

**James Island Christian School  
2010 Summer Reading Instructions  
Grades 9-12 Rising Students**

Next year there will be an Outside Reading program established in the high school grades during the school year where students will classic literature and complete related projects, and so the summer reading requirements contain only two books. Each grade has a required book from classic literature. Each child should bring a copy of that book with them on the first day of school. The required book will be reviewed and studied during the first week of class, and a test will be taken on the student’s knowledge of the book. A paper does not need to be written for the required book. The student should write a paper on each of the choice book(s) for your child’s grade that will come from Christian fiction only. (See attached page for requirements.) **These papers are due on the first day of school.** While Christian fiction is –for the most part- unobjectionable, some of the fiction at the high school reading level may contain topics that you, as a parent, feel are too mature for your student. Therefore, the book must be approved by a parent; this approval will be in the form of the parent’s signature on the summer reading paper that the student writes on the book read. **Any paper turned in without a parent signature will be considered late until the signature is received.** Please check your student’s grade below for the exact requirement. In addition, the choice book must be at or above the student’s grade reading level.

9<sup>th</sup> Grade  
Required book: *Red Badge of Courage*,  
by Stephen Crane  
1 Choice book from Christian fiction

10<sup>th</sup> Grade  
Required book: *Night*,  
by Elie Wiesel  
1 Choice book from Christian fiction

11<sup>th</sup> Grade  
Required book: *Glass Menagerie*,  
by Tennessee Williams  
2 Choice books from Christian fiction

12<sup>th</sup> Grade  
Required book: *Wuthering Heights*  
by Emily Bronte  
2 Choice books from Christian fiction

Below is a list of suggested authors and/or titles from Christian fiction. For a larger selection, visit your local Christian bookstore or the Christian fiction section for your local bookstore.

Blackstock, Terry	Any title
Bly, Steven	Any title
Bunn, T. Davis	Any title
Henderson, Dee	Any title
Parker, Gary	Any title
Peretti, Frank	Any title other than <i>This Present Darkness</i>
Peterson, Tracie	Any title
Rivers, Francine	Selected titles except <i>The Last Sin Eater</i> and <i>The Atonement Child</i> (classroom novels), and <i>The Shoebox</i>
Thoene, Bodie	Any title
Wallace, Lew	<i>Ben- Hur</i>
Wick, Lori	Any title

## Independent Reading Program Guide Format

Each student is to provide all of the information listed below, using complete sentences and organized paragraphs. A paper must be submitted for each choice book, and each paper must be at least two full pages in length. The paper should be double-spaced, using 1" margins, 12pt Times New Roman font only, and using the standard JICS heading. For the assignment line of the heading, the student should provide the type of paper (IRG format) and the title of the book read.

Students may only read books that follow JICS standards for content and tone. **A parent's signature is required on each paper as evidence that the book read was approved by the parent.**

**1. Basic Information**

The student will provide his/her name, grade, title of book and the author, number of pages in the book, the genre or type of book read, and a parent's signature verifying that the book was read at the time of the report.

**2. Plot Summary**

This information will be provided in narrative form using complete sentences. The student will provide the basic plot of the book. Generally, this information will take at least one page of the paper.

**3. Setting**

The student will provide the time and place of the book.

**4. Main Characters**

The student will identify the protagonist(s), antagonist(s), and other main characters.

**5. Theme**

The students will provide the central idea(s) which gives the book meaning. In other words, how do the characters and plot focus on some truth(s) that should be learned?

**6. Main Conflict/ Resolution:**

The student will provide the main conflict(s) in the book. A conflict is the problem to be solved in the book, or the idea, force or person that creates opposition in the book. Provide both the conflict and how it is resolved.

**7. Does the work portray tragic or unhappy consequences for immoral or unethical behavior?**

The student will answer this question with a "yes" or "no," and then explain what the behavior was and the consequences (or lack thereof) are, by using examples from the book.

**8. Does the work attack or condemn evils in society?** Provide explanation and examples, as explained for item #7.

**9. Can the student draw moral points from the book and teach values from it?** Provide explanation and examples as required for items #7 and #8.