

English II 2016-17

Mrs. Anderson
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Fall Semester

Unit 1: Encounters and Foundation to 1800 (The native, slave and explorer perspectives)

- Critical Analysis packet
- William Bradford's from *Of Plymouth Plantation* p. 81-87
- Anne Bradstreet's To My Dear and Loving Husband from *The Interesting Narrative of the life of Olaudah Equiano*
- Jonathan Edward's *Sinners in the Hands of an Angry God*
- *The Crucible*

Unit 2: (Mid 1700's) The Revolutionary & (1800-1855) Romantic periods (*Into the Wild*, essays, and persuasive speeches)

- John Locke's *The Second Treatise of Civil Government*
- Thomas Paine's *The American Crisis*
- Advertising techniques/persuasive speeches
- Emerson's *Self Reliance & Nature*
- Thoreau's "Resistance to to Civil Government" & *Walden*
- Poe
- Longfellow
- Dickinson

Unit 3: (1850-1900) Rise of Realism - Mark Twain (The Adventures of Huckleberry Finn, satire)

- ISP Research Paper
- *Huckleberry Finn*
 - theme/motif assignment
- Mark Twain
 - *Red Badge of Courage*
 - Maya Angelou
 - The World of Jack London

Spring Semester

Unit 4: (1855-1925) Women's Voices & The American Dream

- Continue ISP (oral presentations)
- Women's issues, suffragist
 - Dickinson: Influence of p.746
 - Gilman: "The Yellow Wallpaper" p.765
 - Chopin: "The Story of an Hour" p.783
- Reading for Information p.782
- *The Great Gatsby: Establishing the Historical Context with Primary Sources*
- Poetry by: Sandburg, Masters, Robinson, Dunbar, Sapia, Nye, and Cervantes

Unit 5: (1900-1940) The Modern Period: Harlem Renaissance & Modernism

- Langston Hughes
- Zora Neale Hurston
- Harlem poetry
- Raymond Chandler's *The Big Sleep*
- Robert Frost
- Hemingway: "The End of Something"
- T.S. Eliot: "The Love Song of J. Alfred Prufrock"
- Wright "The Man Who Was Almost a Man"
- Plath "Mirror"
- Sexton "Self in 1958"

Unit 6: (1940-Present) The Contemporary Period

- J.D. Salinger's *Catcher in the Rye*
- John Steinbeck "Why Soldiers Won't Talk"
- Amy Tan "Mother Tongue"
- Anne Tyler "Teenage Wasteland"

Course Content

Most of the material covered in this course will be provided. With that said, you will be required to complete OUTSIDE READING and for that, you will have to provide your own book. It is up to you whether you purchase or borrow the book, but either way, it is your responsibility to get the book and the book MUST BE IN CLASS EVERY SINGLE DAY! This will be reflected in your grade.

Communication

Due to the nature of the day, it is best to email me. You may call and leave a message, but I will be able to respond in a more timely manner if contacted through email. This goes for students and parents. I will utilize REMIND, but it will be used for emergencies only. You are responsible for writing down your homework and test dates. Students, if you need me to do something and we have a conversation about it, I will most likely ask you to also write me a note and leave it on my desk or send me an email.

About Me

After graduating from Vasquez High School, I attended COC for a year and a half and earned my Associates Degree. For the next three semesters, I attended Pepperdine University and earned my Bachelor's degree in Sociology. Loving Pepperdine, I decided to continue my education and earned my Master's degree in Education and my teaching credential in English. I began teaching 13 years ago but this is only my second year at VHS.

Essential Supplies

It is highly recommended that students in this class come prepared with certain materials that would assist in their organization, readiness, and ultimate academic success.

Composition Notebook (this will be kept in class for daily writing)

Multi-colored pack of highlighters

Post-it notes for annotations

Blue, black & red pens

Outside Reading material/book

1.5 inch 3-ring binder and dividers

#2 pencil & eraser

Calendar/Planner