

Southern Maryland Christian Academy
Summer Reading Assignment
High School Students
2025 - 2026

To promote individual reading of classic literature, all high school students will be expected to complete supplemental reading and a corresponding assignment. Individual reading increases student vocabulary and reading skills which will lead to improved performance in academic studies and standardized testing.

High school students have two options to show completion of required summer reading. High school students can choose **either**:

- TEST: Student will take an Accelerated Reading test during the first week of school.

OR

- PROJECT: Submits a typed character assignment using the following requirements (on page 3 of this document) by the second class day of the first quarter. Teachers will give details on how to submit this assignment in Google classroom on the first day of class.

Please refer to the appropriate grade level listed below that you will be entering. You must read one book. The student is provided with three choices. The assessment will count as a **TEST** grade for the first quarter. Please remember this is a required activity.

***Failed Exams/Projects**

Students who fail the exam or project will **not** have the option of a retake.

***Late Registration**

Students who register after August 15 must take the AR test before the end of the first quarter. They will not have the option of doing the project. Students who register late will be required to take the AR Test on a specific book based on their grade level.

9th Grade - The Pearl

10th Grade - Frankenstein

11th Grade - The Old Man and the Sea

12th Grade - Dr. Jekyll and Mr. Hyde

Note: Students enrolled in a Dual Credit or Advanced Placement English course for the upcoming school year will be required to read two books. Submit a project for one and take a test on the second book.

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Book List: Be sure you refer to the grade you will be entering.

9th Grade

The Pearl (John Steinbeck) **
Roll of Thunder, Hear My Cry (Mildred D.
Taylor) Captains Courageous (Rudyard Kipling)

10th Grade

Frankenstein (Mary Shelley) **
The Crucible (Arthur Miller)
Animal Farm (George Orwell)

11th Grade

The Old Man & the Sea (Ernest Hemingway) **
To Kill a Mockingbird (Harper Lee)
Fahrenheit 451 (Ray Bradbury)

12th Grade

Robinson Crusoe (Daniel Defoe)
The Hound of the Baskervilles (Arthur Conan Doyle)
Dr. Jekyll and Mr. Hyde (Robert Louis Stevenson) **

** Required book for students who register after August 15

High School Reading Project

Directions: Your project will have two parts. You are required to complete both parts.

Part 1: List ten memorable quotations from the novel (column 1) and briefly explain why you think each is significant to the plot or character development (column 2).

Part 2: Write a character analysis on ONE character from the novel. The analysis should be three paragraphs in length and contain the following: description of the character’s traits, motivation of the character, and actions of the character that influence the novel’s resolution.

High School Summer Reading Rubric

| - | 5 | 4 | 3 | 2 | 1 |
|-----------------------|--|--|--|---|---|
| Quotations | Lists ten significant quotes from book | Lists mostly significant quote but includes several insignificant quotes | Lists approximately five significant quotes and five insignificant quotes | Lists few significant quotes. | Does not list any significant quotes |
| Explanation of quotes | Thorough explanations of why selected quotes are important | Good explanations of why quotes are important | Fair explanation of why quotes are important | Poor explanation of why quotes are important | No explanation of why quotes are important |
| Character analysis | Contains at least three full paragraphs comprising a description of the character’s traits, motivation of the character, and actions of the character that influence the novel’s resolution. | Contains almost three full paragraphs comprising a description of the character’s traits, motivation of the character, and actions of the character that influence the novel’s resolution. | Contains two full paragraphs comprising a description of the character’s traits, motivation of the character, or actions of the character that influence the novel’s resolution. | Contains one full paragraph comprising a description of the character’s traits, motivation of the character, or actions of the character that influence the novel’s resolution. | Contains less than one full paragraph comprising a description of the character’s traits, motivation of the character, or actions of the character that influence the novel’s resolution. |
| Spelling and grammar | Contains almost no errors in spelling and grammar | Contains a few errors in spelling and grammar | Contains several errors in spelling and grammar | Contains numerous errors in spelling and grammar | Contains excessive errors in spelling and grammar |

Total points earned: _____ /20

Comments: