

## English II Pre-AP SYLLABUS 2, 2021

*(Students: Keep this syllabus in your notebook. This will be your syllabus for the first few weeks of school.)*

Date	In class:	Assignments:
9/27/21	<ul style="list-style-type: none"> <li>- Read Antigone scene 2 (lines 416-700; pg 15-25) and answer the following questions using textual evidence: Go back to 9/21 for questions.</li>   <li>- Review STOPADS and the Rhetorical Triangle</li>   <li>- <b>Notes: What is a Rhetorical Strategy?</b></li> </ul>	<p><b>Finish Antigone questions for homework if not completed in class!</b></p> <ul style="list-style-type: none"> <li>● Study your notes on <b>What is a Rhetorical Strategy and Modes of Discourse</b> for a test <b><u>NEXT CLASS!</u></b></li>   <li>● Read the speech given by Malala Yousafzai and complete the analysis handout and <b>rhetorical analysis paragraph.</b></li> </ul>
9/29/21	<ul style="list-style-type: none"> <li>- Review <b>BOTH</b> homework assignments.</li>   <li>- <b>Test on Rhetorical Strategies and Modes of Discourse</b></li>   <li>- Reading Antigone scene 3 (lines 701-894; pgs. 25-32)</li> </ul> <p><b>Notes: Vocabulary List 1---if not enough time, you will copy your vocabulary words from the class website for homework <u>BEFORE</u> the next class. We will then discuss the nuances of the words <u>NEXT CLASS.</u>-----Test on 10/7</b></p>	<p>Answer the following for homework:</p> <p><b>**Note several examples of irony in character development in this scene.</b></p> <p><b>**Ode 3 on the 'power of love' is considered one of the greatest, most moving portrayals of love--note the imagery and metaphorical language.</b></p> <p>Explain these figurative language words/phrases:</p> <ul style="list-style-type: none"> <li>- Choragos: "Unless time has rusted my wits"</li> <li>- Haemon: "Reason is God's crowning gift to man"</li> <li>- Creon: "...you are right/Not to lose your head over this woman"</li> <li>- Creon: "You consider it right for a man of my years and experience/To go to school to a boy"</li> <li>- Creon: "The State is the King"</li> <li>- Haemon: "Yes, if the State is a desert."</li> <li>- Chorus: Love is a "waster of rich men." (Strophe, Ode 3))</li> </ul> <p>What are Creon's justifications to Haemon for his decision to execute Antigone? How does Haemon try to change his father's mind?</p> <p>What are Creon's motives? What character flaw is revealed by Creon?</p> <p>Explain what Haimon conveys through the use of the tree and sailing analogies.</p> <p>Why does the Choragos/Leader refuse to take sides?</p> <p><b>Finish for homework, if not completed in class!</b></p>

<p>10/1/21</p>	<ul style="list-style-type: none"> <li>- <b>Notes: Nuances of vocabulary list 1 &amp; Antigone questions scene 3</b></li> <li>- For half of your vocabulary words, write synonyms; for the other half, write antonyms. Create sentences for vocabulary list 1 (Keep in mind part of speech and nuance of words!)</li> <li>- <b>Notes: Review how to specifically, write a CLAIM statement for Rhetorical Analysis AND review STOPADS</b></li> </ul> <p><b>Group Work:</b> Annotate “Pretty Hurts” using STOPADS and write a claim statement using at least <b>two</b> rhetorical strategies.</p>	<p><b>Homework:</b> Read <u>Antigone</u> scene 4 (pgs.32-39; lines 895-1089) and answer the following questions:</p> <ul style="list-style-type: none"> <li>- In Antigone’s first lines, is she showing regret? What is the tone and mood of the scene? (tone: author’s attitude; mood: how the audience would have felt)</li> <li>- What changes do we see in Antigone’s character? Why this change?</li> <li>- Do you think the family curse deserves to be mentioned in this scene? <b>Think about the Purpose and the EFFECT on the audience.</b></li> <li>- Analyze Creon’s final decree before Antigone is taken away. What does it reveal?</li> <li>- What flaw in Antigone’s character does the chorus reveal?</li> <li>- What is the relationship between fate and free will?</li> </ul>
<p>10/5/21</p>	<p><b>Review <u>Antigone</u> HWK</b></p> <p><b>Read <u>Antigone</u> scene 5 to the Exodus (pgs.39-52; lines 1090-End)</b></p> <p><b>Notes: Review STOPADS and give notes on Diction &amp; Tone with a quick practice.</b></p> <p><b>DO NOT FORGET, test on vocabulary list 1, NEXT CLASS!</b></p>	<p><b>Complete:</b></p> <p><b>**One of Sophocles' main themes is the significance of SUFFERING – which people suffer in many ways, and from that suffering, grow spiritually. Note this with Antigone and Creon as the remainder of the play unfolds.</b></p> <p><b>**Creon's demeanor changes radically by the play's end. He prays for his own death so that his suffering might end.</b></p> <ul style="list-style-type: none"> <li>- Teiresias, the prophet, points out to Creon his mistakes. What are they?</li> <li>- How does Creon react to Teiresias, and how does he justify his actions? Cite text evidence.</li> <li>- What is the irony of Teiresias' blindness?</li> <li>- Analyze all of the appeals people make to Creon throughout the play. How are they different (<b>THINK ABOUT PURPOSE</b>), and what do his reactions to them say about Creon’s character?</li> <li>- At what point in Scene 5 does Creon change his tone and attitude? When does he give in? Why?</li> <li>- The play deals with <b>PRIDE</b>. Define this word. Find two passages in this scene that address the nature and consequences of pride.</li> <li>- At the end of the play, Eurydice blames Creon for the tragic events, and Creon willingly accepts, saying, "I alone am guilty." Explain how any of these people might be responsible: Creon, Haemon, Antigone, Ismene, Teiresias, the Greek gods.</li> </ul> <p><b>If assignment is not completed in class, finish it for homework!</b></p>

		<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Read “What Should a Billionaire Give--- and What Should You?”(The Norton Reader) annotate using STOPADS then answer questions 1-3; use your annotations to help you.</li> </ul>
10/7/21	<p><b>Review homework: <u>Antigone</u> and Non-Fiction Reading</b></p> <p><b>Notes: Context Clues</b></p> <p><b>Test on vocabulary list 1</b></p> <p><b>Notes: How to Integrate Quotes?</b></p>	<p>Homework:</p> <ul style="list-style-type: none"> <li>- Read President Biden’s speech and annotate focusing on Persona/Speaker, Audience, Occasion, Subject/Message, Diction and Tone, and Purpose (<b>THINK ABOUT ETHICS</b>). Use your annotations to help you write a <b>rhetorical analysis claim statement which you then defend in a paragraph. Use at least 2 ways learned to integrate quotes.</b></li> </ul>
10/11/21	<p><b>Review HWK</b></p> <p><b>Notes: Commonly Misused Words--test on 10/20</b></p> <p><b>Notes: Syntax and Tone Words</b></p> <p><b>Begin syntax group work: groups of 3-4</b></p>	<p><b>Homework:</b></p> <p>Read “Grandmother’s Victory” by Maya Angelou and complete annotations focusing on <b>STOPADS</b>.</p> <p><b>***Her use of figurative language is key!</b></p> <p><b>Complete:</b></p> <p><b>Content: a and b</b></p> <p><b>Strategy and Style: g-j</b></p> <p><b>Engaging the Text: a</b></p> <p>Write a rhetorical analysis claim statement which you then defend in a paragraph.</p> <p><b>Copy vocabulary words List 2--Test on 10/25</b></p>
10/13/21	<p><b>Review homework</b></p> <p><b>Notes: Nuances on Vocabulary List 2</b></p> <p><b>Begin Presentations</b></p>	<p>Finish syntax group work and presentation</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Write synonyms for half your vocabulary words; antonyms for the other half.</li> </ul>
10/15/21	<p><b>Do Now: Commonly Misused Words</b></p> <p><b>Review homework vocabulary synonyms &amp; antonyms</b></p> <p><b>Finish presentations---if needed.</b></p> <p><b>Start: <u>If a Tree Falls</u> documentary</b></p>	<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Create sentences for 10 of your vocabulary words from list 2 using the theme decided on in class. Give enough contextual clues to help someone understand what the vocabulary word means. <b>USE YOUR NOTES ON CONTEXT CLUES!</b></li> </ul>

<p>10/18/21</p>	<p><b>Review vocabulary HWK</b></p> <p><b>Finish: <u>If a Tree Falls</u> documentary---If Needed!</b></p> <p><b>Review notes on diction and syntax (especially “Questions to Ask Yourself”)</b></p> <p>Reading from Patterns book: “Thirty-Eight Who Saw Murder”</p> <p><b>BEGIN BY: reading it a couple of times, and then annotating using STOPADS.</b></p> <p>****You will really want to focus on <b>SYNTAX</b>.</p> <p><b>Somewhere in your annotations, prepare for a class discussion by indicating what strategies related to Diction and Syntax you would focus on if you were going to write an essay on the test.</b></p> <p><b>THIS IS ANNOTATION for discussion ONLY!</b></p>	<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Write an essay that answers the following question: <b>Are there times when it is right to go against the law to do what is morally right?</b></li> </ul> <p><b>***Use at least <u>two</u> other sources from the readings for support, as well as the main text, <u>Antigone</u>.</b></p>
<p>10/20/21</p>	<p><b>Collect essays</b></p> <p><b>Test: Commonly Misused Words</b></p> <p><b>Reading: “I Have a Dream” by King Jr. and complete annotations using STOPADS---really focus on <b>DICTION, SYNTAX, AND TONE!</b> Make sure to talk about the <b>EFFECT</b> (remember, effect means how does it advance their purpose or message, NOT a summary of what it is saying!) of these devices! How do each thing advance his message or purpose?</b></p>	<p><b>Finish “I Have a Dream” for homework if not completed in class.</b></p>

10/22/21	<p>Do Now: Vocabulary List 2</p> <p><b>Review: “I Have a Dream” if needed!</b></p>	<p>Homework:</p> <ul style="list-style-type: none"> <li>- Blog Post: Read the poem, “Suicide Note” and complete annotations focusing on Speaker/Persona, Subject/Message, Organization, Audience, and other rhetorical strategies---<b>You May Want To Focus on Syntax, Diction, and Tone!</b> Use your annotations to help you <b>write a Rhetorical Analysis Claim Statement and Defend in a paragraph or more.</b></li> <li>- To help bring awareness to this issue, find an article that deals with the topic of suicide in teens and SUMMARIZE it. Make sure to LINK your article to your blog post.</li> </ul> <p>Reminder:</p> <ul style="list-style-type: none"> <li>- <b>Test on Vocabulary List 2 NEXT CLASS!</b></li> </ul>
10/25/21	<p><b>Test on Vocabulary List 2</b></p> <p>Review homework: Blogs</p> <p><b>Notes: Analyzing Visual Texts with Practice</b></p> <p>Introduction to Unit 2:</p> <ul style="list-style-type: none"> <li>- Text:</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to a classmate’s post either defending it, refuting it, or qualifying it.</li> </ul>