

Wyoming Department of Education Required Virtual Education Course Syllabus

BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Language Arts
Course ID	CALA86334	Grade Level	9, 10, 11, 12
Course Name	AP English Language & Composition B	# of Credits	0.5
SCED Code	01005E0.5022	Curriculum Type	Connections Academy

COURSE DESCRIPTION

The AP Language and Composition course will provide high school students with college level instruction in studying and writing various kinds of analytic or persuasive essays on literary and nonliterary topics in language, rhetoric and expository writing. Students will become skilled readers of prose written in various periods, disciplines, and rhetorical contexts. Both their reading and writing should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way writing conventions and language contribute to effectiveness in writing. This course will effectively prepare students for the AP Exam by enabling them to read, comprehend, and write about complex texts, while developing further communication skills on a college level.

WYOMING CONTENT AND PERFORMANCE STANDARDS

R.CCR.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
R.CCR.6	Assess how point of view or purpose shapes the content and style of a text.
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text
W.CCR.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.CCR.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.CCR.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.CCR.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.CCR.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.CCR.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
W.CCR.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W.CCR.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.CCR.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.11-12.1b	"Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
L.CCR.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD	OUTCOMES
Module Five: The Realism/Naturalism Edition Topics Addressed: influences of the political, social, and economic changes after the Civil War, works of fiction and nonfiction of the time period, works of female writers during the period, Realism, Naturalism, euphemism, regionalism, irony and comic irony, point of view analysis	W.CCR.5, W.9-10.5, W.11-12.5, L.9-10.3a, R.CCR.6, RL.11-12.6, RI.9-10.6, RI.11-12.6, L.CCR.6, L.9-10.6	<ul style="list-style-type: none"> •To analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques •To apply effective strategies and techniques in their own writing •To demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings
Module Six: The Modern Edition Topics Addressed: literature and how it reflects economic and social changes during the period of world wars, major authors of this period and their writings, the Harlem Renaissance and its literary contributions to our society, basic concepts of the Rogerian argument, essay writing using the rhetorical triangle, novel analysis, symbolism, simile, interpretation, analysis of organization of narrative structure	W.9-10.2d, W.11-12.2d, L.CCR.6, W.11-12.9, RL.9-10.1, RL.11-12.1, RI.9-10.1, RI.9-10.3, RI.11-12.1, RI.11-12.2, W.CCR.9	<ul style="list-style-type: none"> •To create and sustain arguments based on readings, research, and/or personal experience •To improve writing skills •To effectively incorporate a balance of generalization and specific illustrative detail in their writing •To write for a variety of purposes

<p>Module Seven: The Contemporary Edition Topics Addressed: Kurt Vonnegut and science fiction writing, modern writers and how they address issues of equality, identity, and other issues of mankind; nonfiction writing, Play analysis, analysis of mood, allusion, sentence structure, antithesis, syntax, parallelism, synthesis essay, pathos, logos, satire, visual literacy, the Rhetorical Triangle, improving test taking skills through practice on a timed test</p>	<p>W.CCR.5, W.9-10.5, W.11-12.5, L.9-10.3a, W.11-12.2d, R.CCR.5, RL.9-10.5, RL.11-12.5, RI.11-12.5</p>	<ul style="list-style-type: none"> • To further develop vocabulary and word-study skills • To use a wide range of vocabulary appropriately and effectively
<p>Module Eight: The Student Edition Topics Addressed: thematic approach to a virtual newspaper, analyzing a novel from several perspectives, real work connections based on a novel's theme, persuasive writing through the book review</p>	<p>W.CCR.1, W.CCR.2, W.CCR.3, W.CCR.4, W.CCR.5, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10, W.9-10.1, W.9-10.1a, W.9-10.1b, W.9-10.1e, W.9-10.2, W.9-10.2a, W.9-10.2b, W.9-10.2f, W.9-10.3, W.9-10.4, W.9-10.7, W.9-10.8, W.9-10.9, W.9-10.10, W.11-12.1, W.11-12.1a, W.11-12.1b, W.11-12.2, W.11-12.2a, W.11-12.4, W.11-12.7, W.11-12.8</p>	