

DEER VALLEY HIGH SCHOOL



English Language Arts 1-2 Honors Summer Reading Packet Due Friday, August 9th, 2019

Mrs. Vecera

Summer Reading Choices:

Speak

Perks of Being a Wallflower

Breathing Underwater

Every Day

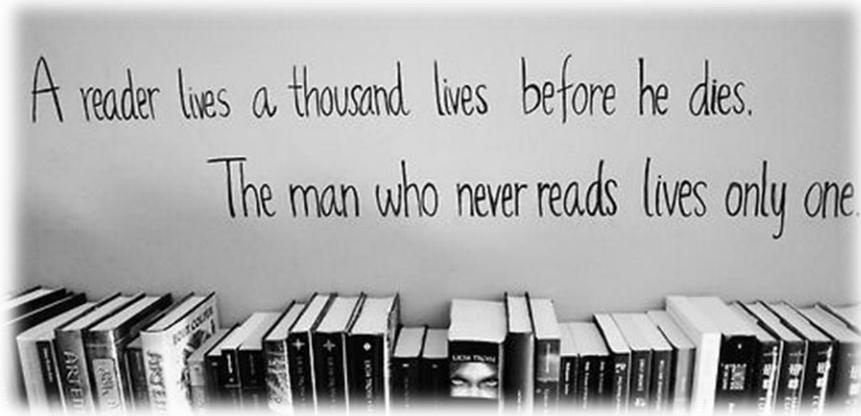
Directions:

1. Obtain a copy of one of the books listed above. We recommend purchasing your own copy to read and then use during the unit beginning in August however, you may check one out from a library as well.
2. Your answers must be TYPED in a 12 point, plain font and numbered to match the questions in this packet.
3. Only hard copies of your answers will be accepted, so please remember to print out your answers and bring them to school on Friday, August 9th.
4. During the first week of school, you will submit your assignment to turnitin.com (checks for plagiarism and cheating). Your teacher 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. This is an Introduction to World Literature. 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 and 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 the first grade in the Fall Gradebook and ensures you won't be failing the class right off the bat.

You will need to purchase or borrow one of the selected novels to read over the summer. This year's selected novels will all support our first unit's theme and our unit text, *To Kill a Mockingbird* by Harper Lee. 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. 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 at the end of the first week. 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 (602) 467-6858 prior to May 23rd. Should you have questions after this date, please e-mail 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,

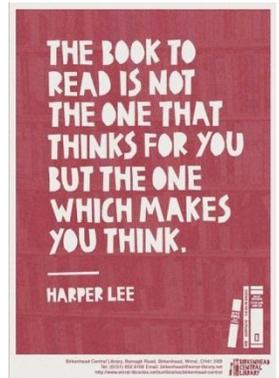
Sarah Vecera

Dear Parents and Guardians,

My name is Sarah Vecera and I will be your child's teacher for ELA 1-2 Honors for the 2019-20 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. Please try your best to be sure your child completes the required reading *and* the required writing before the first day of school, or their first week will be very taxing.

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 educated 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, and get parent contact information. All Honors and AP English courses will include required summer assignments.

The books I have selected each deal with a difficult part of growing up in today's world. 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 (Growing Up) and reading Harper Lee's To Kill a Mockingbird, but I 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 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.



The goal of my course is to provide an accelerated curriculum for advanced students for the ELA 1-2 course: Introduction to World Literature. As a prior Honors student of the District (Mtn. Ridge H.S.), I understand exactly how an Honors class should be run. Students will be expected to work hard and focus in class, read at home, work on their writing consistently, and participate in discussions, debates, and presentations. Be sure your student understands that this will be a difficult course, and they will have to work dependably 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

Questions? Visit one of our websites which can be accessed from the Deer Valley High School Website. Go to Departments, Course, and click on the teacher's name.

Annual Plans

The following plans are tentative and subject to change. All Units are aligned to Arizona College and Career Readiness Standards.

Fall Semester:

Reading	Writing	Grammar/Language	Speaking/Listening
<i>To Kill a Mockingbird</i> by Harper Lee	Writing Challenges- weekly writing assignments to help build skills for the projects	Parts of Speech and Functions	Character Trait Presentation Project What character trait is most important to the development of humanity and why?
Selection of Short Stories and Essays	Q1 Creative Writing Project: Fiction or Nonfiction (essay)	Punctuation, Sentence Structure and Construction	Responses/analyses of lectures/videos/media
Independent Reading Projects (students will choose a novel in the selected genre: Q1- Young Adult Fiction Q2- Memoir	Q2 Argumentative Writing Project- 5 paragraph essay	Vocabulary (SAT Vocabulary lists)	Socratic Seminar Participation

Spring Semester:

Reading	Writing	Grammar	Speaking/Listening
<i>The Odyssey</i> by Homer	Writing Challenges- weekly writing assignments to help build skills for the projects	Sentence Types and Variation	IGNITE Presentation- <i>Enlighten us, but make it quick!</i> Students create a 5 minute presentation about one of their passions (20 slides/15 seconds each)
<i>Two Among the Righteous</i> book reading (Q3 Reading Project)	Q3: Informational Writing Project- 5 paragraph essay	Common Grammar Errors	Visit with author of book (class discussion)
<i>Romeo and Juliet</i> by William Shakespeare	Q4: Poetry/Lyrical Analysis Project	Vocabulary (SAT Vocabulary lists)	Group Projects/Presentations
Independent Reading Project (student will choose a novel in the selected genre) Q4- Adult Fiction			

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. There are many site online that will offer this service for free, like Google. Please be mature about what your choose as your email, since this will be for school (YES: fristinitial.lastname@server.com NO: CrazyHottie14YOLO@ridiculous.com)
2. In the body of the message, please include the following:

- a. Introduction with name and age
 - 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 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.

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

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

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.

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

Summary: The first ten lies they tell you in high school. "Speak up for yourself--we want to know what you have to say." From the first moment of her freshman year at Merryweather High, Melinda knows this is a big fat lie, part of the nonsense of high school. She is friendless, outcast, because she busted an end-of-summer party by calling the cops, so now nobody will talk to her, let alone listen to her. As time passes, she becomes increasingly isolated and practically stops talking altogether, and eventually the truth about what *really* happened comes out.

Long Answer Questions

1. This is a novel that is actually on the Sophomore 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

Summary: To his friends, popular and handsome sixteen-year-old Nick Andreas has led a charmed life. But the guys in Nick's anger management class know differently. So does his ex-girlfriend Caitlin. Now it looks like the only person who doesn't realize the degree of what he's done is himself.

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?