



High School (9th-12th Grade) Summer Assignments 2026-2027 Academic Year

Dear PCA Families:

Please find enclosed a list of all the required and recommended summer work for each course. The content is organized by grade level and labeled by content area. We believe that summer work helps to keep students stimulated and keep the mind growing while preparing them for the next year of learning.

When it comes to summer, reading may not be the first thing kids have in mind for fun! However, summer reading has been proven to prevent the “summer slide” of academics - the noticeable dip in reading and/or academic skills. Students who read demonstrate better fluency, vocabulary, and comprehension skills - all those things that you as parents desire for your child when it comes to the standardized testing and college admissions.

In an effort to promote reading for enjoyment, the workload is not meant to be overbearing and some student choices have been added. The selected books correspond to the content and discussions for the upcoming coursework and will help prepare them for a successful start of the school year. Please note that most honors level ELA classes have an additional book and assignment. As parents, we ask that you please encourage your child(ren) to take these readings and assignments seriously. Encourage them to start their reading early and continue it throughout the summer months. Waiting until the last few days to complete the reading can create a stressful environment and cause an overall dislike for reading. Please remind your students about the importance of reading and growing our brains! Our goal is for this experience to be beneficial and fun for all students.

While most math assignments are not required, we encourage parents to have their students work through the attached packets as a way of reviewing important math concepts and preparing students for the next level of math. Worked solutions are included for each packet to allow for easy review.

Please note that AP courses have assigned summer work to be completed prior to the start of the school year to prepare students for the expectations of the class.

Sincerely,

PCA Teachers & Administration

Coding colors: ELA - Blue Math - Green History - Red Science - Purple Spanish - Orange

Rising 9th Grade

9th Grade- ELA World Literature

All students read [Animal Farm](#) - George Orwell

Summer Reading: Rising 9th:

- **CP:** [Animal Farm](#) - George Orwell
- **H:** [Animal Farm](#) - George Orwell **AND** [Things Fall Apart](#) – Chinua Achebe

Summer Reading Assignment (High School ELA)

Assignment Overview

All students are expected to:

1. Read the assigned novel(s)
 2. Keep a reading journal with guided responses
 3. Annotate the text
 4. Prepare for a test or project upon returning to school
-

Part I: Reading Journal (All Grades)

Due: First day of school

Grade Weight: Major Grade

Students must maintain a **reading journal** while reading their assigned book(s).

Journal Requirements

For **each chapter**, students must include:

- **Brief Summary (3–5 sentences)**
 - What happened in the chapter?
- **Guided Responses** (answer most or all of the following):
 - What is the **setting** of this chapter?
 - What key events move the **plot** forward?
 - Who is the **protagonist**? What do they want?
 - Who or what is the **antagonist**?
 - What possible **themes** are emerging?
 - Identify any **imagery or vivid descriptions**
 - List **unfamiliar words** (with guessed or defined meanings)
- **Personal Reflection (2–3 sentences)**
 - What stood out to you? Why?

Student Journal Worksheet ([Template](#)) for use!

Students may organize their journals using a structure like this:

Chapter #:

Summary:

Setting:

Plot Events:

Protagonist/Antagonist:

Theme(s):

Imagery:

Vocabulary:

Reflection:

Part II: Annotation

Due: First day of school

Grade Weight: Included with journal or separate grade (teacher discretion)

Annotation Expectations

Students should actively annotate while reading by:

- Highlighting or marking key passages
- Writing notes in margins, sticky notes, or a notebook
- 2-4 annotations per chapter

Students Should Focus On:

- Character development
 - Important quotes
 - Themes and central ideas
 - Literary devices (imagery, symbolism, etc.)
 - Questions or reactions
-

Part III: Beginning-of-Year Assessment

Students should be prepared for a **graded assessment** upon returning to school.

Important Notice

- There will be a **test and/or project** based on the summer reading
- Details, prompts, and expectations will be provided during the **first week of school**

Possible Assessment Formats:

- Reading comprehension test
 - Literary analysis essay
 - Project or presentation
 - Class discussion or Socratic seminar
-

Grading Breakdown

- **Reading Journal:** 50%
 - **Annotation:** 20–30%
 - **Beginning-of-Year Assessment:** 20–30%
-

Academic Integrity

Students are expected to complete their reading independently. Online summaries should not replace reading the text.

9th Grade MATH (recommended not required)

This is an **OPTIONAL** review of this year's coursework to bridge this year to next. Worked solutions are provided to help jog your child's memory.

- [Summer Math Review for Geometry](#)

Rising 10th Grade

10th Grade ELA American Literature

All Students read the novel [Uncle Tom's Cabin](#) -Harriet Beecher Stowe

Summer Reading:

- **CP:** [Uncle Tom's Cabin](#) -Harriet Beecher Stowe, **AND** [150 Most Famous Poems](#) (selection 2-3 - **CP:** *A Poison Tree* by William Blake, *O Captain! My Captain!* By Walt Whitman)
- **H:** [Uncle Tom's Cabin](#) -Harriet Beecher Stowe, **Choose 1*** between: [The Last of the Mohicans](#)-James Fenimore Cooper , **OR** [The Adventures of Huckleberry Finn](#)-Mark Twain **AND** [150 Famous Poems](#) (selection 4-5 - **Honors:** *A Poison Tree* by William Blake, *O Captain! My Captain!* By Walt Whitman, *Nothing Gold Can Stay* by Robert Frost, *Acquainted With the Night* by Robert Frost)

[*Content reminder & letter](#) for parents/students

Summer Reading Assignment (High School ELA)

Assignment Overview

All students are expected to:

1. Read the assigned novel(s)
2. Keep a reading journal with guided responses
3. Annotate the text
4. Prepare for a test or project upon returning to school

Part I: Reading Journal (All Grades)

Due: First day of school

Grade Weight: Major Grade

Students must maintain a **reading journal** while reading their assigned book(s).

Journal Requirements

For **each chapter**, students must include:

- **Brief Summary (3–5 sentences)**
 - What happened in the chapter?
- **Guided Responses** (answer most or all of the following):
 - What is the **setting** of this chapter?
 - What key events move the **plot** forward?
 - Who is the **protagonist**? What do they want?
 - Who or what is the **antagonist**?

- What possible **themes** are emerging?
 - Identify any **imagery or vivid descriptions**
 - List **unfamiliar words** (with guessed or defined meanings)
 - **Personal Reflection (2–3 sentences)**
 - What stood out to you? Why?
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Student Worksheet ([Template](#)) for use!

Students may organize their journals using a structure like this:

Chapter #:

Summary:

Setting:

Plot Events:

Protagonist/Antagonist:

Theme(s):

Imagery:

Vocabulary:

Reflection:

Part II: Annotation

Due: First day of school

Grade Weight: Included with journal or separate grade (teacher discretion)

Annotation Expectations

Students should actively annotate while reading by:

- Highlighting or marking key passages
- Writing notes in margins, sticky notes, or a notebook
- 2-4 annotations per chapter

Students Should Focus On:

- Character development
 - Important quotes
 - Themes and central ideas
 - Literary devices (imagery, symbolism, etc.)
 - Questions or reactions
-

Part III: Beginning-of-Year Assessment

Students should be prepared for a **graded assessment** upon returning to school.

Important Notice

- There will be a **test and/or project** based on the summer reading
- Details, prompts, and expectations will be provided during the **first week of school**

Possible Assessment Formats:

- Reading comprehension test
 - Literary analysis essay
 - Project or presentation
 - Class discussion or Socratic seminar
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Grading Breakdown

- **Reading Journal:** 50%
 - **Annotation:** 20–30%
 - **Beginning-of-Year Assessment:** 20–30%
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Academic Integrity

Students are expected to complete their reading independently. Online summaries should not replace reading the text.

10th Grade MATH (recommended not required)

This is an OPTIONAL review of this year's coursework to bridge this year to next. Worked solutions are provided to help jog your child's memory.

- If your child has completed Honors/CP Algebra 1: [Algebra 1 Summer Review for Geometry](#)
- If your child has completed Geometry, he/she will review Algebra 1 in preparation for Algebra 2: [Algebra 1 Summer Review for Algebra 2](#)

10th Grade History- Advanced Placement US History (Required)

This summer, you will complete three separate APUSH assignments designed to help you build a strong foundation for success in the course. These assignments are not just busy work—they are intentional steps to help you develop the skills and background knowledge needed to thrive in a college-level history class.

AP U.S. History (APUSH) is a challenging and rewarding course that asks you to think critically, read closely, write analytically, and make connections across time. It's not just about memorizing names and dates—it's about understanding why history happened the way it did, and how it continues to shape our world today.

The summer work is your first opportunity to:

- Begin mastering key historical content from Periods 1 and 2 of the AP U.S. History Curriculum
- Practice close reading and thoughtful note-taking
- Develop habits that will support you all year long in reading, writing, and studying at an advanced level
- Completing this work carefully and on time will help ease your transition into the rigor of APUSH—and it will give you an early advantage when we begin our first unit in the fall.

Stay organized, pace yourself, and take it seriously

[**APUSH Summer Scavenger Hunt**](#)

[**APUSH Summer Reading Assignments**](#)

[**APUSH Comparative Essay Assignment**](#)

Rising 11th Grade

11th Grade ELA British Literature - CP and Honors

All Students read: Students are required to read [A Christmas Carol](#) - Dickens (CP also read 150 Famous Poems (selection 2-3))

Summer Reading:

- **CP:** [A Christmas Carol](#) - Dickens, [150 Famous Poems](#) (selection of 2-3 **CP:** *The Road Not Taken* – Robert Frost, *O Captain! My Captain!* – Walt Whitman)
- **H:** [A Christmas Carol](#) - Dickens **AND** [Pride and Prejudice](#)-Jane Austen, [150 Famous Poems](#) (selection of 4-5 **H:** *The Road Not Taken* – Robert Frost, *O Captain! My Captain!* – Walt Whitman, *Annabel Lee* – Edgar Allan Poe, *We Real Cool* – Gwendolyn Brooks *Harlem (A Dream Deferred)* – Langston Hughes)
- **AP:** [A Christmas Carol](#) - Dickens **AND** [Pride and Prejudice](#)-Jane Austen, [150 Famous Poems](#) (selection of 6-8 **AP:** *The Road Not Taken* – Robert Frost, *O Captain! My Captain!* – Walt Whitman, *Annabel Lee* – Edgar Allan Poe, *We Real Cool* – Gwendolyn Brooks, *Harlem (A Dream Deferred)* – Langston Hughes, *My Last Duchess* – Robert Browning, *Do Not Go Gentle into That Good Night* – Dylan Thomas, *If—* – Rudyard Kipling)

Summer Reading Assignment (High School ELA)

Assignment Overview

All students are expected to:

1. Read the assigned novel(s)
2. Keep a reading journal with guided responses
3. Annotate the text (grades 7-12 only)
4. Prepare for a test or project upon returning to school

Part I: Reading Journal (All Grades)

Due: First day of school

Grade Weight: Major Grade

Students must maintain a **reading journal** while reading their assigned book(s).

Journal Requirements

For **each chapter**, students must include:

- **Brief Summary (3–5 sentences)**
 - What happened in the chapter?
- **Guided Responses** (answer most or all of the following):
 - What is the **setting** of this chapter?

- What key events move the **plot** forward?
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 - Who or what is the **antagonist**?
 - What possible **themes** are emerging?
 - Identify any **imagery or vivid descriptions**
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 - What stood out to you? Why?
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Student Worksheet ([Template](#)) for use!

Students may organize their journals using a structure like this:

Chapter #:

Summary:

Setting:

Plot Events:

Protagonist/Antagonist:

Theme(s):

Imagery:

Vocabulary:

Reflection:

Part II: Annotation

Due: First day of school

Grade Weight: Included with journal or separate grade (teacher discretion)

Annotation Expectations

Students should actively annotate while reading by:

- Highlighting or marking key passages
- Writing notes in margins, sticky notes, or a notebook
- 2-4 annotations per chapter

Students Should Focus On:

- Character development
 - Important quotes
 - Themes and central ideas
 - Literary devices (imagery, symbolism, etc.)
 - Questions or reactions
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Part III: Beginning-of-Year Assessment

Students should be prepared for a **graded assessment** upon returning to school.

Important Notice

- There will be a **test and/or project** based on the summer reading
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Possible Assessment Formats:

- Reading comprehension test
 - Literary analysis essay
 - Project or presentation
 - Class discussion or Socratic seminar
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Grading Breakdown

- **Reading Journal:** 50%
 - **Annotation:** 20–30%
 - **Beginning-of-Year Assessment:** 20–30%
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Academic Integrity

Students are expected to complete their reading independently. Online summaries should not replace reading the text.

11th Grade MATH (recommended not required)

This is an OPTIONAL review of this year's coursework to bridge this year to next. Worked solutions are provided to help jog your child's memory.

- If your child has completed Geometry, he/she will review Algebra 1 in preparation for Algebra 2: [Algebra 1 Summer Review for Algebra 2](#)
- If your child has completed Algebra 2, he/she will review Geometry and Algebra 2 in preparation for Precalculus: [Geometry/Algebra 2 Summer Review for Precalculus](#)

11th Grade History- Advanced Placement Human Geography (Required)

Students should complete these two assignments- [summer work packet](#) and [AP Human Geography packet](#) focusing on map skills that will build a foundation of geographic knowledge prior to the school year and be used as a resource throughout the course.

11th/12th Grade AP Biology (Required)

☰ AP Biology Summer Assignment 2026

11th/12th Grade AP Chemistry

AP Chemistry Summer Prep

- Summer Work pt 1: Complete this AP Chem preparation assignment by the first day of Class, this is a Homework Grade. There will be a Quiz on our second day of class to make sure you have memorized the information needed for this course. [Summer assignment 1](#)
- Summer Work pt 2: Complete Semester 1 and Semester 2 review guides to refresh what you learned in Sophomore Chemistry. Due on the First day of class for a Quiz Grade. [Summer assignment 2](#)
- Summer Work pt 3: Complete the Practice MCQ exam attached [Summer assignment 3](#)
- please complete this on your own with no outside resources other than the attached [exam reference sheet](#). This will be used to track your progress in the course this year

11th Grade/12th Grade Spanish 102

Please complete assignments that have been emailed to you by Mrs. Faile. Contact Mr. Reilly at kreilly@palmettochristianacademy.org with any questions.

☰ SUMMER WORK: SP101 STUDENTS MOVING TO SP102 & SP3 HONORS/PRE-AP

Rising 12th Grade

12th Grade ELA Senior Literature

All students should read the novel: [1984 by George Orwell](#).

Summer Reading:

- **CP:** [1984](#) - George Orwell, [150 Famous Poems](#) (selection of 2-3 - "Ozymandias" – Percy Bysshe Shelley, "The Second Coming" – William Butler Yeats)
- **H:** [1984](#) - George Orwell, [Invisible Man](#) - Ralph Ellison, [150 Famous Poems](#) (selection of 3-5 - "The Love Song of J. Alfred Prufrock" – T. S. Eliot, "Ode to a Grecian Urn" – John Keats, "Fern Hill" – Dylan Thomas)
- **AP:** [1984](#) - George Orwell, [Invisible Man](#) - Ralph Ellison, [150 Famous Poems](#) (selection of 5-7 - "Ozymandias" – Percy Bysshe Shelley, "The Second Coming" – William Butler Yeats, "The Love Song of J. Alfred Prufrock" – T. S. Eliot, "Ode to a Grecian Urn" – John Keats, "Fern Hill" – Dylan Thomas (selection of 6-8 - focus: fragmentation, unreliable speaker, and deep literary interpretation (perfect AP Lit scaffolding)
***Added bonus for strengthening "[How to Read Literature like a Professor](#)"**

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Possible Assessment Formats:

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 - Project or presentation
 - Class discussion or Socratic seminar
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Grading Breakdown

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 - **Beginning-of-Year Assessment:** 20–30%
-

Academic Integrity

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12th Grade AP Calculus AB (REQUIRED)

Please click the link below for the required summer assignment for AP Calculus.

[AP Calculus Summer Assignment](#)

11th/12th Grade AP Biology (Required)

[AP Biology Summer Assignment 2026](#)

11th/12th Grade AP Chemistry

AP Chemistry Summer Prep

- Summer Work pt 1: Complete this AP Chem preparation assignment by the first day of Class, this is a Homework Grade. There will be a Quiz on our second day of class to make sure you have memorized the information needed for this course. [Summer assignment 1](#)

- Summer Work pt 2: Complete Semester 1 and Semester 2 review guides to refresh what you learned in Sophomore Chemistry. Due on the First day of class for a Quiz Grade. [Summer assignment 2](#)
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11th Grade/12th Grade Spanish 102

Please email Mr. Reilly at kreilly@palmettochristianacademy.org with any questions.

SUMMER WORK: SP101 STUDENTS MOVING TO SP102 & SP3 HONORS/PRE-AP