

English II – Pre-AP Syllabus – Week by Week - 1

Six Weeks Overview and Week by week	TEKS Addressed	LTF Skills Addressed
<p>First Six weeks - Fiction and Nonfiction Analysis</p> <p>August 27 – October 5 <i>Banned Books Week 2007</i> September 29 – October 6 District Benchmark</p> <p>Brief overview of 1st six weeks</p> <p>Story elements - short fiction, universal story patterns, review of “hero journey”</p> <p><i>Lord of the Rings</i> (excerpts), <i>The Once and Future King</i> (excerpts), various short stories -</p> <p><i>How to Read Literature Like a Professor</i> (excerpts)</p> <p>Week One - August 27 - August 31</p> <p>Assignment of Weekly Vocabulary and “30-15-10” weekly tests. “The Sun Goes Down on Summer” - close reading for use of diction and imagery. Discussion of “Tone Wall”. Short Story - “By the Waters of Babylon” (LTF)</p> <p>Week Two – September 4- September 7</p> <p>Conclude “By the Waters of Babylon”, Introduction of appositives, parallel</p>	<p>TEKS addressed during the First Six Weeks</p> <p>(6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:</p> <p>(A) expand vocabulary through wide reading, listening, and discussing;</p> <p>(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;</p> <p>(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;</p> <p>(D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;</p> <p>(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;</p> <p>(F) discriminate between connotative and denotative meanings and interpret the connotative power of words.</p> <p>(7)Reading/comprehension. The student comprehends</p>	<p>LTF skills addressed during the First Six Weeks</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> • Annotation • Determining Audience • Determining Author’s Purpose • Determining Fact and Opinion • Determining Main Idea • Generalization • Inference • Paraphrase • Prediction • Seminar/Discussion • Summary <p>Literary Elements</p> <p>Archetype character journey of the hero setting</p> <p>Detail Diction connotation denotation</p> <p>Imagery Mood Plot conflict flashback foreshadowing suspense</p> <p>Setting Style Theme Tone tone determined through diction, imagery, detail, point of view, and syntax tone shift</p>

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<p>structure, diction, imagery, detail, syntax, figurative language, symbols. Introduction of close reading strategies. Review the stages of the hero journey. Continue discussion of archetypes. excerpts from The Once and Future King,</p> <p>Questions over How to Read Literature Like a Professor Introduction: How'd He Do That? How do memory, symbol, and pattern affect the reading of literature? How does the recognition of patterns make it easier to read complicated literature? Discuss a time when your appreciation of a literary work was enhanced by understanding symbol or pattern.</p> <p>Chapter 1 -- Every Trip Is a Quest (Except When It's Not)</p> <p>List the five aspects of the QUEST and then apply them to something you have read (or viewed) in the form used on pages 3-5.</p> <p>Lord of the Rings (excerpts), discuss annotation. Apply “How to read...” principles</p> <p>Week Three – September 10 - 14</p> <p>Chapter 2 -- Nice to Eat with You: Acts of Communion</p>	<p>selections using a variety of strategies. The student is expected to:</p> <p>(A) establish a purpose for reading such as to discover, interpret, and enjoy;</p> <p>(B) draw upon his/her own background to provide connection with texts;</p> <p>(C) monitor his/her own reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning;</p> <p>(D) construct images such as graphic organizers based on text descriptions and text structures;</p> <p>(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding;</p> <p>(F) produce summaries of texts by identifying main ideas and their supporting details;</p> <p>(G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience;</p> <p>(H) use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and</p> <p>(I) read silently with comprehension for a sustained period of time.</p>	<p>multiple tones vocabulary associated with tone Figures of Speech (Figurative Language)</p>
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<p>Choose a meal from a literary work and apply the ideas of Chapter 2 to this literary depiction.</p> <p>What is theme? Introduction of theme materials – beginning of materials for the book analysis.</p> <p>Chapter 3: --Nice to Eat You: Acts of Vampires</p> <p>What are the essentials of the Vampire story? Apply this to a literary work you have read or viewed.</p> <p>Chapter 5: -- Now, Where have I seen her before?</p> <p>Define intertextuality. Discuss three examples that have helped you in reading specific works.</p> <p>Week Four - September 17 – 21</p> <p>Chapter 6: --When in doubt, It's from Shakespeare</p> <p>Discuss a work that you are familiar with that alludes to or reflects Shakespeare. Show how the author uses this connection thematically. Read pp 44-46 carefully. In these pages, Foster shows how Fugard reflects Shakespeare through both plot and theme. In your discussion, focus on theme.</p>		
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<p>Week Five - September 24 - 28</p> <p>Essay work on Rings, additional short stories and poetry</p> <p>Chapter 4 -- If It's Square, It's a Sonnet</p> <p>Select a sonnet and show which form it is. Discuss how the content reflects the form. (Submit copies of the sonnet, marked to show your analysis).</p> <p>Week Six - September 31 – October 5 <i>Banned Books Week 2007</i> analysis/Banned Book writing/ Discussion/writing about why books are banned. Book Choice due for book analysis</p> <p>In-class timed essay, test, end of the 1st six weeks</p> <p>Second Six weeks - Nonfiction analysis</p> <p>October 9 - November 9 Brief overview of 2nd six weeks Nonfiction Analysis, <i>Pilgrim at Tinker Creek</i> Begin independent reading of a novel - finish during the third six weeks.</p>		
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<p>Week One – October 9 – 12 "Miss Brill" analysis</p> <p>Week Two- October 15 – 19 Pilgrim at Tinker Creek - "Nightwatch"/Continue analysis work</p> <p>Week Three - October 22 - 26 <i>Pilgrim at Tinker Creek - "Winter"</i></p> <p>Week Four - October 29 – November 2 Pilgrim at Tinker Creek</p> <p>Week Five - October 23 - 27 <i>Pilgrim at Tinker Creek</i></p> <p>Week Six – November 5 - 9</p> <p>Third Six Weeks - Poetry Analysis</p> <p>November 12 - December 20</p> <p>Brief overview of 3rd six weeks <i>Macbeth</i></p> <p>Week One - November 12 - 16 Macbeth - Assignment of speeches to memorize/perform</p> <p>Week Two - November 19 – 20 (Thanksgiving break) Complete Act I and Act II</p>		
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<p>(if time)</p> <p>Week Three - November 26 - 30 Complete Act II and begin Act III</p> <p>Week Four – December 3 – 7 Act IV and Macbeth Scenes due</p> <p>Week Five - December 10 - 14 Act V</p> <p>Week Six - December 17 - 20 Semester Finals</p> <p>Fourth Six Weeks - Fiction and Thematic Analysis</p> <p>January 4 - February 16</p> <p>Brief overview of 4th six weeks Jane Eyre, TAKS preparation, REHUGO assignment</p> <p>Week One - January 4 - 5 Introduction to Jane Eyre, REHUGO assignment</p> <p>Week Two - January 8 - 12 Jane Eyre - Gateshead – Chapters 1 – 4 Read Chapter 1 aloud and analyze it orally for literary elements. Dialectical journal on the Gateshead setting in the novel according to the</p>		
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<p>rubric.</p> <p>Week Three - January 16 - 19 Jane Eyre - Lowood – Chapters 5 – 7</p> <p>Week Four - January 22 - 26 Jane Eyre - Lowood – Chapters 8 – 10 Thornfield Chapter 11 Dialectical journal on the Lowood setting in the novel according to the rubric.</p> <p>Week Five - January 29 - February 2 Jane Eyre - Thornfield - Chapters 12 – 17 TAKS test taking strategies</p> <p>Week Six - February 5 - 9 Jane Eyre - Thornfield - Chapters 18 – 21 TAKS test taking strategies</p> <p>Week Seven - February 12 - 16 Jane Eyre - Thornfield - Chapters 22 – 26 TAKS test taking strategies</p> <p>Fifth Six Weeks - Argument Analysis</p> <p>February 19 - April 5</p> <p>Brief overview of 5th six weeks: TAKS, Jane Eyre</p>		
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<p>(conclusion), Antigone, REHUGO assignment</p> <p>Week One - February 19 - 23 TAKS</p> <p>Week Two - February 27 - March 2 Jane Eyre – Chapters 27 – 35</p> <p>Week Three - March 5 - March 9 Jane Eyre – Chapters 36 – 38</p> <p>March 12 - 16 - Spring Holiday</p> <p>Week Four - March 19 - 23 Antigone</p> <p>Week Five - March 26 - 30 Argument analysis – persuasion – newspaper columns</p> <p>Week Six - April 2 - 5</p> <p>Sixth Six Weeks - Persuasion and Argumentation</p> <p>April 10 - May 23</p> <p>Brief overview of 6th six weeks: Argumentation – Debate – Persuasion, TAKS The Things They Carried (excerpts), The Grapes of Wrath (excerpts)</p>		
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Advertising Week One - April 10 - 13 Week Two - April 16 - 20 TAKS Testing Week Three - April 23 - 27 Week Four - April 30 - May 4 Week Five - May 7 -11 Week Six - May 14 - 17 Week Seven - May 18 and May 21 - 23 Semester Finals		