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777 W. Valley Blvd.  
Colton, CA 92324

Dear Students and Parents/Guardians:

I am Kristen Tornero and I look forward to working with you in the AP English IV course. The work is interesting as well as rigorous and it is my hope that students grow confident in their abilities to comprehend various works in addition to analyzing them. I can not stress enough how important it is to read ALL the works and engage in thinking in an effort to accomplish this goal. As part of the preparation for this mindset, it is necessary to complete the SUMMER ASSINGNMENTS before returning in the fall when we will start with these pieces. Links have been provided to the works, but they can also be checked out from the library. Please sign below to verify that you have received this information and thank you for your support.

Sincerely,  
Kristen R. Tornero

### Notice to Parents

Your child is enrolled in an English class that will require significant reading of high quality literature. Typically, English teachers select the literature for study in their courses from the Recommended Reading list published by the California Department of Education. All books are selected by teachers because they support the curriculum standards, and in the case of Advanced Placement classes, they help to prepare students for the AP exam. The literature is taught as a whole work, not in edited or summary form. At times high quality literature includes themes and/or language that some parents find objectionable.

This notice is intended to inform you that some of the books on the reading list for your child's class may have been challenged by one or more parents or community members in the past. As required in Board policy, when a book is challenged, a committee reviews the novel and makes a recommendation to the Board of Education. When looking at your child's reading list, any book with an asterisk, (\*), by the title has been challenged, and the Board of Education has determined the book will remain on the reading list.

As a parent, you may review any book on the reading list to determine if you would like your child to either read the assigned novel or request an alternate. You may request to see the books in the classroom or library by scheduling time with the classroom teacher or librarian. You have the right to request that your child not be assigned to read a particular novel, but instead read a comparable alternate book. Please see your child's teacher if you would like further information or would like to request an alternate.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Parent/Guardian Name (printed)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Student Name (printed)

\_\_\_\_\_  
Date

### Advanced Placement IV Reading List

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## **SUMMER READING ASSIGNMENTS**

### **Full Length Works**

BRAVE NEW WORLD- Huxley's futuristic novel about the competing values of freedom, individuality, scientific progress and social stability. <https://www.huxley.net/bnw/one.html>  
(The rest of the chapters appear as numbers at the top and bottom of the page.)

1984-(Orwell)

This work focuses a dystopian future where critical thought is suppressed under a totalitarian regime.  
<https://www.planetebook.com/free-ebooks/1984.pdf>

### **ASSIGNMENTS:**

1. Complete the annotation and essay:  
<https://drive.google.com/file/d/1mqYxxnD1tyTkW65iYUHGlpdA0f-vJ4Az/view?usp=sharing>
2. Write an essay explaining which work was more appealing and effective based on your own experiences and observations. How did you identify with the piece? (I am looking for this to serve as an introduction in a sense, so this essay can be first person and personal on some level.)
3. Taking the work you chose for the essay above, write another essay explaining how the work fits at least three of five listed Criteria of Literary Merit:

*The work of literature:*

1. *Entertains the reader and is interesting to read.*
2. *Shows thematic depth: The themes merit revisiting and study because they are complex and nuanced.*
3. *Demonstrates innovation in style, voice, structure, characterization, plot and/or description.*
4. *May have a social, political or ideological impact on society during the lifetime of the author or afterward.*
5. *Is universal in its appeal (i.e., the themes and insights are not only accessible to one culture or time period).*

### **Poetry**

Use the following link to access the work for "The Unknown Citizen". (Also found on 848-849 of Perrine)  
[https://docs.google.com/document/d/12WQOmFxQBPigY\\_NDh0ihs9K\\_W21b4xOcdSGq7uGd93U/edit?usp=sharing](https://docs.google.com/document/d/12WQOmFxQBPigY_NDh0ihs9K_W21b4xOcdSGq7uGd93U/edit?usp=sharing)

### **Perrine**

Complete the poetry MC section on pages 1103-1113. When you review your answers from the back of the book (pg. 1686) explain your wrong answers as you are correcting them.

## **OTHER FULL LENGTH-WORKS TO BE READ OVER THE YEAR**

HEART OF DARKNESS- Conrad's story follows Marlowe in his quest to locate his fellow company man that has been lost in the African Congo.

DEATH OF A SALESMAN- Miller's prize-winning play addressing family conflict and loss of idealism after World War II.

THE GRAPES OF WRATH – Steinbeck's classic novel of social injustice is set in the dust-bowl era United States.

KING LEAR – Shakespeare's masterpiece of misjudgments and misunderstandings that lead to tragic results.

OTHELLO – Shakespeare's masterpiece focusing on the effect of blind jealousy and manipulation.

WUTHERING HEIGHTS – Bronte's classic brooding tale focuses on a gypsy foundling and his intrusion into the lives of the Earnshaw family.

**\*Additional works from the literature anthology will also be assigned.**

*May 30, 2019*

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