



COMMUNITY CHRISTIAN ACADEMY

Where Faith and Scholarship Meet

Summer Academic Requirements

Summer Academic Requirements for Entering Elementary Students

Many studies show that students lose between one and three months of learning during the summer. In an attempt to stop this trend, Community Christian Academy has instituted summer reading and math work to help students retain important academic skills. Students are to complete math packets, summer reading, and written assignments that are due to the classroom teacher the first day of school and count as a test grades. Please see below for the reading and writing assignments for each grade; math packets are distributed to families once children are enrolled.

Reading and writing assignment for students entering first grade: Students are to read 25 age-appropriate books and complete the reading log. In addition, they are to write a paragraph with a minimum of five sentences about their favorite book that they read.

Reading and writing assignment for students entering second grade: Students are to read 25 age-appropriate books **or** 125 pages from age-appropriate chapter books and complete the reading log. In addition, they are to write a paragraph with a minimum of five sentences about their favorite book that they read.

Reading and writing assignment for students entering third grade: Students are to read a minimum of 150 pages from age-appropriate chapter books and complete the reading log. In addition, they are to write at least a half page about their favorite book that they read.

Reading and writing assignment for students entering fourth grade: Students are to read a minimum of 175 pages from age-appropriate chapter books and complete the reading log. In addition, they are to write at least one page about their favorite book that they read

Reading and writing assignment for students entering fifth grade: Students are to read a minimum of 200 pages from age-appropriate chapter books and complete the reading log. In addition, they are to write at least one page about their favorite book that they read.

Summer Academic Requirements for Entering Middle and High-School Students

Many studies show that students lose between one and three months of learning during the summer. In an attempt to stop this trend, Community Christian Academy has instituted summer reading and math work to help students retain important academic skills. Students are to complete math packets, summer reading, and written assignments that are due to the classroom teacher the first day of school and count as test grades. Please see below for the reading and writing assignments for each grade; math packets are distributed to families once children are enrolled.

Reading and writing assignment for students entering sixth grade: Sixth-grade students are to read an age-appropriate novel of at least 200 pages and complete the attached plot chart. Additionally, students are to read the common book, *Tuck Everlasting* by Natalie Babbitt and complete the following writing assignment.

Write a journal entry with four well-written, clearly legible or typed, paragraphs and 250 words. Pretend that you are Winnie, and you have to decide whether or not to drink the water to become immortal. In the first paragraph, describe how you found out about the water and what other characters may want you to do. In the second paragraph, discuss reasons why you want to become immortal. In the third paragraph, discuss reasons why you don't want to become immortal, and in the last paragraph explain what you decide to do and why.

Reading and writing assignment for students entering seventh grade: Students are to read an age-appropriate novel of at least 200 pages and complete the plot chart. Additionally, students are to read the common book, *The Giver* by Lois Lowry, and complete the following writing assignment.

Complete a four-paragraph essay exploring if you agree with Jonas' decision to leave the community. To address this prompt fully, your first paragraph should explain Jonas' reasons for leaving the community. The second paragraph should evaluate these reasons, indicating agreement or disagreement with his decision. The third paragraph should examine the challenges and risks that this decision brings for Jonas, considering if they are acceptable risks. Finally, in your fourth paragraph, explain whether you would have decided to leave as he did and why.

Reading and writing assignment for students entering eighth grade: Students are to read an age-appropriate novel of at least 200 pages and complete the plot chart. Additionally, students are to read the common book, *Animal Farm* by George Orwell, and complete the following writing assignment:

Write a five-paragraph essay (clearly legible or typed) comparing and contrasting how Snowball and Napoleon use their authority differently. The first paragraph should identify the title and author of the text as well as provide some general information about the plot of *Animal Farm*. This paragraph will end with a thesis statement about how Snowball uses his authority differently from Napoleon. The second paragraph should describe how Snowball uses his authority when he is in charge; include specific examples. The third paragraph should describe how Napoleon uses his authority when he is in charge; use specific examples. The fourth paragraph should discuss the differences in how the farm runs under these different styles of authority. The final paragraph should reflect on which of the pigs' use of authority was more appropriate.

Reading and writing assignment for students entering ninth and tenth grades: For your summer assignments, you are to read two texts: *Fahrenheit 451* and *The Ballad of the White Horse*. At first glance, these texts are quite different. Written forty years apart from each other, they seem to be separated by even more time. *Fahrenheit 451* is a futuristic dystopian novel, written by Bradbury and published in 1951 to challenge concerns he saw in modernity's preference for ease over critical thought. *The Ballad of the White Horse* was published by G.K. Chesterton in 1911. As an epic poem referencing legends of King Alfred, this text feels like it is straight out of the Middle Ages, but thematically, it also invites the reader to eschew what is easy and frictionless. Bradbury writes in favor of personal responsibility and critical thinking. Chesterton prizes hope that provokes courage in contrast to passivity. Both demand something of the reader. Both communicate that right action is often costly, and yet that cost is worth it.

Fahrenheit 451 will be the easier of the two texts to read. You may approach this as you would any novel, and I suggest taking some chapter notes as you go. Note themes, the use of literary terms, and the development of the different characters to prepare you for considering your essay.

The Ballad of the White Horse will be the more challenging read. I recommend reading it twice. The first time, read as quickly and in as few sittings as possible. You could even listen to the audio book for that first exposure – but still, as quickly as possible. After that read, take notes about the broad content and what you understood of the text in the attached reading chart. Then, read the text a second time, book by book, and answer the questions for each book.

Fahrenheit 451 Essay Topics

Choose one of the following and write a well-developed, five-paragraph essay. For any of these essays, your introduction paragraph should identify the text and author as well as provide essential summary of the text so as to make your thesis (final sentence and answers the essay prompt question) clear. Your body paragraphs should build effectively on each other to develop your thesis. Each body paragraph should use one or two effective quotes to support your ideas. Each quote should be contextualized, cited, and explained. Each body paragraph should end with a clincher sentence that transitions to the next paragraph. Your conclusion paragraph should restate your thesis and conclude your ideas. Your final sentence should extend a lesson to the reader that follows from the claim of your paper.

Choice 1: The dystopian society of Fahrenheit 451 attempts to rid itself of all books. Using quotes from the text, explain how Bradbury uses his dystopian novel to argue for the value of literature and reading. Consider what effect the novel demonstrates that good literature can have on people. Why would people avoid this? Why should they engage with it?

Choice 2: In the text, the mainstream society is trying to avoid critical thinking and self-reflection. How does Bradbury criticize this choice within the novel?

Choice 3: Both Fahrenheit 451 and The Ballad of the White Horse assert that self-sacrificial risk has greater moral value than frictionless acceptance of whatever happens. Using quotes from both texts, explain how these texts counter our modern culture that prioritizes convenience and comfort over difficulty and instead encourages the reader to resist evil even when victory is uncertain.

After the First Read of The Ballad of the White Horse

Who is the hero of the story?	Whom is he fighting, and why?	Whom does he ask for help?	What makes the hero certain about his task?	What happens in the end?

During the Second Read: Answer the following on a separate piece of paper.

Book I – “The Vision of the King”

1. What vision does King Alfred receive, and what does he decide to do?
2. What challenges are facing Alfred and his kingdom at the beginning of the poem?

Book II – “The Gathering of the Chiefs”

1. Which leaders gather to join Alfred, and why is their alliance important?
2. How do the different chiefs reveal their personalities through their speeches and actions?

Book III – “The Harp of Alfred”

1. Why does Alfred disguise himself as a harpist and enter the Danish camp?
2. What themes are expressed in Alfred’s song before the Danes?

Book IV – “The Woman in the Forest”

1. Who is the woman Alfred encounters in the forest, and what role does she play in the story?
2. What lesson does Alfred learn from the episode with the cakes?

Book V – “Ethandune: The First Stroke”

1. How do Alfred and the Chiefs prepare for battle?
2. Who is the first of the Danish chiefs to die?

Book VI – “Ethandune: The Slaying of the Chiefs”

1. In what order do the British and Danish chiefs die?
2. At the end of this section, who is winning?

Book VII – “Ethandune: The Last Charge”

1. Why is Alfred the superior chief?
2. How does Alfred encourage his troops before the final battle?

Book VIII – “The Scouring of the Horse”

1. How does Alfred rule after the battle?
2. How does the conclusion reflect the poem’s larger themes of courage, faith, and national identity?

PLOT DIAGRAM

Title of Story:

Author:

Climax (also called the *turning point*)

Explain the most intense event in the story where the tension reaches a peak (line numbers).

Rising Action

Explain another important event that took place and that leads to the climax (line numbers).

Falling Action

Explain an important event that happens after the climax and that leads to the resolution in the story (line numbers).

Rising Action

Explain an important event that took place and that leads to the climax (line numbers).

Falling Action

Explain another important event that happens and that leads to the resolution in the story (line numbers).

Conflict

Explain the major problem in the story (line numbers).

Exposition

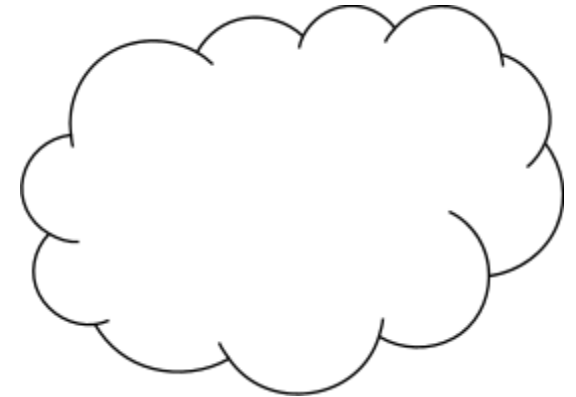
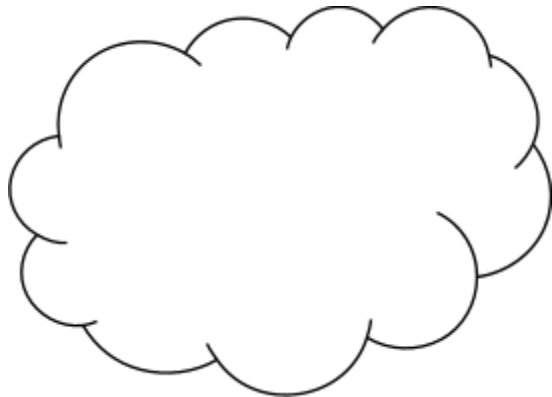
Who are the characters in the story?
Describe the setting of the story (provide the line numbers where you found the information).

Theme

What could be a theme, or lesson about life, that you've learned after reading the story?

Resolution

Explain how the conflict is resolved (line numbers).



PLOT DIAGRAM

Title of Story:

Author:

