



**Cambridge Assessment
International Education**

**AICE English
General Paper
Summer Assignment:**

**STORIES AND WHY THEY MATTER
2024-2025**



Suncoast Community High School





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AICE English General Paper: Overview

Aims

In this course you will:

- develop understanding and use of English language in the context of contemporary topics
- explore a broad range of topics
- develop a wider awareness and knowledge of contemporary issues
- develop independent reasoning skills
- develop the skills of interpretation, analysis, evaluation and persuasion
- learn to write structured and developed arguments, and to present reasoned explanations
- develop the ability to present a point of view clearly, and consider and reflect upon those of others.

Topics and skills overview

This course counts as an English class, but we will explore a range of topics from different subjects. The idea is to make connections, communicate ideas clearly through language (especially writing), and gain an understanding of the world around you.

Specifically, you'll have the opportunity to gain knowledge and understanding of issues in these three broad topic areas:

- Economic, historical, moral, political and social
- Science, including its history, philosophy, ethics, general principles and applications; environmental issues; technology and mathematics
- Literature, language, the arts, crafts, and the media.

Through the study of these broad topic areas, you'll develop effective reading and writing skills in English as you work with information, ideas, and opinions. You'll analyze and evaluate opinions and ideas. You'll also learn how to build an argument. These skills are all highly transferable and will help you in other subjects you are studying, and prepare you for college and beyond.

Assessment Objectives (AOs)

There are three main assessment objectives for this course:

1. Selection and application of information
2. Analysis and Evaluation
3. Communication using written English

This means you need to understand and interpret various texts and really think about what they mean. We are not looking for you to repeat what your teacher says; rather, we want you to develop skills to evaluate what you've learned so that you can form your own arguments. You'll also need to communicate your ideas clearly and competently, which is why good writing skills will be essential for success.

–Adapted from [The Cambridge English General Paper Syllabus](#)

Summer Assignment Overview and Instructions

Welcome to Suncoast! This summer assignment is designed to give you a sense of how AICE EGP works and the type of connections you'll make between topics and subject areas. **It has 4 parts and should take you about 12 hours total. Your individual responses to questions will be about 3 - 5 sentences each.** Begin your high school career on the right foot (and set yourself up for success!) by doing the following:

- 1) Before beginning to work, read the assignment carefully and completely.
- 2) With your personal summer schedule in mind, make yourself a reasonable work schedule, in which you complete portions at regular intervals, rather than waiting till the last minute. Problems and setbacks occur, so get ahead of them and allow yourself enough time to do your best work!
- 3) Set up a quiet space with no distractions, where you can stay organized.
- 4) Follow the directions below for creating your Response Journal document, and record your responses in it as you go along.
- 5) Read actively, make notes, write down questions for your teacher, and stay engaged with the material, keeping in mind that this information and these assignments are designed to introduce you to the topics, skills, perspectives, goals, and knowledge of AICE English General Paper, as well as the expectations and rigor of Suncoast in general.
- 6) Give yourself time to really think and reflect on what you're doing so that when you begin class in August, you're already in the Suncoast mindset of active learning and responsible scholarship!

Each part of the Summer Assignment is labeled and numbered. In **Part One**, you'll be doing some reflecting and writing in preparation for the activities in Parts 2 - 4. You will begin learning about the IB Learner Profile and reflecting on how it applies to you. **Part Two** introduces you to Greek mythology and why it matters. **Part Three** continues with Greek mythology, intertwining English studies with AICE EGP topic areas. It teaches you about ten different myths and mythological figures from ancient Greece, and asks you to consider their connection to real-life issues and questions. These stories form the foundation of much of what you will read this year and throughout your time at Suncoast. **Part Four** brings it all together: having read, listened, watched, thought, reflected, and written about a variety of stories and topics, you'll consider how this knowledge applies to you as you prepare to begin AICE English General Paper and your entire course of study at Suncoast.

General Directions and Important Notes




On the first day of your AICE General Paper class, your teacher will invite you to join the AICE GP Google Classroom for your section. It is *there* that will submit your completed Summer Assignment Response Journal. Thus, you should come to class on the first day with your assignment complete in your Google Docs and ready to submit.

To create *your* Summer Assignment document for recording responses, do the following:

- 1) Click on [this link](#) to the Response Journal doc.
- 2) Under FILE, select MAKE A COPY.
- 3) Click on the file name to rename it. Name the file using this format: LastNameFirstNameGPSummer
- 4) You will continue to add to this document as you make your way through the Summer Project tasks, and this is the document you will submit to Google Classroom on the first day of class!



How to Complete each portion of the Summer Assignment:

Wherever you see a green light bulb icon  please enter your response in the designated space in *your* copy of the **Summer Assignment Response Journal**. Unless otherwise noted, responses should be about 3 - 5 thoughtful, complete sentences. If there are multiple questions within a section, you may answer them one by one, or you may incorporate them into a single, longer answer.



Some Important Notes

Your responses should be all your own work; your document will be run through a plagiarism checker, and academic dishonesty will be penalized.

For this assignment (as well as for everything else you do at Suncoast), you will be more successful – and less stressed! – if you are **resourceful** and **proactive**. This means

- making use of all the resources at your disposal
- looking up words you don't know and clicking on *all* links provided
- seeking help when you need it, rather than waiting until the last minute or until an assignment is already due
- ensuring you carefully read and understand assignment directions and requirements before beginning



NOTE: For this summer assignment, you do not need to cite sources, but for everything else you are assigned at Suncoast, assume that you *do* need to cite sources.

The Importance of Writing and Proper Mechanics

When you write or create something, it should reflect you in the best way. When you are not present, your work speaks for you: it should present you as credible, trustworthy, and intelligent; it should be clean, clear, grammatically correct, and free of misspellings and typos. Everything you submit, whether it's a quick bell-ringer, a homework assignment, a worksheet, a lab report, a presentation, or an essay, should be your best work. Sloppiness and errors make your reader – and your teacher – less inclined to value your work.

Take note of the accuracy and neatness of these materials; the work you submit on the first day should be equally clear and correct. You are expected to follow the basic rules found in this [grammar reference sheet](#). If you struggle with proper spelling, grammar, punctuation, or mechanics, use free resources online this summer– [Khan Academy](#) is a great place to start. We will continue to work on these skills in AICE General Paper, but make sure that what you submit on Day 1 gives your teacher the best first impression of you!

Assessment

1 You will receive a 100-point grade in AICE English for this assignment. For the most part, the questions we ask you to answer in this project have no “wrong” answers; thus, you will be assessed on effort, honesty, thoroughness, thoughtfulness, and mechanical correctness. See below for the **Summer Project Response Journal Rubric**.



2 Early in the semester, **you will also be tested on the Greek myths** covered in this project. Click [here](#) for a list of the material you'll be expected to know: it's a good idea to start studying these – make flashcards or Quizlets!

Summer Project Response Journal Rubric

	0	1	2	3	4	5
<p>Criterion A: Knowledge and understanding</p> <ul style="list-style-type: none"> How well do you demonstrate an understanding of the myths and materials and draw reasoned conclusions from the implications in them? How well are ideas supported by specific examples from the readings and videos? 	The work does not reach standard by the descriptors.	Responses demonstrate little knowledge and understanding of the material. Examples are infrequent or are rarely appropriate.	Responses demonstrate some knowledge and understanding of the material. Examples are at times relevant and helpful.	Responses demonstrate knowledge and understanding of the material. Examples and evidence are generally relevant and mostly support the student's ideas.	Responses demonstrate a thorough understanding and solid knowledge of the material presented. It is clear that the student read and watched all material. Examples are relevant and mostly support the student's ideas.	Responses demonstrate a thorough and perceptive understanding of the material. Responses are intelligent and insightful and allow for subtlety and nuance. Examples and evidence are well chosen and effectively support the student's ideas.
<p>Criterion B: Engagement and application</p> <ul style="list-style-type: none"> To what extent do your responses reveal honest engagement with the material and genuine attempt to connect academics with personal growth? 	The work does not reach a standard described by the descriptors.	Responses show little to no engagement or application.	Responses show some engagement and application.	Responses show adequate effort and engagement.	Responses demonstrate an appropriate and at times insightful engagement with the material, and an ability to extend and apply learning.	Responses demonstrate an insightful and convincing engagement with the material, and an ability to extend and apply learning.
<p>Criterion C: Accuracy and completion in following directions</p> <ul style="list-style-type: none"> How well did you read and follow all directions? How complete are your responses? 	The work does not reach a standard described by the descriptors.	Some attempt was made to follow directions but is largely inadequate.	Some directions are followed but the student clearly has not used all resources or carefully read and followed directions.	Directions are adequately followed but work reveals a lack of attention to detail.	A few errors which reflect some missed directions or lack of 100% completion.	The student clearly read and followed all directions, and completed every section thoroughly and on time.
<p>Criterion D: Grammar & mechanics</p> <ul style="list-style-type: none"> To what extent are your grammar, spelling, punctuation, and formatting accurate and clear? Does your language reflect thought and intention? 	The work does not reach a standard described by the descriptors.	There are many errors in grammar, vocabulary and sentence construction, which interfere with readability and meaning.	Errors and inconsistencies are apparent and begin to interfere with meaning and readability.	Some lapses in grammar, spelling, punctuation, and/or formatting are present, directions not always followed, and/or writing is sometimes clear and compelling.	Grammar, spelling, punctuation, and formatting are mostly correct, directions followed, and writing is mostly clear and compelling.	Grammar, spelling, punctuation, and formatting are correct, and writing is clear and compelling. It is evident that the student made use of grammar and spell-check resources and has proofread their work before submitting.

Part One: Think and Reflect - The IB Learner Profile

Suncoast Community High School is an IB World School, which means that here at Suncoast we **all** strive to embody the International Baccalaureate Program’s LEARNER PROFILE, regardless of our program of study (IB, CS, MSE, or IIT). The Learner Profile includes “a broad range of human capacities and responsibilities that go beyond academic success.” These traits “imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.”¹

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.



As IB learners we strive to be:

- INQUIRERS**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- KNOWLEDGEABLE**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- THINKERS**
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- COMMUNICATORS**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- PRINCIPLED**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- OPEN-MINDED**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- CARING**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- RISK-TAKERS**
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- BALANCED**
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- REFLECTIVE**
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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-  1. Before you officially begin your high school journey, it is important to take some time to **reflect on who you are**, as well as on your areas of strength and your areas for growth. Choose **THREE** of the **Learner Profile traits** that you feel you embody or reflect well. (The traits are in the infographic above, in light blue, and their definitions are below each word: **inquirers, knowledgeable, thinkers, caring, communicators, principled, open-minded, risk-takers, balanced, and reflective**). Explain your choices in the designated boxes in your Response Journal, using specific examples from your life.
-  2. Next, think about how we see these traits in individuals we admire – from fictional characters to historical figures, to scientists, activists, leaders, family members, and present-day heroes. **Choose one individual whom you admire** – fictional or real, living or historical – and explain in your Response Journal how this person embodies **THREE** of the

¹ “The IB Learner Profile.” IBO.org. <https://www.ibo.org/benefits/learner-profile/>. Accessed 18 May 2022.

Learner Profile traits (these can be the same as the ones you chose for yourself above, or different traits). Please be specific and give examples.

PART TWO: Greek Mythology and Why It Matters

Many of you are very familiar with Greek myths and mythology, while some of you may never have encountered them. Perhaps you're a big [Percy Jackson](#) fan and thus know Rick Riordan's reimagining of the characters and stories, or you may remember that [Wonder Woman is part of the race of warrior women called the Amazons](#) and [battles Ares, the Greek god of War](#). Others of you may have encountered Greek myths in different novels, movies, short stories, or poetry. There are many tellings, retellings, and versions of these myths. These stories are integral to the foundations of Western civilization; thus, knowing them will help you make connections and gain deeper knowledge in the courses you will take at Suncoast and beyond: from literature to social studies, psychology, science, mathematics, and world languages.

To begin, and to ensure that everyone has the same, general understanding of Greek myths and their importance, please do the following:

1. Watch this brief [overview](#) of Greek Mythology and why it matters. Here is a helpful, [interactive family tree](#)!
2. Read the information on [this page](#) and watch the video embedded there.

RESPOND (in your copy of the Response Journal):



3. What did you already know before reading and watching these materials?
4. What did you learn that you didn't know before, or what did these make you think about? Please be specific.
5. What differences did you notice between the style and feel of the first link, and the words and video in the second resource? You may want to consider the intended audience for each – how can you tell? What effect do the layout, narration, and presentation of each have on your understanding or experience?

PART THREE: 10 Stories from Greek Mythology

In this section, you will explore 10 famous Greek myths and the characters within them. You'll learn how these stories not only entertain us but how they teach us about the past, about human nature at its best and worst, about our own desires and fears. Mythology is an ideal entry point into academic study: these old stories are foundational; reading them helps unlock knowledge about ourselves and the world in which we live. AICE English General Paper encourages us to inquire, to think critically about various perspectives, so that we can become independent thinkers and increase our awareness of our place in this global society.

Some of the myths below are presented as stories to read, while others are videos to watch. You will **begin by reading or watching the story; next, you will learn a bit more about why this story matters; finally, you will reflect and connect** stories of the past to your own story – one that is still very much in progress. Make sure to click on *all* links provided!

NOTE: When the “CONNECT” section includes multiple questions, **your response should consider/answer them all**, in whatever format or order you choose. That is, you may answer them one by one, or incorporate them all into a single, longer answer.

MYTH 1: Prometheus and the Theft of Fire

READ: [The Story](#)

LEARN: One of the reasons that the Prometheus myth is so popular is that it deals with someone “stealing” knowledge and power from the gods and giving it to humans. If you read Mary Shelley’s *Frankenstein* in middle school, you may remember that Dr. Frankenstein



is called a “modern Prometheus” because he seeks to seize the divine power of granting life and – as always in tellings of this story – is punished for it. Whether or not you’ve read *Frankenstein* or seen any of the movie adaptations, check out this [video](#) for the basic story in the original novel. Prometheus is credited with giving humans both fire and civilization in general. As you see, *Frankenstein* connects such Promethean power to human knowledge and raises important ethical questions about science and technology. We see this idea [again](#) in the *Jurassic Park* series. So while we as humans love and value science and progress, clearly we also fear the unintended consequences of technology and innovation.



CONNECT: Think of another, real-world example of this tension between desiring to be “like God” or to exploit scientific knowledge *and* the fear of unintended outcomes. In your Response Journal, briefly explain the situation and then discuss how it reflects the Prometheus myth.

MYTH 2: Narcissus and Echo

WATCH: [The Story](#)

LEARN: The story of Narcissus has given us the term “narcissism.” As a term, narcissism is kinda overused these days; technically, it’s a psychological disorder, but many of us use it in a more general sense to describe people who seem to have an overinflated sense of their own importance. We see a lot of narcissism on – and as a result of – social media. Read [this article](#) which discusses the effects of social media on political debate, particularly the way that social media encourages narcissistic behavior (remember to look up words you don’t know or understand!).




CONNECT: What do *you* think? Has social media made civil political discourse impossible? Is social media “the narcissist’s playground”? Be as specific as possible, using both the article’s information and your own knowledge and experience.

MYTH 3: Sisyphus' Punishment

READ: [The Story](#)

LEARN: The idea of Sisyphean labor comes from the myth of Sisyphus – the idea of being forced to do something, over and over, without change and with no progress. Read [this article](#) about college students at Harvard who often feel like Sisyphus; you may hear this kind of talk by any student who feels she is under a lot of pressure, has to keep doing lots of work, never feels like she’s getting anywhere, etc. In fact, you may find *yourself* feeling this way during your time at Suncoast, because you’re beginning a challenging – but ultimately very rewarding – program of study, in order to (like the article’s author) “pursue meaningful personal, intellectual, and professional goals” during and after high school!

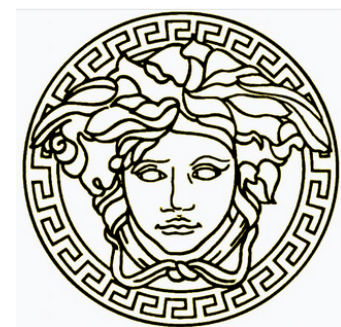



 **CONNECT:** Have there been times when you have felt like Sisyphus? If so, briefly describe the situation. Whether or not you have, you probably *will* feel this way at some point in your life. When you or someone you know starts to feel like poor Sisyphus, what’s some advice you might offer on how – and why – to keep going? To what extent do you agree with the perspective of the article’s author on this issue?

MYTH 4: Perseus' Slaying of Medusa

READ: [The Story](#)

LEARN: Perhaps one of the most interesting and misunderstood figures in Greek mythology is Medusa: for a long time, she was considered just a “monster,” but she has increasingly come to be seen as more of a victim. Check out [this article](#) about the fashion label Versace and their choice of Medusa’s head as their logo.



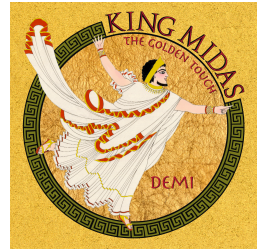
 **CONNECT:** Why else do you think people might “rall[y] around Medusa”? At the same time, what might make her monstrous, according to the article? Where do *you* fall? Do you think she is a misunderstood victim or a threatening seductress? Why?

MYTH 5: King Midas

WATCH: [The Story](#)

LEARN: Greek myths expose us to human flaws. Like the overreachers Prometheus and Icarus, King Midas’ selfish actions – this time in the form of greed for wealth – led to his demise. King Midas’ golden touch has been referenced in nearly every subject. Read the article [“What do you know about the real King Midas”](#) to learn about the man behind

the myth and then William Pfaff's article "[Blame the Midas Touch](#)" to see how this myth relates to the world of economics. Lastly, view [this video](#) from a Muppet song that transforms the myth into comedic theater for 20th-century viewers.



CONNECT: What did you learn about the Midas myth from the initial video? What does the myth suggest about power? About human nature? Do you think some individuals are born greedy or is this behavior learned? Why?

Consider the links to history, economics, and the arts in this section. What is the effect of learning about this myth through different subject lenses? Which link appealed to you most? Explain.

MYTH 6: Icarus' Flight

READ: [The Story](#)

LEARN: We live in a world that is largely built on the discoveries and inventions of others. Our species owes much of human progress to risk-takers who have pushed themselves to achieve seemingly impossible feats. But there are times when people “overreach” and pay a heavy price for their excessive arrogance or pride (remember Prometheus?). Such is the case with the myth of Icarus and Daedalus.



After reading the story in the link above, answer the questions below which encourage you to consider this myth through literary, historical, and personal perspectives.

CONNECT:

1) In the context of this story, what can we learn from tragedy? How did people respond to tragedy during ancient times and what can it teach us today? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

2) Icarus ignores his father's advice, and his youthful foolishness is eventually his downfall. In the context of this myth, what does it mean to be grown-up? Was Icarus' downfall a result of his youth? Would an older, wiser person have perished in the same way? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

MYTH 7: Oedipus

READ: [The Story](#)

LEARN: The myth of Oedipus has been retold for centuries, perhaps most famously through Sophocles' Greek play, *Oedipus Rex*, which was composed in 430 BCE. In the 20th century, psychologist Sigmund Freud borrowed ideas from this myth to give a name to a dysfunctional family dynamic that he called the “Oedipus Complex.” Watch this

[CRASH COURSE VIDEO](#) by John Green to learn about this connection between literature and psychology and answer the questions that follow.

The Argyle Sweater By Scott Hilburn



CONNECT: Crash Course videos are popular because they make really old ideas historically relevant by adding in references to pop culture and asking viewers to consider timeless questions. Toward the beginning of the video John Green says, “It’s hard to imagine a more tragic, dysfunctional family than the Theban clan that Sophocles writes about in *Oedipus the King*. I mean, except for the Kardashians.” What is the effect of referencing the Kardashians?

More toward the end of the video, Green asks some relevant questions inspired by the Oedipus myth: “How much control do we have over our lives? How much do we owe to genetics, to privilege, to upbringing, to accident, to the choices that we do or don’t make?” What do YOU think? Consider what you’ve learned from this myth and your own

personal experiences as you respond.

MYTH 8: The Trojan War, the Trojan Horse & Helen of Troy

READ: [The Story](#)

LEARN: As you saw in the History.com article, the Trojan War was a long one and stories about it have fascinated people for millennia. It involves important ideas such as war and diplomacy; friendship, loyalty, and heroism; love and the treatment of women; prophecies; and the involvement of the gods in human affairs. Paris, prince of Troy, is largely blamed for the war because of his desire to have the most beautiful woman in the world as his own, his self-interest and cowardice, and – interestingly – his violation of the trust his host, Menelaus, placed in him. Hospitality was a really big deal to people in ancient times, as were promises of alliance and aid amongst kingdoms. Read [this article](#) which explains the concept of *xenia*, or hospitality.



CONNECT: To what extent do you think hospitality remains an important custom in our modern world? What are some examples of hospitality being extended, and/or of the trust involved in hospitality being violated? (Remember that hospitality can be at the national or global level, as well as at the domestic level, or even in terms of the hospitality and travel industries.)

(If you like Greek mythology and want a fuller account of the Trojan War, we recommend reading [this story](#). It references a lot more key moments and figures in the Trojan War which are helpful to know!)


MYTH 9: Persephone

READ: [The Story](#)



LEARN: By the time you entered grade school you likely understood that the change of seasons – from fall to winter to spring to summer – could be explained by science. The tilt of the earth’s axis causes different parts of the earth to receive the sun’s most direct rays, thus creating the shifts in our seasons. Early civilizations, however, explained this phenomenon through story-telling. As anthropologist Krystal D’Costa points out in her blog “[The Return of Persephone and Other Rites of Transition](#),” published in *Scientific American*, “The key elements of seasonal death and rebirth in Persephone’s story are old themes that human populations around the globe have

observed.” Read the original tale of Persephone and D’Costa’s blog (linked above) before completing the reflection below.



 **CONNECT:** According to D’Costa, how do mythologies from other cultures explain the seasons? She mentions that such stories “ultimately suggest a way to reconcile changes that touch everyone.” Consider D’Costa’s question at the end of the blog and think about how you “mark periods of transition” between seasons. Right now, for example, you are reading this in the summer. For you personally, what marks the shift from summer to fall, fall to winter, winter to spring, and so on? Why do you think it’s important to reflect on how we make seasonal transitions? What does such reflection reveal?

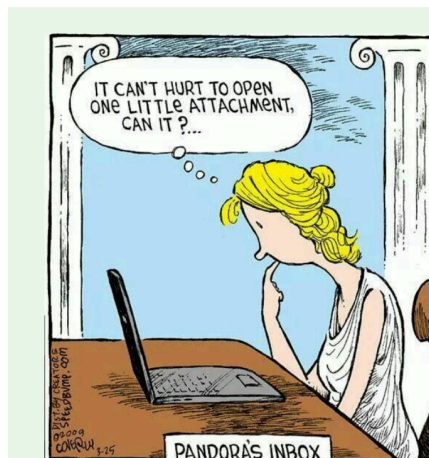
MYTH 10: Pandora

WATCH: [The Story](#)

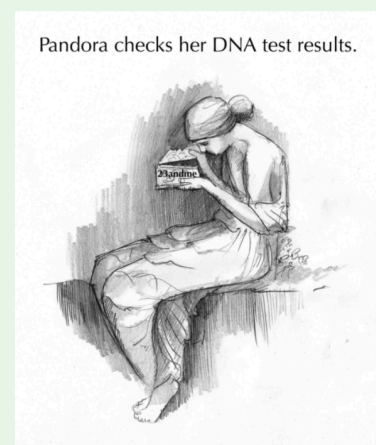
LEARN: The Pandora myth continues to fascinate individuals from subject areas across the globe. Artists render the [myth in images](#), scholars reference historical and [biblical connections](#), and directors such as James Cameron create imagined, forbidden worlds such as Pandora in the film *Avatar*. Commercially, the name Pandora is connected to products such as [jewelry](#) and [music streaming services](#).

CONNECT:

-  1) After watching the video about Pandora’s myth, consider its connections to ancient and modern culture. Choose one of the references above and comment on how it helps us better understand the ideas presented in the myth.
-  2) Next, explain how these cartoons connect Pandora’s myth to modern topics. What is the effect of using ancient myths to open up discussions of current global issues?



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by Nick K. © 1 1 1

PART FOUR: Shaped by Stories & Shaping Your Own Story



As we close out this assignment, consider where we started. In Part One (the Learner Profile section), you identified traits that not only mark your strengths as a learner but also as a global citizen. People who are **open-minded** tend to be **caring communicators** who listen to others. **Balance** can be achieved only with self-awareness. Such awareness means being **principled** so that you do the right thing even when no one is watching. Those who are **reflective** tend to be good **thinkers** who value **knowledge**. High-achieving **inquirers** are often **risk-takers** who thrive in areas of invention, discovery, and leadership. Striving to embody these 10 attributes will serve you well in school and in life. Your studies in this assignment reveal that some characters from mythology embody these traits more successfully than others. The myths you explored reflect the triumphs and tragedies, accomplishments and flaws, of people across time and space. In this sense, certain myths inspire us while others serve as cautionary tales. As John Green points out in his *Oedipus Rex* Crash Course video, ancient Greek stories “were quite provocative then, and what’s most important is that the best of them are still interesting now.”

 **CONNECT & REFLECT:** We read stories to learn about others so that we can better understand ourselves and what it means to be human. This final part of the assignment is about you – more specifically, your story. Reflect on the following: What are you passionate about? What is your greatest accomplishment? Your most memorable pitfall? What do you value? Whom do you admire? If others could tell your story, what would they say about you? What do you aim to achieve here at Suncoast and beyond?

Use a combination of these questions to write a one-page reflection that centers on you. Tell *your* story . . . Everyone will approach these questions differently, so length is not as important as authenticity. Aim for about one page (approximately 250-300 words), but more importantly, speak clearly and freely. We are looking forward to hearing what you have to say, meeting you in August, and, of course, to an awesome year ahead.

Warm regards,

The 9th Grade Suncoast AICE EGP Team

NOTE: If you have any questions about this assignment, please contact either teacher listed below:

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