

ENGLISH II SYLLABUS

COURSE OVERVIEW

English II uses the hero's journey to explore world literature from ancient to modern times. Students will practice literary analysis and composition and learn about essential grammar and literary elements concepts. Finally, students will learn narrative writing concepts, and apply them to creatively writing a fictional narrative hero's journey throughout the semester.

COURSE PREREQUISITES

English I or equivalent skills

COURSE LENGTH

1 Semester (part B is another semester)

REQUIRED TEXT

All the required reading for the course can be found directly in the lesson content. The only exception is the semester novel, *Fahrenheit 451*. If you are having trouble gaining access to the novel please contact your instructor.

COURSE LEARNING OUTCOMES

BIG IDEAS

- Heroes of all kinds often try to change their societies. Sometimes they are successful, sometimes they accidentally cause change, and sometimes they are punished for their efforts.
- Societies need the efforts of heroes of all kinds to enrich them, get them onto a better path, or teach their rulers the best ways to act.
- Examining the stories of heroes in society can help us to understand our own everyday role in society. We can learn to take our own journeys to improve society, recognize when there are problems, and decide what we want to stand up for.

UNIT 1 OBJECTIVES

- Explain the importance of the hero's journey to a story's meaning and to modern storytelling.
- Demonstrate knowledge of the hero's journey, including its stages.
- Describe the characteristics of heroes, villains, and monsters.
- Identify a character foil and reflect on how it aids in understanding a hero.
- Distinguish between villain and monster character types in literature and movies.
- Describe the function of various archetypes in the hero's journey.
- Use various strategies to aid in close reading and comprehension of many kinds of texts.
- Practice generating questions about a text before and during reading to improve comprehension.
- Reflect on the central ideas and themes of an informational piece of text.

UNIT 2 OBJECTIVES

- Identify key characteristics of the epic hero and the epic tale.
- Cite evidence of how characters fulfill their archetype.
- Identify and diagram plot points and connect those points to the stages of the hero's journey.
- Summarize the plot of a story.
- Analyze how universal themes are expressed in stories.
- Use various kinds of context clues to find the meaning of unfamiliar words.
- Practice self-questioning to activate prior knowledge.
- Identify the required components of a clause.
- Determine the difference between a dependent clause and an independent clause and practice constructing both.
- Create an outline for a narrative fiction story.
- Identify aspects of Sumerian culture, including how its location affects our understanding of the story of Gilgamesh.
- Describe the characters and archetypes of *The Epic of Gilgamesh* using evidence from the text.

- Reflect on the lessons learned by Gilgamesh on his journey and consider how his journey affected his society.
- Consider Gilgamesh's journey from other points of view.
- Analyze major events and themes in *The Epic of Gilgamesh* and connect them to modern life.
- Trace how *The Epic of Gilgamesh* matches the hero's journey.

UNIT 3 OBJECTIVES

- Compare and contrast male and female heroes and their stories and assess the impact gender has on the hero's journey.
- Identify the key characteristics of the tragic hero.
- Connect the traits of the tragic hero with their ultimate downfall.
- Analyze the role of the strong female huntress archetype.
- Reflect on the role of the herald in bringing change to the hero's journey.
- Differentiate between the archetypes of wise ruler and tyrant king.
- Explain how the components of setting affect a story.
- Analyze the main elements of a play.
- Create a plan for effectively reading a play.
- Make inferences about a reading through observation and questioning.
- Identify the use of rhetorical strategies.
- Compose appeals which utilize the components of logos, pathos, and ethos to persuade.
- Create written material which demonstrates proper use of quotation marks.
- Create a fictional world with its own rules, tone, and sensory details.
- Create a plot outline which gives structure to a narrative fiction story from exposition to falling action and which incorporates tension and suspense.
- Identify a main theme and weave it into the hero's journey story opening.
- Develop a strong protagonist and antagonist, including their backstories, motivations, wants and needs.
- Create believable dialogue for characters in the hero's journey story which advances both plot and characterization.

- Create written material which demonstrates proper use of quotation marks.
- Identify aspects of ancient Greek theater and culture which affect our understanding of *Antigone*.
- Describe the characters and archetypes of *Antigone* using evidence from the text.
- Reflect on the lessons learned by Antigone on her journey and consider how her journey affected her society.
- Consider Antigone's journey from other points of view.
- Analyze major events and themes in *Antigone* and connect them to modern life.
- Trace how *Antigone* matches the hero's journey.

UNIT 4 OBJECTIVES

- Compare the unlikely hero to tragic and epic heroes.
- Connect the traits of the unlikely hero with their specific hero's journey.
- Analyze the role of the everyman and mentor archetype.
- Explain how the mentor archetype affects the protagonist's actions.
- Analyze internal and external conflicts in stories.
- Evaluate the impact of imagery on the understanding and enjoyment of a story.
- Enrich text using imagery.
- Use transitions effectively in writing.
- Evaluate the use of transitions in context.
- Recognize proper use of semicolons.
- Create an effective climax, falling action, and resolution for the narrative hero's journey which includes enriching details and attention to emotion and tone.
- Enrich the hero's journey narrative by using figurative language.
- Evaluate the effective use of narrative elements in the hero's journey narrative.
- Consider how censorship, technology, and treatment of knowledge affect the society of *Fahrenheit 451* and our own world.

- Describe the characters and archetypes of *Fahrenheit 451* using evidence from the text.
- Reflect on the lessons learned by Guy Montag on his journey and consider how his journey affected his society.
- Consider *Fahrenheit 451* from other points of view.
- Analyze major events and themes in *Fahrenheit 451* and connect them to modern life.
- Trace how *Fahrenheit 451* matches the hero's journey.

ASSIGNMENT CHECKLIST

Printable Assignment Checklist (.pdf)

ASSIGNMENT DESCRIPTIONS

- **Lesson Quizzes:** Activities designed to allow you to practice and prove mastery of the concepts presented in the lesson. These are most often short answer, multiple choice, or matching questions.
- **Literary Notebook:** A unit activity that ties to the chosen piece of literature for the unit. You will summarize plot points, examine characters, discuss themes, consider perspective, and practice skills presented in the unit lessons.
- **Narrative Fiction:** A semester writing project that has you writing a hero's journey narrative fiction. Each unit gives you the opportunity to brainstorm the pieces of your narrative and receive instructor feedback. You will also turn in rough drafts of your narrative as you progress through the semester.

COURSE CONTENT

Throughout the course you will be guided by two recurring characters, Jade Arrow and Sage Starlight. You will see them throughout the lessons, and they will help you by demonstrating skills. They will formally introduce themselves in unit 1. As you successfully complete each unit you will earn a badge. You will find your earned badges in the "Badges" section of your gradebook.

You will notice green words and blue words that are underlined and bolded. If you hover over these words with your mouse you will find additional information in the form of descriptions, definitions, images, and videos.

GRADING POLICY

High scores will be taken for each assignment and quiz. Students are expected to complete each assignment at mastery level (80%) or higher.

Grades will be calculated as follows:

Scores in each category will be added together and divided by total possible points for that category and then multiplied by the weight of the category.

CATEGORY WEIGHTS

- Lesson Quizzes = 30%
- Literary Notebook = 40%
- Narrative Fiction = 30%

GRADE SCALE:

Percentage	Letter Grade	GPA
95 - 100	A	4.0
90 - 94.9	A-	3.7
87 - 89.9	B+	3.3
83 - 86.9	B	3.0

TECHNICAL REQUIREMENTS



PREREQUISITE SKILLS

Before you begin, you should be able to:

- Complete basic operations with a word processing software.
- Complete basic operations with presentation software.
- Perform online research using various search engines.
- Communicate through email.

CONTACT TECHNICAL SUPPORT

1. Check the **technical support webpage** to see if your issue is listed.
2. If your technical issue is not addressed on the technical support page then fill out a **support ticket**.

CMASAS HONOR CODE

CMASAS is a virtual community where we want all who join our school to feel valued. As a member of our community you have a responsibility to help build this type of environment by following our school's honor code. The honor code is outlined in the Parent-Student Handbook but we have provided a brief overview below.

- **Global citizenship:** Students are responsible for good behavior in our virtual hallways, just as they are in a classroom or a school hallway.

Always use a computer in a way that shows consideration and respect. You are not to use obscene, profane, threatening, or disrespectful language. CMASAS expects students to adhere to the local and country laws applicable to them.

- **Act with academic integrity:** Integrity and authenticity of student work is something that we take very seriously at CMASAS. Do not cut, copy, or plagiarize internet content or the work of your online classmates. This includes any artificial intelligence tools.
- **Be mindful of copyrights:** Just as copying someone's writing is considered plagiarizing, so is the act of using someone else's photo, comic, joke, or quote without giving proper credit to its creator or author.
- **Be kind:** Communicate in a respectful and kind way, keeping comments and subject matter in posts appropriate.
- **Don't troll:** Avoid hijacking conversation threads for personal gain or steering conversation toward off-topic subjects or personal attacks toward another user.
- **Be sensitive to privacy:** Always limit your audience to a need-to-know basis.
- **Limit the spread of spam:** Spam is the equivalent of junk mail that clogs email inboxes and offers little professional or personal value while potentially opening up the users to hacking.
- **Use proper spelling and grammar:** Communicate with others using proper spelling and grammar. Save acronyms, web jargon, and shorthand for its prospective audience if it must be used at all.
- **Exercise self-control and open mindedness:** All students should exercise self-control, think before speaking, and look for value in the opinions of others.
- **Be respectful:** CMASAS requires that all comments made and opposing viewpoints expressed be done in nonconfrontational and respectful manner.
- **Consider consequences and protect yourself:** Think about the social consequences of any publicly accessible online community forum or other program you interact with.
- **Follow school policies:** All students must follow CMASAS school policies listed at the end of the Parent-Student Handbook.

ACADEMIC INTEGRITY

Academic integrity is founded upon and encompasses the following five values: **honesty, trust, fairness, respect, and responsibility**. Supporting and affirming these values is essential to promoting and maintaining a high level of academic integrity. Each member of the academic community must stand accountable for his or her actions. As a result, a community develops in which students learn the responsibilities of citizenship and how to contribute honorably to their professions.

The first responsibility for academic integrity lies with individual students and faculty members of this community. A violation of academic integrity is an act harmful to all other students, faculty, and the school. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and shall not be tolerated. Members of the CMASAS community are expected to foster in their own work the spirit of academic honesty and not to tolerate its abuse by others. This Academic Integrity Policy encompasses the duration of the student's enrollment with CMASAS.

Students are expected to practice responsible and honest behavior. Acts of academic dishonesty will not be tolerated at CMASAS and typical offenses are listed but not limited to the following:

- Copying material from other sources and claiming it as your own without citation. This includes any artificial intelligence tools.
- Soliciting answers from other students, online forums, or search engines.
- Intentional falsification or invention of date, citation, or other authority in an academic exercise.
- Taking someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgment.
- Theft or alteration of materials.