



# Paxon School for Advanced Studies

## Summer 2022 Assignments

### English Language Arts

All grade levels should read and annotate their assigned text according to the guidelines in the “Criteria for Successful Annotation” handout attached to this document. Each course will have an assessment when school resumes in the fall.

Grade Level	Book Title	Author	ISBN
9 <sup>th</sup> Grade Honors	<i>The Prince</i>	Niccolò Machiavelli	0486272745
IB Prep 9 <sup>th</sup>	<i>Edith Hamilton's Mythology(Parts I-IV)</i>	Edith Hamilton	0446574759
10 <sup>th</sup> Grade Honors	<i>Lord of the Flies</i>	William Golding	0399501487
IB Prep 10 <sup>th</sup>	<i>Purple Hibiscus</i>	Chimamanda Adichie	1616202416
AP Language	<i>Narrative of the Life of Frederick Douglas</i>	Frederick Douglas	1678620386
IB English 11	<i>Persepolis The Story of a Childhood (graphic novel)</i>	Marjane Satrapi Pantheon edition	037571457X
AP Literature	<i>Fences</i>	August Wilson	0452264014
IB English 12	<i>Frankenstein</i>	Mary Shelly Signet Classic edition	0451532244

### World Languages

Chinese (All Levels)	Please visit link for assignments: <a href="https://docs.google.com/document/d/1GGPFVDB73PY7r6ocb4qTOc0UkUDDkaq6JmPLe2IdbgM/edit?usp=sharing">https://docs.google.com/document/d/1GGPFVDB73PY7r6ocb4qTOc0UkUDDkaq6JmPLe2IdbgM/edit?usp=sharing</a>
IB French 3 and French 3 Honors	<i>Au Revoir l'Acadie</i> (eBook): Please contact Dr. Doyle-McCombs (doylel2@duvalschools.org) so she can order you a subscription to the e-book.
IB French 5/6 and AP French	<i>Le Petit Prince</i> – PDF Version: <a href="https://www.ebooksgratuits.com/pdf/st_exupery_le_petit_prince.pdf">https://www.ebooksgratuits.com/pdf/st_exupery_le_petit_prince.pdf</a>
Spanish 1 (AP students)	<a href="https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:1d809837-eb3d-3250-8753-91b428a1835d">https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:1d809837-eb3d-3250-8753-91b428a1835d</a>
Spanish 2 (AP students)	<a href="https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:836f6a1f-0045-39a2-9668-2109642f949c">https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:836f6a1f-0045-39a2-9668-2109642f949c</a>
Spanish 3 (AP students)	<a href="https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:42deb885-def3-3cf8-aa60-38bcd48d940f">https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:42deb885-def3-3cf8-aa60-38bcd48d940f</a>
Spanish 4 (AP students)	<a href="https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:f110fc37-7496-3e54-9b93-8ec43cb2e630">https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:f110fc37-7496-3e54-9b93-8ec43cb2e630</a>
IB Prep Spanish 2	<b>Book:</b> <i>La Perezosa Impaciente</i> - Mira Canion 9781947006027
IB Spanish 3 & Spanish ab initio	<b>Book:</b> <i>La Isla más Peligrosa</i> - John Sifert 1986288803: <a href="https://padlet.com/clauidamateusel/zr0ze5z32oxc7joq">https://padlet.com/clauidamateusel/zr0ze5z32oxc7joq</a>
IB Spanish 5/6	<b>Book:</b> <i>La Casa de Bernarda Alba</i> - Federico García Lorca 9783903352513: <a href="https://padlet.com/pauleyz/lmt82cic118es57w?utm_campaign=transactional&amp;utm_content=padlet_url&amp;utm_medium=email&amp;utm_source=started_a_padlet">https://padlet.com/pauleyz/lmt82cic118es57w?utm_campaign=transactional&amp;utm_content=padlet_url&amp;utm_medium=email&amp;utm_source=started_a_padlet</a>



# Paxon School for Advanced Studies

## Summer 2022 Assignments

### Mathematics

Pre-Calculus

First Quarter Assignment: Due September 30<sup>th</sup>. Please visit website for details

<http://www.mdecker.weebly.com/>

### Art

IB Art HL 2

Complete your FOCUS 3 project which will be presented the second day we come back in the Fall and B-screens when done.

Follow instructions sent via email

### Theatre

IB Theatre 1 (juniors)

Backwards and Forwards:  
A Technical Manual for  
Reading Plays

David Ball

0809311100

IB Theatre SL/HL  
(seniors)

Complete a rough draft RP Criteria A-D of their pre-approved world theatre tradition

### School Counseling

9th, 10th, and 11th  
grades

Explore the Paxon School Counseling website (<https://paxonsas3075.wixsite.com/psasschoolcounselors>), subscribe to the school counseling blog if you have not already done so, and complete this 5 question quiz to be eligible for prizes.

<https://forms.office.com/r/Rp6R2SFceE>

12<sup>th</sup> grade

Explore the Info for Current and Rising Seniors section of the Paxon School Counseling website (<https://paxonsas3075.wixsite.com/psasschoolcounselors/current-rising-seniors>) subscribe to the school counseling blog if you have not already done so, and complete this 5 question quiz to be eligible for prizes.

<https://forms.office.com/r/KqqEf8B7Hs>

IB Juniors

Read the Paxon CAS Handbook and complete the CAS Planning Sheet and Initial Personal Self-Review form (all of these are located on the CAS page of Paxon's IB website): <https://paxonsas3075.wixsite.com/ibatpaxon/cas>

# Criteria for Successful Annotation

## Why Should You Annotate?

- It is a good idea to 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 or be studying in depth.
- **However, 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 (sticky) notes for your comments, removing them before you return the text.

## Helpful Tools

### 1. Highlighter

A 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. Sticky Notes

Use sticky notes for longer annotations. These might be related to things such as setting, plot, character, conflict, or theme, to name a few.

## Other Suggestions for Marking a Text

**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:

- **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).

### **Other things to look for:**

- Use **SE for Story Elements**: These would be notes about the story in general like setting, rising action, characters (i.e. how they develop and when new ones are introduced), conflicts, climax, falling action, etc.
- Use **SY 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 **FL for Figurative Language**: identify and name devices other than the symbols you have noticed and look for aspects of imagery (simile metaphor, personification, sensory details, hyperbole etc.) How do these choices reinforce an author’s message and attitude toward a subject?
- Use **T for Tone**: Tone is the overall mood or atmosphere of a piece of literature. Tone can carry as much meaning to the story as the plot does and is created by the writer’s word choices or diction.
- Use **Th for 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.
- Use **D for Diction**: (effective or unusual word choice). If a writer makes a choice with their words and that choice helps convey connotative meaning (meaning beyond the literal, e.g. “scurried” -like a rat- instead of “ran”), it’s useful to annotate. Also notice the sounds the words make—alliteration, repetition, onomatopoeia etc.

### **Make Your Own Observations**

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!

*Adapted from “An Annotation Guide: How and Why to Annotate a Book” by Nick Otten, and an AP annotation guide by Christina Baulch.*