and community service opportunities	Mary Shelly Rebecca Skloot	9780451532244 or 0451532244 9781400052172

World Languages

IB Chinese 3 SL	Prepare IA Topic (follow directions posted in class teams at the end of the year) See link for assignment details: Please visit link for assignment: https://docs.google.com/document/d/1tcrIPgSzKtrrIDRpYK_d4LB-Wklk6LMsMAejRVWA84g/edit?usp=sharing
IB Spanish 5/6	Book Title: <i>La Casa de Bernarda Alba</i> por Federico Garcia Lorca (Spanish edition only) ISBN: 978-8426352644 Students must complete a written assignment after reading the novel. It is due on the first day of Spanish class during the second week of school, August 2021. https://docs.google.com/document/d/1NbLFgXHPEjNMeLkC2cl-uxYdDgLeHtYmesxdYheDrM/edit?usp=sharing

Social Studies

AP US History (All Juniors)

<https://www.bit.ly/paxonsummerapush>

Mathematics

IB Math Anlys/Appr
3

<http://www.mrmart.in/>

Art

IB Art 2 & 3 (Seniors)

Complete Focus 1 and Focus 2 over the summer. Presentations will be required in the fall upon return. B-screen will be written after the art criticism of the 2 works. Complete A and B-screens for these 2 FOCUS works.

* Tips: Learn to develop and enrich the Process Portfolio Screens in the planning stage, called A-Screens (2-3 slides, using criteria A, B, and C). MUST draw quite a few and illustrate your 2D designs and skills in these. Build careful research and learn to properly explain your MEANING and COMMUNICATION IDEAS through elements of art and principles of design.

