

# Course Syllabus

## Description:

In English II, students learn how the human experience—real life—is the foundation of the best stories, plays, poems, films, and articles. In each unit of the course, students explore a specific aspect of the human experience such as laughter, obstacles, betrayal, fear, or transformation. Through the study of literature, nonfiction, and life, students explore what it means to be human, what it means to be fulfilled, triumphant, empowered, and transformed.

As in life, students have many choices in the English II course. They choose the order in which they complete the units. Students also choose some of the works they read and have countless choices when it comes to demonstrating what they have learned. Whether reading a poem or a novel, writing a story or an analysis, or studying a Shakespearean tragedy or a modern suspense film, students explore what it means to be human, a subject on which they are already experts!

**Estimated Completion Time:** 2 segments/32-36 weeks

## Major Topics and Concepts:

### Segment I:

#### Getting Started

- 00.00 Getting Started
- 00.01 Objectives
- 00.02 Common Core
- 00.03 Navigation
- 00.04 Lessons and Assessments
- 00.05 Course Specifics
- 00.06 Collaboration
- 00.07 Pace
- 00.08 Checklists
- 00.09 Online Learning 101
- 00.10 Academic Integrity

#### Live, Love, Laugh

- 01.00 Introduction
- 01.01 Grammar
- 01.02 Poetry
- 01.03 Connotation, Denotation, and Imagery
- 01.04 Humor
- 01.05 Tone
- 01.06 Plot, Pacing, and Point of View
- 01.07 Alternate Plot Structures
- 01.08 Narrative Writing
- 01.09 Pre-writing Process
- 01.10 Writing Tips
- 01.11 More Writing Tips
- 01.12 First Draft
- 01.13 Discussion-Based Assessment

- 01.14 Final Draft
- 01.15 Honors: Love Poem
- 01.16 Honors: Love of Things
- 01.17 Module One Exam

## **Obstacles**

- 02.00 Introduction
- 02.01 The Hurdle
- 02.02 Historical Context and Human Rights
- 02.03 Point of View
- 02.04 Prompt and Human Rights
- 02.05 The Victory
- 02.06 Analysis
- 02.07 Research
- 02.08 Citations
- 02.09 The Introduction
- 02.10 Discussion-Based Assessment
- 02.11 The Outline
- 02.12 The First Draft
- 02.13 Grammar
- 02.14 The Final Draft
- 02.15 Honors: The Solution
- 02.16 Module Two Exam
- 02.17 Segment One Exam
- 02.18 Segment One Honors Exam

## **Segment One Collaboration**

- 00.01 Segment One Collaboration

## **Segment II**

### **Fear**

- 03.00 Introduction
- 03.01 Fears, Anxieties, Phobias, Oh My!
- 03.02 The Reality of Fear
- 03.03 Nothing to Fear
- 03.04 Free from Fear
- 03.05 Fascination with Fear
- 03.06 No Hyding From Fear
- 03.07 Surprise!
- 03.08 Fear In Film
- 03.09 Project Runaway!
- 03.10 Discussion-Based Assessment
- 03.11 Honors: Constructing Meaning
- 03.12 Honors: Bringing it all Together
- 03.13 Module Three Exam

## **Betrayal**

- 04.00 Introduction
- 04.01 Apostrophes and Homonyms
- 04.02 Julius Caesar, Act I
- 04.03 Julius Caesar, Act II
- 04.04 Julius Caesar, Act III
- 04.05 Julius Caesar, Acts IV and V
- 04.06 Argumentative Writing
- 04.07 Claims and Counterclaims
- 04.08 Develop Your Position
- 04.09 Discussion-Based Assessment
- 04.10 Outline Your Argument
- 04.11 Write your Argument
- 04.12 Your Final Draft
- 04.13 Honors: The Lay of the Were-Wolf
- 04.14 Module Four Exam
- 04.15 Segment Two Exam
- 04.16 Segment Two Honors Exam

## **Segment Two Collaboration**

- 00.02 Segment Two Collaboration

## **Course Assessment and Participation Requirements:**

To achieve success, students are expected to submit work in each course weekly. Students can learn at their own pace; however, “any pace” still means that students must make progress in the course every week. To measure learning, students complete self-checks, practice lessons, multiple choice questions, projects, discussion-based assessments, and discussions. Students are expected to maintain regular contact with teachers; the minimum requirement is monthly. When teachers, students, and parents work together, students are successful.