



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 and eighth grades: 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 ninth grades: 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, *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin, and complete the attached writing assignment.

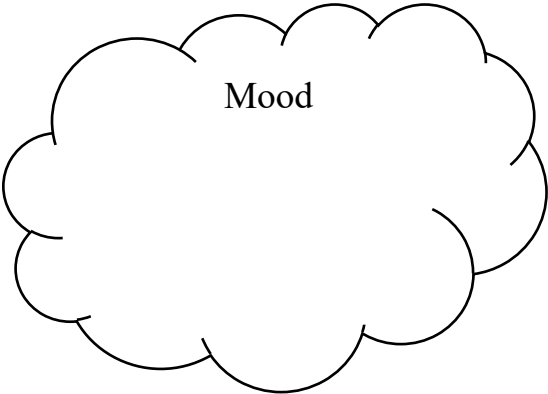
Summer Reading Log

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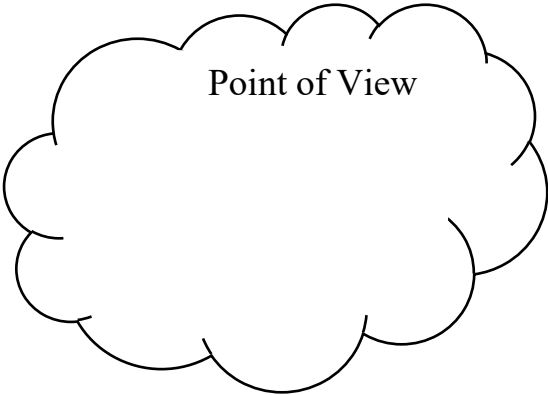
PLOT DIAGRAM

Title of Story:

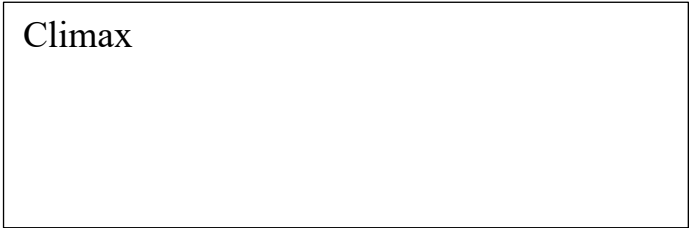
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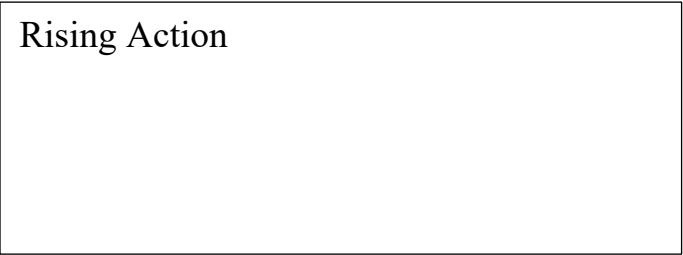
Mood



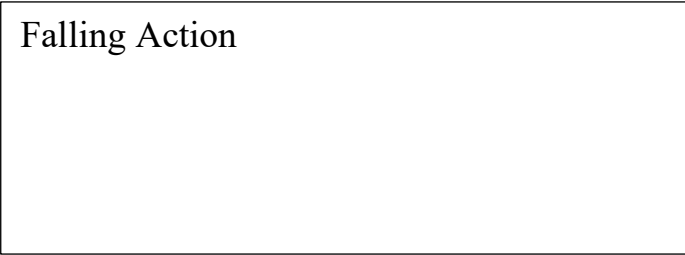
Point of View



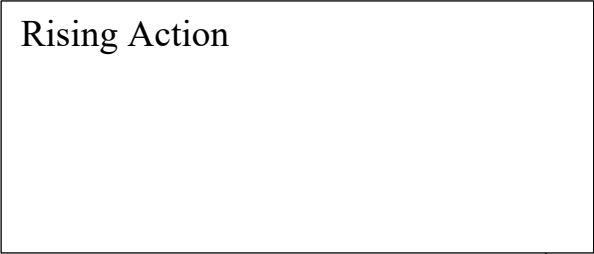
Climax



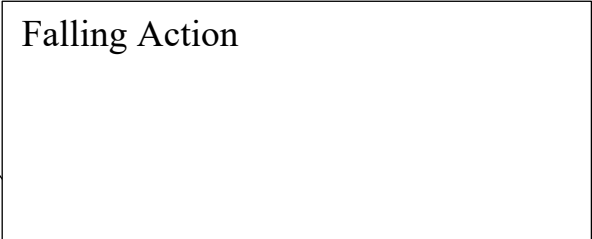
Rising Action



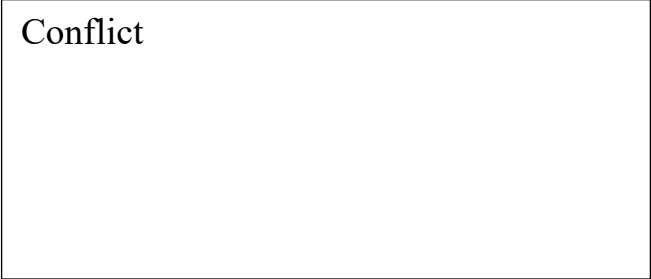
Falling Action



Rising Action



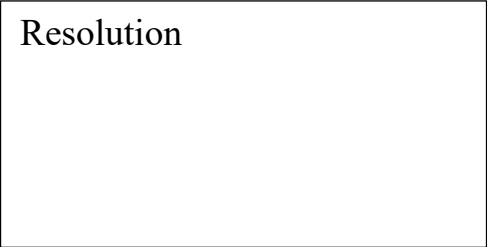
Falling Action



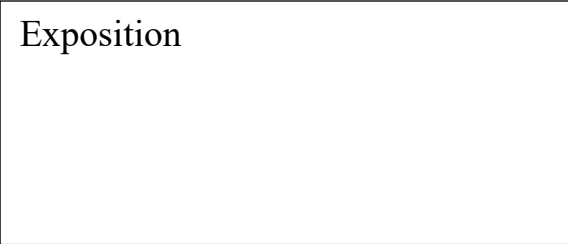
Conflict



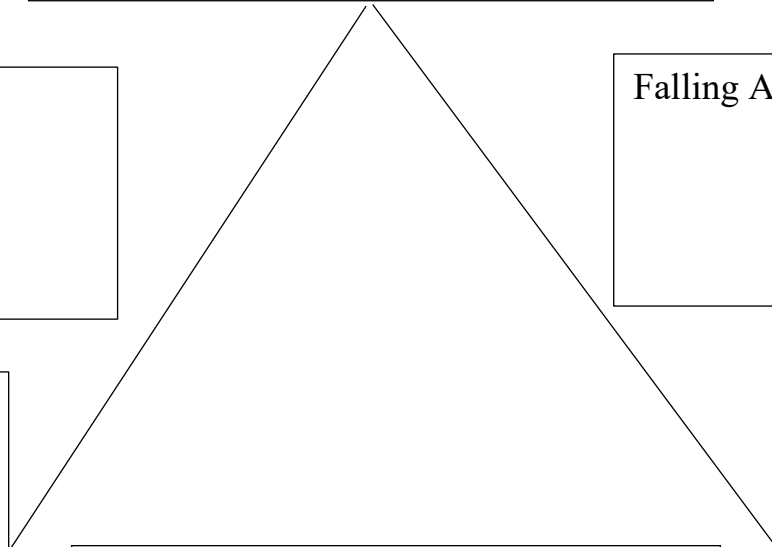
Theme



Resolution



Exposition



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).

Mood

What is the mood of the story?

Point of View

From which point of view is the story told?

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).

Ninth Grade Summer Writing Assignment

After reading *Heroes, Gods, and Monsters* by Bernard Evslin and completing the Mythology Chart, write a 5-paragraph essay contrasting the Grecco-Roman concept of a god with the Judeo-Christian perspective of God. Use the following outline as a guide for organization your writing assignment. While you should always use varied sentence structure and clear wording, you do not need to label any IEW sentence openers or dress-ups.

- I. Author, text, concept
 - a. Basic information regarding Grecco-Roman gods
 - b. Basic information regarding the Judeo-Christian view of God
 - c. Thesis statement articulating one key distinction between these two views of God.
- II. Grecco-Roman gods – trait, quality, or value
 - a. Story highlighting this trait, quality, or value
 - b. Additional story highlighting this trait, quality, or value
- III. Contrasting trait, quality, or value in Judeo-Christian view of God
 - a. Story highlighting this trait, quality, or value
 - b. Additional story highlighting this trait, quality, or value
- IV. Significance of this distinction
 - a. Explanation 1
 - b. Explanation 2
- V. Reassert thesis
 - a. Review information regarding Grecco-Roman concept of gods
 - b. Review information regarding Judeo-Christian concept of God
 - c. Reassert the significance of this distinction
 - d. Extension sentence inviting reader to view this distinction with personal relevance

Name: _____

MYTHOLOGY CHART

In Gentile, or non-Jewish cultures, people wanted an explanation for why things happen in life– why life is hard, what happens after death, and why the world is the way that it is. Both Greek and Roman cultures developed myths around a society of gods. These mythical gods are different from the Christian God. They are petty, arrogant, and selfish, often portraying exaggerated human flaws. Their disagreements formed the basis of the Greek and Romans’ understanding to their questions about life, death, and the afterlife. As we read about these gods, we want to enjoy the stories as entertainment. We want to learn the names and recognize them in literary allusions (an allusion is when a work of literature refers to another work of literature to emphasize a theme or character weakness). However, we also want to identify their flaws and recognize how these mythic stories point us to the need of a Savior – the true God who looks nothing like these insufficient deities and who can actually provide the answers necessary to our understanding of life and its purpose.

Greek Name	Roman Name	Powers/Sphere of Control	Basic story, character flaws, symbols:
The Gods			
Zeus	Jupiter	<i>King of the God, Lord of the sky</i>	<i>Defeated his father Cronos and rescued his siblings. Flaws – infidelity, anger. Symbols –thunderbolt</i>
Hera	Juno		
Athene	Minerva		

Greek Name	Roman Name	Powers/Sphere of Control	Basic story, character flaws, symbols:
Poseidon	Neptune		
Hades	Pluto		
Demeter	Ceres		
Artemis	Artemis		
Apollo	Apollo		
Hermes	Mercury		

Greek Name	Roman Name	Powers/Sphere of Control	Basic story, character flaws, symbols:
Hephaestus	Vulcan		
The Demigods			
Perseus	Perseus		
Daedalus	N/A		
Theseus	N/A		
Atalanta	Similar to Artemis		