



<b>NAME: 04.06.01 LITERATURE SELECTION</b>	<b>VERSION: 2</b>
<b>ADOPTED: DECEMBER 13, 2010</b>	<b>REVIEW: 2018-2019</b>

## **REVIEW EVERY 4 YEARS**

### **PREAMBLE**

Richmond Christian School recognizes that language is a gift from God. It is the goal of RCS to engage students and equip them to mature through exposure to literature from various genres and through a variety of forms. Students will be encouraged to enjoy reading because the very act of reading encourages language development, offers to enhance personal perspective and is a valuable educational tool. It is expected that with the right exposure and guidance students at Richmond Christian School will continue to develop “eyes of faith” through which they view all literature and thus, the world around them.

Literature that is required for study must be chosen for both its literary excellence and its value to the growth of students at RCS. When acquiring new resources for in class study, the curriculum coordinator and teacher must ensure the following: that the materials are developmentally appropriate, of good educational value and that the teacher is properly able to handle the depth of any issues raised. Not all materials will be overtly Christian but consideration must be given to ensuring that the readers can appreciate and understand the craftsmanship of what they are reading. Discernment is appropriate at every age and must be considered given RCS’ K-12 structure.

Literature includes works found in the school library and materials chosen for in-class study. Literature selected for the library and the guidelines for its inclusion are referenced in Policy 4.6.

### **LITERATURE SELECTION CRITERIA:**

1. Select literature that reflects the mission statement of Richmond Christian School and aids in equipping students to joyfully serve Christ in all aspects of life.
2. Such literature may:
  - a. lead readers to explore, evaluate, question, redefine and/or exercise their expression of their Christian faith and commitment;
  - b. instill in readers an awe, wonder and respect for the world that God has created and allowed people to discover;
  - c. provide readers with opportunities to celebrate God’s faithfulness and the power of Christ’s redemptive work;

- d. help readers recognize sin for what it is and the disharmony and destruction it causes;
  - e. encourage readers to acknowledge that only God's grace and love overcome sin and its effects; and
  - f. sharpen readers' sensitivity and compassion for humankind's physical, social, moral and spiritual predicaments and needs.
3. Select books which meet the mental, emotional, and spiritual levels of maturity, ability, interest and needs of the students.
4. Such literature may:
  - a. foster sheer enjoyment;
  - b. encourage within readers a greater understanding of themselves, their relationship with others, and their place as God's people in society; and
  - c. allow readers opportunities to confront, struggle with, and possibly help resolve issues in their own lives and experiences.
5. Select literature from various time periods which reflect different cultures, societies and religions to help students understand their own culture and that of others.
6. Such literature may:
  - a. enable readers to broaden their understanding of how others see creation;
  - b. allow readers the opportunity to evaluate societies from a Biblical perspective;
  - c. deal with controversial topics so that readers develop their sensitivity to and discernment of good and evil in the complexities of modern life.
7. Select works that meet the general objectives of the literature curriculum as these are outlined in the school's course outlines and meet the learning outcomes set out by the Ministry of Education for each grade.
8. Such literature may:
  - a. include work of various genres such as classical literature, biographies, drama, short stories, and poetry;
  - b. trigger delight in words, encourage playful exploration of ideas, and help students appreciate God's marvelous and powerful gift of language;
  - c. include works by Christian authors at all grade levels, and also include works by Canadian authors, as well as authors from other countries.

## **SELECTION PROCESS FOR LITERATURE TO BE USED FOR THE CLASSROOM:**

9. Literature selections which are assigned as required reading or novel study to students in the classroom shall meet the following criteria:
  - a. the subject matter, reading level and maturity level of the selection are appropriate for the students being taught;
  - b. the selection is appropriate for the age, emotional development, ability level, and social development of the students being taught;
  - c. the selection meets an appropriate instructional purpose;
  - d. the selection will help students better understand themselves and others;
  - e. the selection has identifiable literary or curricular merit;
  - f. the selection appropriately models;
    - i. a literary element (character, setting, plot, conflict, etc.)
    - ii. style (prose, poetry, drama) or
    - iii. genre that the student is expected to learn.
10. If a teacher wishes to introduce a new novel or literary work that is not currently available it must be approved by the curriculum coordinator and the campus Principal.
  - a. A teacher will select works for classroom study based on the above guidelines and submit the new choice on a *New Literature Request Form for Staff Use* form.

## **CHALLENGES TO ADOPTED LITERATURE**

11. Challenges to approved literature used in the classroom or available in a campus library shall be submitted in writing to the campus Principal. The parent or guardian of a student must complete the *Parent/Guardian Request for the Review of a Specific Literary Work* form in full and provide it to the campus Principal.
12. The Principal shall include the item on the next Education Committee meeting agenda so that a review of the challenge can be addressed.
13. Each committee member shall receive a copy of the challenge prior to the meeting for prayerful consideration.
14. The committee shall discuss the challenged selection, based on the guidelines outlined under this policy.
  - a. If a particular passage or topic is in issue the committee may decide that the material needs to be read in its entirety in order to properly assess what has been brought into question.

- b. It is recommended that 2 committee members read the material within a reasonable period of time and relay their findings to the committee for further consideration.
  - c. The committee shall determine whether or not the challenged material selection can be retained for classroom instruction or remain within the library.
15. If it should be determined that the material is contentious but none the less has literary value the Committee may recommend that the work be available to only certain grades.

#### **PARENTS/GUARDIANS RIGHTS**

16. Parents/Guardians may exempt their child from a required reading assignment if they personally find the literature objectionable.
17. The student shall be assigned an alternate literature selection without penalty.

**NEW LITERATURE REQUEST FORM FOR STAFF USE SHOULD INCLUDE THE FOLLOWING INFORMATION:**

1. Title
2. Author
3. Course and grade level
4. When have you last read this work in its entirety?
5. Why are you considering this book for your class?
6. What themes will be addressed? Please include specific examples.
7. How do you intend to deal with the themes from a Christian perspective?
8. What contentious issues are there in the work? Please include specific examples
9. How do you intend to deal with these issues, as well as the rest of this work, from a Christian perspective?
10. Additional comments?

With approval process from Principal and Curriculum Coordinator.

**PARENT/GUARDIAN REQUEST FOR THE REVIEW OF A SPECIFIC LITERARY WORK FORM SHOULD INCLUDE THE FOLLOWING INFORMATION:**

1. Parent name
2. Book Title, author etc.
3. When did you last read this book in its entirety?
4. To what in the book do you object? (Be specific, cite pages.)
5. What do you feel might be the negative impact of the reading of this book?
6. Is there anything good about this book?
7. What do you believe this book communicates?
8. What book of equal quality would you recommend to replace it?

Forwarded to the Education Committee for their consideration and reply.