

Name:

School:



English Language Arts 1-2 Honors Summer Reading Packet Due Wednesday, August 9th, 2023

Mrs. Vecera

Summer Reading Choices:

Speak

Perks of Being a Wallflower

Breathing Underwater

Every Day

Directions:

1. Obtain a copy of one of the books listed above. You may purchase your own copy or visit a local library. Some texts are available for free online, as well!
2. Your answers must be TYPED in a 12 point, plain font and numbered to match the questions in this packet.
3. You will turn your work into CANVAS, our online learning platform. You will be able to start submitting your work the first day of school. If you struggle to submit your work digitally, you may bring a printed copy on the due date.
4. During the first week of school, you will submit your assignment to turnitin.com (checks for plagiarism, copying, and cheating). I will show you how to do this in class. To prepare for that, you will need your own email address. If you don't have one, please create one over the summer.

Dear Students,

Welcome to Deer Valley High School and your Language Arts 1-2 Honors class. My name is Ms. Sarah Vecera and I will be your teacher for this course. Included in this packet you will find the directions for your assignments over the summer, as well as a basic outline of the course expectations. Please read this packet in its entirety, and begin Assignment One as soon as possible. This will confirm that you understand the expectations for our course, and will be held accountable for them. It will also be one of the first grades in the Fall Gradebook and ensures you won't be failing the class right off the bat.

You will need to secure access to one of the selected novels to read over the summer. This year's selected novels will help you practice with some of the types of analysis that we will be doing in Unit 1. The selected novels for summer reading are: *The Perks of Being a Wallflower*, by Stephen Chbosky; *Speak*, by Laurie R. King; *Every Day*, by David Levithan; and *Breathing Underwater*, by Alex Finn. Each of these books has a teenage protagonist

who is forced to deal with challenging problems at school, home, within relationships, or within themselves. These are *young-adult* novels, not children's literature, and they will begin to address some more *mature* themes and issues. We do not acknowledge or condone these instances, if any; rather we will simply investigate as if we were doctors examining a patient...and then we learn from it, becoming improved practitioners of thought. As you read these novels, reflect and

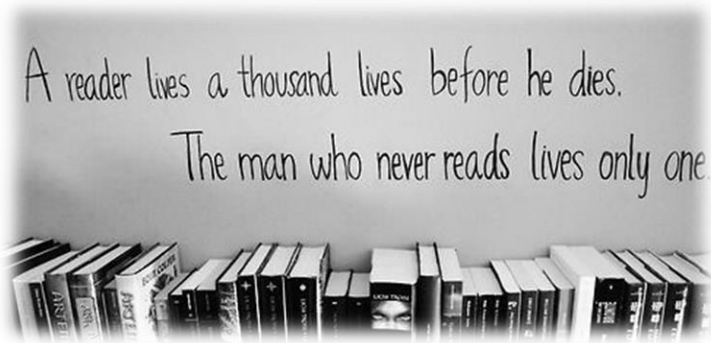
analyze the personal growth of the characters throughout the novel, and the writer's storytelling ability. How does the author try to keep you interested and reading? How does the character change over the course of the book? When you enter this course, you will be expected to participate in analysis activities both with groups and as a class on your selected book. As you read, complete the Reading Guide included in this packet. Reading should be finished before the first day of school to avoid a stressful week, and assignments will be due the second week of class. If you wait until school starts to do the assignments, your first week of high school will be very hectic, so I suggest getting everything done over the summer. It's always nice to sit back and watch everyone else freak out about the project you already finished. ☺

Your Assignments are listed below, and the first one involves emailing me. This will confirm you have received the Honors information and expectations. If you have questions regarding any of these expectations, please feel free to contact me at Sarah.Vecera@dvusd.org. You can also visit my website for help (<http://www.dvusd.org/Page/18506>). There are even PowerPoints under the NOTES section that can help you with your writing.

I am looking forward to an amazing year! Happy reading!

Thank you,

Sarah Vecera



Dear Parents and Guardians,

My name is Sarah Vecera and I will be your child's teacher for ELA 1-2 Honors for the 2023-24 school year at Deer Valley High School. I look forward to meeting you and your students in August. In the meantime, included in this packet is the assigned work for over the summer holiday.

The Summer Reading Packet serves a variety of purposes. The first and most obvious one is to be sure students continue reading, learning, and thinking critically during the time away from the classroom. Summer Assignments are part of our DVHS ELA Honors program, and they should expect work next summer too! Secondly, it allows more room in the curriculum. During the school year students will be reading one book as individuals or as a group, and we will be focused on a classic text in our class lessons. This allows students to be exposed to classical literature while opening up the wide world of modern literature to be read for their leisure. I truly believe that if I can get a student to *enjoy* reading, they will begin helping themselves become more literate citizens. The third purpose of the Summer Reading Packet is that it allows me to get a baseline skill-level for each student, in terms of reading comprehension and analysis, and writing abilities. The last purpose (and the main reason for Assignment One) is to meet my students. All Honors and AP English courses will include required summer assignments, so it also helps students understand the expectations going forward in advanced classes.

The books I have selected each deal with a difficult part of growing up and learning to navigate the world of high school. I think we can agree that kids today are exposed to much more than previous generations, and sadly this can lead to many consequences. The protagonists in our stories each deal with the tragedy of circumstance, the mistreatment by or of others, and the consequences of their actions. I suggest that you read the summaries included in this packet and help your child choose the book that is most appropriate for them. These novels will help prepare them for our first unit's theme and content, and our readings of other works like *Odyssey* and *Romeo and Juliet*, but I also hope it will help show students, especially those who "don't like reading", that there are some great books out there. I have read each of these books and am familiar with their contents; my first reading of these stories was as an assignment in a college class at NAU about Young Adult Literature for use in the classroom. It is my hope that students enjoy reading them, and it opens their minds to other books they might enjoy, and helps them prepare for some of the problems and issues that are commonly encountered during high school (high school is a scary place!). The difficult situations in the books can help teens consider what they would do in the same circumstance, and what the consequences could be. I'm hoping this will help them make better choices when challenging dilemmas come up in the real world. If you are concerned about the summer novel selections, you may email me and I can talk you through the process of selecting an alternative title for your student.

The goal of my course is to provide an accelerated curriculum for advanced students for the ELA 1-2 Honors course. Students will be expected to work hard and focus in class, read at home, work on their writing consistently, and participate in discussions, collaborative work, and presentations. Be sure your student understands that this will be a difficult course, and they will have to work at home to maintain a good grade.

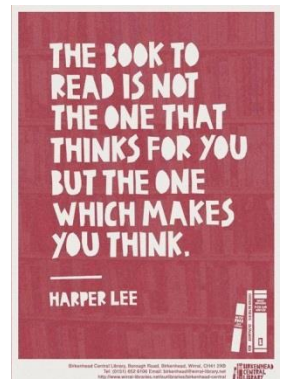
If you have any questions or concerns, please email me at Sarah.Vecera@dvusd.org and I will do my utmost to get back to you in a timely manner. My staff website is located at <http://www.dvusd.org/Page/18506>

Thank you for your time,

Sarah Vecera

(602)467-6858 (during school year)

Questions? Visit teacher websites from the Deer Valley High School Website (www.dvusd.org/dvhs) . Go to Departments, Course, and click on the teacher's name.



Summer Assignments

Assignment 1: Introduction

1. After receiving this packet, log in to your email address and write me an email at Sarah.Vecera@dvusd.org. The Subject Line should say : ELA 1-2 H Introduction.
 - a. If you do not have an email address, you will need to get one. If you already have a learner.dvusd.org email account, please use that one.
2. In the body of the message, please include the following:
 - a. Introduction with name and age, and anything you'd like me to know about you
 - b. A recent picture
 - c. School background information- schools you have attended, programs you are involved with, honors/advanced courses taken, athletics, etc.
 - d. Hobbies/Interests- your favorite class in school and why, career aspirations, hobbies, and other interesting/unique information
 - e. What you are looking forward to most about high school
3. Wait for a reply from me to verify that I have received your work! Be patient. It may take a while depending on when you send. I usually set all these emails aside and start replying in early July. I look forward to meeting you!

Assignment 2: Summer Reading

- 1. Plot Overview-** Give a detailed overview of the entire plot, being sure to use such vocabulary as *exposition, rising action, climax, falling action, and resolution*. Your summary should give major development in both the story and the characters. 3-5 paragraphs
- 2. Character List-** Choose 6 characters from the novel and write a paragraph for each. Explain who they are in relation to the protagonist, and how they influence the plot at various instances.
- 3. Theme Analysis-** In a four to five-paragraph essay that includes an introduction with thesis statement and conclusion, analyze the message or theme of your novel. Explain the character's actions, consequences, and lessons learned and how they support your answer. Be sure to explain the event that support this theme in detail, and explain specifically how it supports the theme you have selected. Your essay will be graded on word choice, ideas, and conventions. If you desire to see the rubric you will be graded on, please go to my website.
- 4. Long Answer-** For each novel, I have selected a few long-answer questions designed to make you think critically and hopefully, do a little research. These questions are listed below with the book information. Please be sure to write in complete sentences to explain your answer. Each answer should be a well-written paragraph.

PLEASE READ OVER SUMMARIES CAREFULLY AND SELECT THE NOVEL MOST APPROPRIATE AND ENGAGING FOR YOU.

Book One: Every Day by David Leviathan 650L (Lexile Level)

New York Times Best Seller, School Library Journal Best of Children's Books 2012, NAMED ONE OF THE BEST BOOKS OF THE YEAR by Booklist

Summary: For "A" life is very different. Every day, A has woken up in a new body. Every day a different body. Every day a different life. There's never any warning about where it will be or who it will be. A has made peace with that, even established guidelines by which to live: Never get too attached. Avoid being noticed. Do not

interfere. But what happens when interfering would save the person's life? Or will prevent someone else from getting hurt? And what happens if A falls in love when tomorrow will be a new life?

Long Answer Questions:

1. Do you find A's rules ethical and justifiable? Explain why or why not. What exceptions should there be? Are any of the rules okay to break, and if so, why?
2. How does A change and develop over the course of the novel? What is the catalyst for this change and growth? What do you predict that A will do next?
3. Do the teenagers that A encounters seem real or believable to you? Why or why not? How did this affect you as you read the novel?

Book Two: The Perks of Being a Wallflower by Stephen Chbosky 720L Sensitive Content

#1 in Teen and Young Adult Literature on Amazon, New York Times Best Seller, American Library Association Best Book for Young Adults and Best Book for Reluctant Readers

Summary: The critically acclaimed debut novel from Stephen Chbosky, Perks follows observant "wallflower" Charlie as he charts a course through the strange world between adolescence and adulthood. First dates, family drama, and new friends. Sex, drugs, and The Rocky Horror Picture Show. Devastating loss, young love, and life on the fringes. Caught between trying to live his life and trying to run from it, Charlie must learn to navigate those wild and poignant roller-coaster days known as growing up. *Contains sensitive material.*

Long Answer Questions

1. Why do so many teens love this book? Why do they find it so relatable? Does it capture the feelings of an adolescent well? Explain why or why not.
2. Some of the main character's friends are homosexual or bisexual. How have American views on this topic changed over time? What has motivated this change in public opinion? What do you predict will happen over time when it comes to these types of issues?
3. Write an epilogue for the story—Where is our protagonist after he leaves high school? Does he attend college? Does he stay in touch with his friends? How does he take the lessons he learned here and apply them to adult life?

Book Three: Speak by Laurie Halse Anderson 690L Sensitive Content

(AVAILABLE AS FREE PDF ONLINE, INCLUDING MY CLASS WEBSITE UNDER ELA 1-2 HONORS ASSIGNMENTS)

New York Times Best Seller, A Michal L. Printz Honor Book, A National Book Award Finalist, An Edgar Allan Poe Award Finalist, Publishers Weekly Best Book of the Year

Summary: Freshman year at Merryweather High is not going well for Melinda Sordino. She busted an end-of-summer party by calling the cops, and now her friends—and even strangers—all hate her. So she stops trying, stops talking. She retreats into her head, and all the lies and hypocrisies of high school become magnified, leaving her with no desire to talk to anyone anyway. But it's not so comfortable in her head, either—there's something banging around in there that she doesn't want to think about. She can't just go on like this forever. Eventually, she's going to have to confront the thing she's avoiding, the thing that happened at the party, the thing that nobody but her knows. She's going to have to speak the truth. *Contains sensitive material.*

Long Answer Questions

1. This is a novel that is actually on the Sophomore (non-Honors class) curriculum, though 20 years ago it would never have been allowed. How does this novel reflect the state of youth in America today, and how things have changed over recent generations? What do young men or women face today that is different than our parents? What is the same?
2. How does Melinda change and develop as a character throughout the novel? What helps her to change or grow? What obstacles hold her back from growing?
3. How could Melinda have changed her circumstances earlier than she did? What would have been needed to change her fate? Does she seem like a realistic character to you, in terms of her choices and reactions? Why or why not?

Book Four: Breathing Underwater by Alex Finn

510L (AVAILABLE AS PDF ONLINE)

Winner of the Black-Eyed Susan Award, An ALA Top 10 Best Book for Young Adults, An International Reading Association Young Adult Choices List Pick, A New York Public Library Book for the Teen Age Pick

Summary: Intelligent, popular, handsome, and wealthy, sixteen-year-old Nick Andreas is pretty much perfect—on the outside, at least. What no one knows—not even his best friend—is the terror and anger that Nick faces every time he is alone with his father.

Then he and Caitlin fall in love, and Nick thinks his problems are over. Caitlin is the one person he can confide in, the only person who understands him. But when Nick's anger and jealousy overtake him, things begin to spiral out of control and Nick realizes that he's more his father's son than he wants to be.

Now Nick must confront his inner demons to stop the history of violence from repeating itself.

Long Answer Questions

1. What is the "Cycle of Abuse" and how does it appear in this story? Explain using examples from Nick's home life. How does this cycle present itself in America today? Why is it difficult to escape?
2. Is Nick a believable character to you? Does he seem realistic? Why or why not? What does he do or say that makes he seem real or fake to you?
3. How does Nick change throughout the novel, especially when it comes to his views on how he treated his girlfriend? How does he justify his actions at first? What helps motivate his change in perspective?