

Curriculum Guide

LANGUAGE ARTS Grades 9-12

Office of Education
North American Division
of Seventh-day Adventists

2003

The North American Division

The North American Division includes the United States and Canada, as well as the islands of Bermuda, St. Pierre and Miquelon. With such a diversity of cultures, this curriculum guide is designed to ensure that uniform standards are maintained. In those places, within the Division where governmental academic requirements differ from those of this guide, appropriate adjustments may be made as long as the Seventh-day Adventist philosophy is maintained.

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PHILOSOPHY

The Seventh-day Adventist Church recognizes God as the ultimate source of existence and truth. In the beginning, God created in His image a perfect humanity, a perfection later marred by sin. Through Christ and His Spirit, God determined to restore humanity from its lost state. Through the Bible, He has revealed His will to the world, a revelation that supersedes human reason. Through His church on earth, He seeks the lost for His kingdom.

The basic tenets of the Seventh-day Adventist Church, including the inspired writing of Ellen White, are directed toward God's restorative plan for fallen humanity. The Church conducts its own system of education to engender belief in these tenets, within the context of one's personal relationship with Jesus Christ, and to foster a desire to share that relationship with others.

Made in God's image, every human being, although fallen, is endowed with attributes akin to those of the Creator. Therefore, Adventist education seeks to nurture thinkers rather than mere reflectors of other's thoughts; loving service rather than selfish ambition; maximum development of one's potential; and an appreciation for all that is beautiful, true and good.

An education of this kind imparts far more than academic knowledge. It is a balanced development of the whole person. Its time dimensions span eternity. In Adventist education, homes, schools, and churches cooperate together with divine agencies in preparing learners for citizenship here on this earth and in the New Earth to come.

RATIONALE

The Seventh-day Adventist 9-12 language arts curriculum seeks to help students learn to reflect God's image by developing proficiency in the different areas of communication – writing, listening, speaking, reading, and viewing.

Such communication involves critical thinking which is essential to the development of Christian values; so Adventist educators endeavor to focus on the apostle Paul's words:

Fill your minds with things that are
True, honest, and just.
Think about things that are noble, pure, and lovely.
Focus on good reports about others.
If any good has happened
Or there's any reason
To praise man or God
Think about those things.
Philippians 4:8

In grades 9-12, a carefully developed language arts curriculum, embodying Seventh-day Adventist standards, will ensure that all students are literate and can engage successfully in reading, discovering, creating, and analyzing spoken, written, electronic, and visual texts. This curriculum must reflect multiple perspectives of diverse spiritual, civic, and social communities and make meaningful connection within language arts, and between language arts and other fields.

An education of this kind imparts more than academic knowledge. It is a balanced development of the whole person to prepare learners for earthly and heavenly citizenship.

INTRODUCTION

The primary goal of the 9-12 language arts curriculum in the Seventh-day Adventist school system is to help students incorporate a Christ-centered perspective in all aspects of communication. The second important goal of the curriculum is to assist students in developing critical thinking skills as they read, write, listen to, speak, and view language and literature. Mastery of these five language arts strands is the key to success for the life-long learner in every discipline.

The competent language arts teacher realizes that so much of what is taught cannot be compartmentalized; these concepts are intertwined. Each skill achieved in the five learning strands (reading, writing, listening, speaking, viewing) overlaps the others. When designing language arts courses, teachers should include all strands.

These five strands are central to the language arts discipline. Teaching concepts such as verbs, point of view, transcendentalism, complex sentence structure, or steps in the writing process are important, but not an end in themselves. What is central is that students must be able to read, write, listen, speak, and view clearly from a global Christ-centered perspective that embraces understanding and higher order thinking. Teaching language arts must be a comprehensive, inclusive process that recognizes the interconnectivity of the various strands.

As the essential learnings, elements, national standards, and FACT 21 goals found in this guide are used, they will systematically lay the foundation that will direct our students through the learning process.

If, when our students leave our care, we can look at them and say, “Because of our time together you can more competently read, write, listen, speak, and view; and because of the skills you have developed you can better communicate with others and with your God,” then we have truly fulfilled our mission.



The North American Division Language Arts Curriculum Guide provides a uniform plan for outlining 9-12 content and skills instruction. The Guide defines essential learnings as the most critical aspects of the instructional program. It specifies those “essential learnings” by strands to be incorporated as appropriate for each grade level. The teacher will find this guide helpful if used in the following ways:

1. To recognize the textbook as a teaching tool and not the determiner of course outline.
2. To identify spiritual concepts to be included.
3. To provide guidelines which the teacher may use to track individual or class progress in planning for instruction recognizing that students will vary in time of mastery.
4. To support the teacher in meeting the challenge of accountability in the teaching process.
5. To identify essential skills that are to be taught in grades 9-12.

SCOPE AND SEQUENCE

Strands	Essential Learnings	9 - 12
Read	Responsibility/Moral Choice	•
	The Reading Process	•
	Media	•
	Literature	•
	Historical/Culture	•
	Implication	•
	Drama	•
	Study Skills/References	•
Write	Responsibility/Moral Choice	•
	The Writing Process	•
	Grammar/Mechanics	•
	Aims/Modes	•
	Style	•
Speak	Responsibility/Moral Choice	•
	The Speaking Process	•
	Formal/Informal (Types)	•
	Elements of Speaking	•
Listen	Responsibility/Moral Choice	•
	The Listening Process	•
	Media	•
View	Responsibility/Moral Choice	•
	The Viewing Process	•
	Media	•

READING

READING - (Grades 9-12)

Students will demonstrate Christian values and responsibility in reading interpretively, selectively, appreciatively, and analytically.

Essential Learnings	Elements	National/State Standards	FACT 21 Goals
<p>The Reading Process</p> <p>2. Comprehension</p> <p>3. Vocabulary</p> <p>4. Response</p>	<p>Main ideas Cause/Effect Sequence Point of view Inference Comparison/Contrast Purpose</p> <p>Dictionary/Thesaurus Analogies Word analysis Context clues</p> <p>Summarization Generalization Synthesis Reflection</p>	<p>1. Students should be able to question, analyze, interpret, and draw conclusions about various forms of literature. Students should consider: a) literary elements such as character, setting, plot, conflict, and theme; b) literary devices such as flashback, simile, metaphor, foreshadowing, symbolism, personification, and alliteration; c) literary strategies such as structure, tone, mood, and point of view.</p> <p>2. Students should be able to read to acquire new information, identify ideas, events, emotions, and attitudes in various forms of literature to better understand themselves and the real world.</p> <p>3. Students should be able to read a wide range of literature from different periods in many genres to build an understanding of the dimensions of human experience. NCTE #2</p>	<p><i>I. Acceptance of God and His Word</i></p> <ul style="list-style-type: none"> • Have a developing knowledge of God’s Word. (B) • Value God’s inspired writings and created works as sources of His revelation. (E) • Discover enjoyment in the study of God’s Word. (H) • Apply biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life. (L) <p><i>II. Commitment to the Church</i></p> <ul style="list-style-type: none"> • Relate to lifestyle and cultural issues based on biblical principles. (G) • Evaluate and exhibit lifestyle choices consistent with those of Seventh-day Adventist Christians. (H)

READING - (Grades 9-12) cont'd

Essential Learnings	Elements	National/State Standards	FACT 21 Goals
<p>Print Media</p> <p>Literature</p> <ul style="list-style-type: none"> • Poetry • Biography • Drama • Short Stories • Essays • Novels <p>Nonfiction</p> <ul style="list-style-type: none"> • Evaluation <p>Values</p>	<p>Allegory Characterization Conflict Elements of plot Figurative language Foreshadowing</p> <p>Imagery Irony Mood/Tone Point of view Satire Setting Symbolism Theme</p> <p>Propaganda Persuasion Fact/Opinion Cause/Effect Content Distortion Reliability/Accuracy Bias Stereotype(s)</p> <p>Moral Ethical Spiritual</p>	<p>4. Students should be able to draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features to comprehend and appreciate what they read. NCTE #3</p> <p>5. Students should develop a life-long love of reading.</p> <p>6. Students should be able to understand and respect diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles. NCTE #9</p> <p>7. Students should understand the place/value of a free press in a democratic society.</p> <p>8. Students should be able to use a variety of print and electronic resources to gather information for research topics. NCTE #8</p> <p>9. Students should be able to use reading skills and strategies to understand a variety of informational texts.</p>	<p><i>III. Family and Interpersonal Relationships</i></p> <ul style="list-style-type: none"> • Acquire knowledge, attitudes and skills essential to meeting family responsibilities. (D) <p><i>IV. Responsible Citizenship</i></p> <ul style="list-style-type: none"> • Understand, accept, and respect the diversity of others. (A) • Understand the functions of governments and their impact on individuals and society. (E) <p><i>V. Healthy Balanced Living</i></p> <ul style="list-style-type: none"> • Realize the impact of emotions on spiritual, physical, social, and intellectual growth. (H) <p><i>VI. Intellectual Development</i></p> <ul style="list-style-type: none"> • Broaden intellectual abilities through the study of God's Word. (A) • Develop effective ways to learn, study, and to locate and organize information. (D)

READING (Grades 9-12) cont'd

Essential Learnings	Elements	National/State Standards	FACT 21 Goals
<p>Historical/Cultural Implications</p> <ul style="list-style-type: none"> • Purpose • Cultural Impact • History of Language • Schools of Thought 	<p>To inform To entertain To manipulate To control</p> <p>Appreciation of diversity Strengths of ethnic, religious, and regional communities Multicultural linguistic heritage</p> <p>Language origins Development/Changes</p> <p>Classicism Puritanism Deism Romanticism Transcendentalism Realism Modernism</p>		<p><i>VI. Intellectual Development - cont'd</i></p> <ul style="list-style-type: none"> • Relate thinking skills to real world experiences. (F) • Apply the principle of life-long learning. (H) <p><i>VII. Communication Skills</i></p> <ul style="list-style-type: none"> • Communicate effectively through the avenues of reading, writing, listening, speaking, and nonverbal language. (A) • Use media to enhance communication. (E) • Make appropriate choices when encountering all forms of media communication. (G) <p><i>VIII. Life Skills</i></p> <ul style="list-style-type: none"> • Acquire skill in the use of computers and other forms of technology. (E) • Manage time effectively. (I) <p><i>IX. Aesthetic Appreciation</i></p> <ul style="list-style-type: none"> • View God as the Author of beauty both in His creation and in human expression. (A)

READING (Grades 9-12) cont'd

Essential Learnings	Elements	National/State Standards	FACT 21 Goals
<p>Responsibility/Moral Choices</p> <ul style="list-style-type: none"> • Selection Process • Clarification of Values <p>Study Skills/Reference</p> <ul style="list-style-type: none"> • Study Skills • Reference • Test Taking 	<p>Values Ethics Morals</p> <p>Organization Time management Note taking Reading comprehension Memorization</p> <p>Research Internet CD Rom/DVD Library</p> <p>Analyzing Essay Multiple choice Matching True/False Standardized</p>		

WRITING

WRITING (Grades 9-12)

Students will demonstrate Christian values and responsibility in writing effectively, analytically, and creatively.

Essential Learnings	Element	National Standards	FACT 21 Goals
<p>The Writing Process</p> <ul style="list-style-type: none"> Prewriting Drafting Revising Editing/Proofreading Publishing 	<p>Brainstorming Clustering Mapping Freewriting</p> <p>Sentences Paragraphs Grammar Usage Mechanics Coherence Clarity</p> <p>Sharing the final copy</p>	<p>1. Students should be able to write skillfully using a variety of sentence structures as well as developing proper paragraphs and joining paragraphs into proper sequences.</p> <p>2. Students should be able to apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. NCTE #6</p> <p>3. Students should be able to compose with clear, logical, precise, and simple progression of thought.</p> <p>4. Students should be able to demonstrate a variety of quality modes of writing for different purposes and audiences. NCTE #5</p> <p>5. Students should conduct research on issues and interests by generating ideas and questions, and by posing problems. They should gather, evaluate, and synthesize data from a variety of resources, including technology to communicate their discoveries in ways that suit their purpose and audience. NCTE #7</p>	<p><i>I. Acceptance of God and His Word</i></p> <ul style="list-style-type: none"> Apply biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life. (L) <p><i>II. Commitment to the Church</i></p> <ul style="list-style-type: none"> Relate to lifestyle and cultural issues based on biblical principles. (G) <p><i>IV. Responsible Citizenship</i></p> <ul style="list-style-type: none"> Have an awareness of the role of the Christian as a member of a global community. (D) <p><i>V. Healthy Balanced Living</i></p> <ul style="list-style-type: none"> Realize the impact of emotions on spiritual, physical, social, and intellectual growth. (H) <p><i>VI. Intellectual Development</i></p> <ul style="list-style-type: none"> Use critical and creative thinking skills in decision-making and problem-solving. (B) Develop effective ways to learn, to study, and to locate and organize information. (D) Relate thinking skills to real world experiences. (F)
<p>Modes of Writing</p> <ul style="list-style-type: none"> Narrative Imaginative Descriptive Expository Persuasive Reflective 	<p>Classifying Predicting Elaborating Identifying errors in logic Drawing conclusions Summarizing Identifying patterns and relationships</p>		

WRITING - (Grades 9-12) cont'd

Essential Learnings	Elements	National/State Standards	FACT 21 Goals
<p>Styles of Writing</p> <ul style="list-style-type: none"> • Formal • Informal 	<p>Audience Point of view Figurative language Diction Rhetorical devices Syntax Imagery Tone Mood Voice Sensory details Energetic verbs Precise nouns</p>		<p><i>VII. Communication Skills</i></p> <p>Communicate effectively through the avenues of reading, writing, listening, speaking, and nonverbal language. (A)</p> <p>Employ language in ways that edify and uplift. (F)</p> <p><i>VIII. Life Skills</i></p> <p>Acquire skill in the use of computers and other forms of technology. (E)</p> <p>Interact effectively in groups. (G)</p> <p>Manage time effectively. (I)</p>
<p>Aims of Writing</p> <ul style="list-style-type: none"> • Comparison • Contrast • Cause/Effect • Process Analysis • Definition • Paraphrase • Analogy • Humor 	<p>Point of view Organization Audience Logic</p>		<p><i>IX. Aesthetic Appreciation</i></p> <p>Employ Christian principles as a basis for creative appreciation and expression. (B)</p> <p><i>X. Career and Service</i></p> <p>Develop a strong Christian work ethic which respects the dignity of labor. (A) Develop an awareness of career options and opportunities as they relate to the mission of the church and to the changing world. (B)</p>
<p>Responsibility/Moral Choices</p> <ul style="list-style-type: none"> • Selection Process • Ethics 	<p>Topic Language</p> <p>Plagiarism Intellectual honesty</p>		<p>Develop practical work skills that will enhance employability. (D)</p> <p>Identify the match between one's talents and career options. (F)</p>

SPEAKING

SPEAKING (Grades 9-12)

Students will demonstrate Christian values and responsibility in speaking creatively, effectively, and appropriately.

Essential Learnings	Elements	National/State Standards	FACT 21 Goals
<p>The Speaking Process</p> <ul style="list-style-type: none"> • Sender • Message • Receiver • Feedback 	<p>To inform To persuade To entertain</p>	<p>1. Students should be able to use organization, research support, concrete content, graphics, and a clear progression of thought to communicate effectively with a variety of audiences.</p> <p>2. Students should be able to communicate effectively for different purposes. These include: a) presenting narratives, explanations, descriptions, summaries, critiques, major persuasive speeches, and technical presentations; b) developing and sharing personal opinions on fiction and nonfiction; c) making presentations involving the audience and using appropriate language to entertain.</p>	<p><i>I. Acceptance of God and His Word</i></p> <ul style="list-style-type: none"> • Identify and use God-given spiritual gifts. (F) • Value and participate in corporate forms of worship. (J) • Apply biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life. (L)
<p>Elements of Speaking</p> <ul style="list-style-type: none"> • Preparation • Presentation 	<p>Research Logic Organization Practice</p> <p>Body language Appearance Voice quality Visuals/Media Notes/Cues</p>	<p>3. Students should be able to make multimedia presentations using text, images, and sound.</p> <p>4. Students should be able to ask questions that broaden and enrich classroom discussion.</p>	<p><i>II. Commitment to the Church</i></p> <ul style="list-style-type: none"> • Participate in the witnessing, outreach, and soul winning activities of the local church. (D) <p><i>III. Family and Interpersonal Relationships</i></p> <ul style="list-style-type: none"> • Develop effective interpersonal skills in family and other relationships. (A) • Reflect Christian principles through refinement in taste, decorum, language, dress and courtesy. (E)
<p>Types</p> <ul style="list-style-type: none"> • Formal • Informal 	<p>Public speaking Group dynamics Interpersonal skills</p>	<p>3. Students should be able to make multimedia presentations using text, images, and sound.</p> <p>4. Students should be able to ask questions that broaden and enrich classroom discussion.</p>	<p><i>V. Healthy Balanced Living</i></p> <ul style="list-style-type: none"> • Realize the impact of emotions on spiritual, physical, social, and intellectual growth. (H)

SPEAKING (Grades 9-12) cont'd

Essential Learnings	Elements	National/State Standards	FACT 21 Goals
<p>Responsibility/Moral Choices</p> <ul style="list-style-type: none"> • Content • Delivery 	<p>Topics Word choice Christian values</p> <p>Tone of voice Body language Appearance</p>		<p>VII. Communication Skills</p> <ul style="list-style-type: none"> • Communicate effectively through the avenues of reading, writing, listening, speaking, and nonverbal language. (A) • Use communication skills in ways that enhance one's Christian witness. (B) • Understand how sensitivity to the feelings of others affects communication. (C) • Communicate effectively with other cultures and language groups. (D) • Employ language in ways that edify and uplift. (F) <p>VIII. Life Skills</p> <ul style="list-style-type: none"> • Interact effectively in groups. (G) • Develop conflict resolution skills. (H)

LISTENING

LISTENING (Grades 9-12)

Students will demonstrate Christian values and responsibility in listening analytically, selectively, appreciatively, and effectively.

Essential Learnings	Elements	National/State Standards	FACT 21 Goals
<p>The Listening Process</p> <ul style="list-style-type: none"> • Sender • Message • Receiver • Feedback 	<p>Evaluate Remember Understand</p>	<p>1. Students should be able to listen to form beliefs, to determine goals, and to take stances on issues of importance.</p> <p>2. Students should be able to form opinions, make recommendations, persuade others, use technical material, to challenge the speaker and the content.</p> <p>3. Students should be able to use criteria to evaluate their own and others' effectiveness in group discussions and formal presentations.</p> <p>4. Students should be able to use a variety of strategies to enhance listening comprehension.</p>	<p><i>I. Acceptance of God and His Word</i></p> <ul style="list-style-type: none"> • Have a developing knowledge of God's Word. (B) • Acknowledge the power of prayer and its role in making decisions. (D) • Value and participate in corporate forms of worship. (J) <p><i>III. Family and Interpersonal Relationships</i></p> <ul style="list-style-type: none"> • Develop effective interpersonal skills in family and other relationships. (A) <p><i>V. Healthy Balanced Living</i></p> <ul style="list-style-type: none"> • Realize the impact of emotions on spiritual, physical, social, and intellectual growth. (H) <p><i>VII. Communication Skills</i></p> <ul style="list-style-type: none"> • Communicate effectively through the avenues of reading, writing, listening, speaking, and nonverbal language. (A) • Use communication skills in ways that enhance one's Christian witness. (B)
<p>Auditory Media</p> <ul style="list-style-type: none"> • Purpose • Values • Evaluation 	<p>To inform To entertain To manipulate To control</p> <p>Moral Ethical Spiritual</p> <p>Propaganda Persuasion Fact/Opinion Cause/Effect Content Distortion Reliability/Accuracy Bias Stereotype(s)</p>		

LISTENING (Grades 9-12) cont'd

Essential Learnings	Elements	National/State Standards	FACT 21 Goals
<p>Responsibility/Moral Choices</p> <ul style="list-style-type: none"> • Selection Process • Clarification of Values • Attitude 	<p>Morals Values Ethics</p> <p>Courtesy Attentiveness</p>		<p><i>VII. Communication Skills</i></p> <ul style="list-style-type: none"> • Communicate effectively with other cultures and language groups. (D) • Use media to enhance communication. (E) • Make appropriate choices when encountering all forms of media communication. (G) <p><i>VIII. Life Skills</i></p> <ul style="list-style-type: none"> • Interact effectively in groups. (G) • Develop conflict resolution skills. (H) <p><i>IX. Aesthetic Appreciation</i></p> <ul style="list-style-type: none"> • Appreciate the creative and performing arts. (C)

VIEWING

VIEWING (Grades 9-12)

Students will demonstrate Christian values and responsibility in viewing discerningly, selectively, appreciatively, and analytically.

Essential Learnings	Elements	National/State Standards	FACT 21 Goals
<p>The Viewing Process</p> <ul style="list-style-type: none"> • Sender • Message • Receiver • Feedback 	<p>Understand Remember Evaluate</p>	<p>1.</p> <p>Students should develop a range of strategies and criteria to interpret visual media including:</p> <ul style="list-style-type: none"> a) recognizing and analyzing techniques that perpetuate stereotypes; b) understanding the effects of the visual media on audiences with different backgrounds (age, nationality, belief systems, etc.); c) understanding how media messages influence economic, political, social, and cultural issues; d) understanding that different factors influence the media and the extent to which the audience also influences media introduction. 	<p><i>II. Commitment to the Church</i></p> <ul style="list-style-type: none"> • Evaluate and exhibit lifestyle choices consistent with those of Seventh-day Adventist Christians. (H) <p><i>IV. Responsible Citizenship</i></p> <ul style="list-style-type: none"> • Analyze current events in the light of history and prophecy. (F) <p><i>V. Healthy Balanced Living</i></p> <ul style="list-style-type: none"> • Realize the impact of emotions on spiritual, physical, social, and intellectual growth. (H)
<p>Visual Media</p> <ul style="list-style-type: none"> • Evaluation • Values • Purpose 	<p>Propaganda Persuasion Fact/Opinion Cause/Effect Content Distortion Reliability/Accuracy Bias Stereotype</p> <p>Moral Ethical Spiritual</p> <p>To inform To entertain To manipulate To control</p>	<p>2.</p> <p>Students should be able to show an understanding of what they have viewed by recalling information, asking questions, summarizing, and interpreting.</p>	<p><i>VII. Communication Skills</i></p> <ul style="list-style-type: none"> • Use media to enhance communication. (E) <p><i>IX. Aesthetic Appreciation</i></p> <ul style="list-style-type: none"> • View God as the Author of beauty both in His creation and in human expression. (A) • Appreciate the creative and performing arts. (C)

VIEWING (Grades 9-12) cont'd

Essential Learnings	Elements	National/State Standards	FACT 21 Goals
<p>Responsibility/Moral Choices</p> <ul style="list-style-type: none"> • Selections Process • Clarification of Values 	<p>Morals Values Ethics</p>	<p>3. Students should be able to view presentations with an open mind and to evaluate information and sources.</p> <p>4. Students should be able to analyze a presentation to form an opinion, make recommendations, and persuade others.</p>	

Note: National standards were adapted from Ten Sigma Performance Assessments for Language Arts, Standards for the English Language Arts, and Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education.

A Guide to the Teaching of Literature

Introduction

The teaching of literature introduces new concepts and reinforces points of instruction in nearly every other part of the Seventh-day Adventist curriculum. Likewise literature can be the center of controversy. If the teacher does not choose the selections wisely and communicate well to parents, administrators, and students the goals for selecting, at times literature which covers questionable topics, great harm will result to the confidence a parent and student must have in their teacher. The following guide will assist the teacher in making wise choices.

“The great aim of the teacher should be the perfecting of Christian character in himself and in his students. Teachers, let your lamps be trimmed and burning, and they will not only be lights to your students, but will send out clear and distinct rays to the homes and neighborhoods where your students live, and far beyond into the moral darkness of the world.” - Counsels to Parents and Teachers, page 68.

Philosophy

Literature in general sets forth a person's impressions of the world, as well as their aspirations, deeds, thoughts, and accomplishments, whether good or bad. Literature selected, in particular for Seventh-day Adventist schools, should lead to the development of the whole person. It may be expressed through poetry or prose; it may be fact or fiction; it may be drawn from secular or religious sources. It will give a comprehensive view of the universe, help solve fundamental problems, and answer questions on the origin, nature, and destiny of man while emphasizing the true, the honest, and the beautiful.

The study of literature should support the fundamental premise that God is the Creator and Sustainer of the earth and the entire universe and is the Source of all knowledge and wisdom. The presentation of literature should confirm the truth that God created man in His image and help restore that image by developing faith in Christ. It should nurture an intelligent dedication to the work of God and develop a desire to serve mankind.

Seventh-day Adventist educational philosophy holds that acquaintance with God can best be obtained through divine revelations of His nature and purposes. The objectives of the teaching of literature in Seventh-day Adventist schools will therefore be in harmony with those revelations, particularly as anchored in holy scripture and supported in the writings of Ellen G. White.

The teaching of literature in Seventh-day Adventist schools should give primary emphasis to character-building. It should transmit to the students the spiritual ideals, beliefs, attitudes, and values of the church, and should encourage them to be thoughtful, law-abiding citizens as well as loyal, conscientious Christians.

Careful study of Ellen White's counsels and her total relationship to reading principles indicates that guided study of secular literature, both the fact-based and some true-to-principle fiction based, is legitimate for Seventh-day Adventist schools. It should be studied with a careful regard to the positive principles set forth in Ellen White's writings.

Acceptable literature, whatever its form, is serious art and should be taught in such a manner that students will become vividly aware of its

aesthetic qualities - its beauty of word and structure, of rhythm and rhyme, of light and shade. The teacher should share with students an innate and cultivated love of the best in literature that they might learn to appreciate the highest and to employ its principles in their own literary endeavors.

Selection of Literature for Seventh-day Adventist Schools

A. Function

The function of literature selected for study in Seventh-day Adventist schools is to acquaint the student with the artistic wealth available in all forms of the written word. Literature is designed to provide significant, artistic, lasting insights into essential human experience. It develops an appreciation and emulation of the beauty of language and the art of literary structure. The study of literature confronts the student with reality, explores significant questions, and introduces ideas in their historical context. It provides a basis for developing cultural thinking skills discriminatory powers. It should tend to draw the reader to Christ, build up and strengthen understanding and faith, and help each individual to become a whole spiritual being.

B. Criteria

General

Literature assigned in Seventh-day Adventist schools should:

- Be serious art that leads to significant insight, into the nature of man.
- Avoid sensationalism (the exploitation of sex or violence) and maudlin sentimentality (the exploitation of softer feelings to the detriment of a sane and level view of life).
- Not be characterized by profanity or other crude and offensive language.

- Avoid elements that give the appearance of making evil desirable or goodness appear trivial.
- Avoid simplified, excitingly suspenseful, or plot-dominated stories that encourage hasty and superficial reading.
- Be adapted to the maturity level of the group or individual.
- Avoid biases in all its forms (gender, race, culture, and physical disabilities).

Fiction

Webster's New International Dictionary of the English Language, Second Edition, Unabridged, defines *fiction* broadly as: "That which is feigned, invented, or imagined; esp., a feigned or invented story, whether uttered or written with intent to deceive or not; - opposed to fact or reality. Fictitious literature; all works of imagination in narrative or dramatic form; specif., novels and romances..." In essence the term *fiction* is often understood merely to mean the categories of the novel and the short story.

From an intensive examination of her references to fiction, it appears that Ellen White used the term *fiction* to apply to works with the following characteristics:

- It is addictive.
- It may be sentimental, sensational, erotic, or profane.
- It is escapist, causing the reader to revert to a dream world and to be less able to cope with the problems of everyday life.
- It unfits the mind for serious study, and devotional life.
- It is time consuming and valueless.

Ellen White, while characterizing objectionable literature, recognized a proper limited use of certain fiction materials by her endorsement of *Pilgrim's Progress* and by including in her compilation of *Sabbath Readings* (1877-1878) such materials in the form of simple stories teaching “moral and religious” lessons “that defend a sound morality and breathe a spirit of devotion, tenderness and true piety,” at the same time specifying their value in contrast with “religious fiction” which had proved to be detrimental.

In the selection of literary material the counsel of Ellen White should be followed in avoiding materials marked by the characteristics she attributed to fiction. Within these limitations some fictional works, as fiction, may be appropriately taught.

Biographies

All biographical selections are to be chosen with caution, and the same guidelines as recommended for other reading material be followed.

Biographies often include the lives of persons whose religious views or personal lives are unworthy of emulation, as well as much novel or imaginative presentation.

Glorification of Authors

The inspired word of the Spirit of Prophecy has given counsel to refrain from glorifying the authors of literary works (see *Counsels to Writers and Editors*, pp. 173, 174.) It is recognized that certain undevout and ungodly authors have sometimes embodied in their writings gems of wisdom and truth and have written some things which express cultural, moral, and aesthetic values, and, “We can trace the line of the world’s teachers as far back as human records extend; but the Light was before them. As the moon and the stars of our solar system shine by the reflected light of the sun, so, as far as their teaching is true, do the world’s great thinkers reflect the rays of the

Sun of Righteousness. Every gleam of thought, every flash of the intellect, is from the Light of the world.” - *Education*, pp. 13,14.

Since admonition has been given to teach students how to choose the good, and refuse the evil, in the teaching of literature, primary emphasis should be placed upon the values, insights, and understandings to be found in the literature itself, avoiding the glorification of authors in any way.

Relevance

Students are particularly concerned that their studies should be relevant to their experience and interests. Recognizing that, along with its traditionally appreciated values, literary study can promote understandings that may be useful for problem solving and for coping with personal and cultural change.

The following criteria should be considered:

- Teachers of literature in Adventist schools should build on the premise that both selection of materials and methods of teaching be governed by relevance to the development of students into mature Adventist Christians, committed to the search for wisdom and truth, and concerned with the physical, mental and spiritual well-being of their students.
- Teachers of literature should assist students to discover the relevance of the literature found within Bible and the writings of Ellen White to current issues.
- Adventist schools (particularly on the higher level), recognizing students’ interest in currently pressing human problems, may include in their literature program such materials that encourage sharpened perceptions and fresh insights and challenge values that students have accepted or held without critical examination. The teacher’s judicious attitude toward such material and candid

explanation should reveal to students its usefulness for such higher values as perception and insight despite certain drawbacks. The teachers should communicate goals and approaches to administrators when materials are to be used which would normally violate Seventh-day Adventist philosophy expressed in this document.

Individual Student Conviction

In view of the fact that some students come to Seventh-day Adventist classrooms with deep conscientious convictions about the content of some literature that they may not accept, every effort should be made by all teachers of literature to provide optional, acceptable reading on related topics for these students so that no one should be embarrassed because of individual interpretations of Spirit of Prophecy.

Role of the Teacher

Teachers of literature in a Seventh-day Adventist school will be thoroughly dedicated to the beliefs and ideals of the church and will exemplify these both in their personal and their professional life. They will be concerned with the salvation of each student and the glorification of God. Teachers will use materials and methods to assist students in attaining the highest goals God has designed for His people. Educators will be selective in the choice of assignments, and methods of teaching, and will instill in each student those principles set forth in the Bible and the writings of Ellen White. Teachers will remember that truth is best communicated in a setting of love, compassion, beauty, and simplicity. They will take into consideration the Adventist constituency in which they teach, the homes from which the students come, and most importantly, the students themselves, adapting to their needs.

In attempting to solve professional problems, teachers should counsel with colleagues and supervisors, and in case of doubt on certain reading material to be presented to or read by the students.

Literature Representative of Multicultural Groups

In the use of literature produced by such writers:

- Teachers should become aware of the cultural characteristics of the students and should know his own reactions as a teacher by probing his own feelings and prejudices.
- Teachers should be aware of the aptitudes and interests of students from multicultural groups to lift their aspirations and lead students to achieve their highest potential.
- Students should understand that their heritage is an important contribution to society; therefore, they should be encouraged to explore the distinguishing features of their own cultural background through the study of literature.

“Teacher, weed from your talks all that is not of the highest and best quality. Keep before the students those sentiments only that are essential.” - *Counsels to Parents and Teachers*, page 403.