

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Sheridan County School District # 1

Program Name	Sheridan County School District #1 Virtual School	Content Area	Language Arts
Course ID	AC01005	Grade Level	LA
Course Name	AP English Language and Composition	# of Credits	1
SCED Code	01005	Curriculum Type	Acellus

### COURSE DESCRIPTION

Acellus AP English Language and Composition is designed for students who have mastered the basic English curriculum and wish to be challenged by higher-level reading and analysis. Students analyze and interpret good writing and apply effective strategies in their own writing while also preparing for the AP Exam. Acellus AP English Language and Composition has been audited and approved by College Board. Acellus AP English Language and Composition is A-G Approved through the University of California.

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) <a href="#">Use the Standards and Benchmarks as Spreadsheets</a>
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.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.1.a	a. 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.11-12.1.b	b. 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.11-12.1.c	c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.11-12.1.d	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1.e	e. Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.2.a	a. 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.11-12.2.b	b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.11-12.2.c	c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2.d	d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.2.e	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2.f	f. 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.11-12.4	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.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
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.
W.11-12.9.b	b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
W.11-12.10	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.
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.1.a	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, wellreasoned exchange of ideas.
SL.11-12.1.b	b. Work with peers to promote civil, democratic discussions and decisionmaking, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1.c	c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.11-12.1.d	d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.1.a	a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.1.b	b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.2.a	a. Observe hyphenation conventions.
L.11-12.2.b	b. Spell correctly
L.11-12.3	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.11-12.3.a	a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.11-12.4.a	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.11-12.4.b	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.11-12.4.c	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.11-12.4.d	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.5.a	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

L.11-12.5.b	b. Analyze nuances in the meaning of words with similar denotations.
L.11-12.6	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 OBJECTIVES/STUDENT CENTERED GOALS
Unit One: Introduction to Rhetoric	W.11-12.10; L.11-12.1.a; L.11-12.4.b; L.11-12.4.c; L.11-12.4.d; L.11-12.6	In this unit, students learn about rhetoric from ethos, pathos, and logos, to the rhetorical triangle, to logical fallacies, to inductive vs. deductive reasoning. They learn how to use the SOAPStone method to analyze as they read and how to annotate a text. They also learn important terminology and explore how and why we read text.
Unit Two: Narration	RI.11-12.1; RI.11-12.2; RI.11-12.3; RI.11-12.4; RI.11-12.5; RI.11-12.6; RI.11-12.10; W.11-12.10; SL.11-12.1.a; SL.11-12.1.b; SL.11-12.1.c; SL.11-12.1.d; SL.11-12.2; SL.11-12.3; SL.11-12.4; L.11-12.4.a; L.11-12.6	Students learn about narration while reading "Graduation" by Maya Angelou, "Salvation" by Langston Hughes, and "Me Talk Pretty One Day" by David Sedaris.
Unit Three: Description	RI.11-12.1; RI.11-12.2; RI.11-12.3; RI.11-12.4; RI.11-12.5; RI.11-12.6; RI.11-12.10; W.11-12.4; W.11-12.5; W.11-12.10; SL.11-12.1.a; SL.11-12.1.b; SL.11-12.1.c; SL.11-12.1.d; SL.11-12.2; SL.11-12.3; SL.11-12.4; L.11-12.4.a; L.11-12.6	Students learn about description while reading "The Death of the Moth" by Virginia Woolf, "Listening" by Eudora Welty, "The Stunt Pilot" by Annie Dillard, and "Once More to the Lake" by E.B. White.
Unit Four: Process Analysis	RI.11-12.1; RI.11-12.2; RI.11-12.3; RI.11-12.4; RI.11-12.5; RI.11-12.6; RI.11-12.10; W.11-12.1.a; W.11-12.1.b; W.11-12.1.c; W.11-12.1.d; W.11-12.1.e; W.11-12.4; W.11-12.5; W.11-12.10; SL.11-12.1.a; SL.11-12.1.b; SL.11-12.1.c; SL.11-12.1.d; SL.11-12.2; SL.11-12.3; SL.11-12.4; L.11-12.4.a; L.11-12.6	Students learn about process analysis while reading "On Keeping a Notebook" by Joan Didion, "Learning to Read and Write" by Frederick Douglass, "Learning to Read" by Malcolm X, and "On Dumpster Diving" by Lars Eighner.
Unit Five: Example	RI.11-12.1; RI.11-12.2; RI.11-12.3; RI.11-12.4; RI.11-12.5; RI.11-12.6; RI.11-12.10; W.11-12.4; W.11-12.5; W.11-12.10; SL.11-12.1.a; SL.11-12.1.b; SL.11-12.1.c; SL.11-12.1.d; SL.11-12.2; SL.11-12.3; SL.11-12.4; L.11-12.3.a; L.11-12.4.a; L.11-12.6	Students learn how to evaluate examples while reading "The Declaration of Independence" by Thomas Jefferson, "The Inheritance of Tools" by Scott Russell Sanders, "Aren't I a Woman?" by Sojourner Truth, and "Cars and Their Enemies" by James Q. Wilson.
Unit Six: Definition	RI.11-12.1; RI.11-12.2; RI.11-12.3; RI.11-12.4; RI.11-12.5; RI.11-12.6; RI.11-12.10; W.11-12.4; W.11-12.5; W.11-12.10; SL.11-12.1.a; SL.11-12.1.b; SL.11-12.1.c; SL.11-12.1.d; SL.11-12.2; SL.11-12.3; SL.11-12.4; L.11-12.1.b; L.11-12.2.a; L.11-12.4.a; L.11-12.6	Students learn how to evaluate definitions while reading "How to Tame a Wild Tongue" by Gloria Anzaldua, "On Being a Cripple" by Nancy Mairs, "On Being Black and Middle Class" by Selby Steele, and "Notes of a Native Speaker" by Eric Liu.

Unit Seven: Classification	RI.11-12.1; RI.11-12.2; RI.11-12.3; RI.11-12.4; RI.11-12.5; RI.11-12.6; RI.11-12.10; W.11-12.4; W.11-12.5; W.11-12.10; L.11-12.4.a; L.11-12.6	Students explore classifications while reading "The Ways We Lie" by Stephanie Ericsson, "Mother Tongue" by Amy Tan, "I Just Wanna Be Average" by Mike Rose, and "There Is No Unmarked Woman" by Deborah Tannen.
Unit Eight: Comparison and Contrast	RI.11-12.1; RI.11-12.2; RI.11-12.3; RI.11-12.4; RI.11-12.5; RI.11-12.6; RI.11-12.10; W.11-12.4; W.11-12.5; W.11-12.8; W.11-12.10; L.11-12.4.a; L.11-12.5.a; L.11-12.6	Students explore compare and contrast while reading "The Allegory of the Cave" by Plato, "Where I Lived, and What I Lived For" by Henry David Thoreau, "Lost in the Kitchen" by Dave Barry, and "Aria: Memoir of a Bilingual Childhood" by Richard Rodriguez.
Unit Nine: Cause and Effect	RI.11-12.1; RI.11-12.2; RI.11-12.3; RI.11-12.4; RI.11-12.5; RI.11-12.6; RI.11-12.10; W.11-12.4; W.11-12.5; W.11-12.8; W.11-12.10; L.11-12.4.a; L.11-12.5.a; L.11-12.6	Students explore cause and effect while reading "Why Don't We Complain?" by William F. Buckley, "The Morals of the Prince" by Niccolo Machiavelli, "Just Walk on By: Black Men and Public Space" by Brent Staples, and "Television: The Plug-In Drug" by Marie Winn.
Unit Ten: Argument/Persuasion	RI.11-12.1; RI.11-12.2; RI.11-12.3; RI.11-12.4; RI.11-12.5; RI.11-12.6; RI.11-12.8; RI.11-12.9; RI.11-12.10; W.11-12.1.a; W.11-12.1.b; W.11-12.1.c; W.11-12.1.d; W.11-12.1.e; W.11-12.4; W.11-12.5; W.11-12.10; L.11-12.4.a; L.11-12.6	In this unit, students explore argument and persuasion while reading "Letter From Birmingham Jail" by Martin Luther King Jr., "The Gettysburg Address" by Abraham Lincoln, and "Declaration of Sentiments and Resolutions" by Elizabeth Cady Stanton.
Unit Eleven: Rhetorical Analysis I	RI.11-12.1; RI.11-12.2; RI.11-12.3; RI.11-12.4; RI.11-12.5; RI.11-12.6; RI.11-12.10; W.11-12.2.a; W.11-12.2.b; W.11-12.2.c; W.11-12.2.d; W.11-12.2.e; W.11-12.2.f; W.11-12.4; W.11-12.5; W.11-12.10; L.11-12.6	In this unit, students go through the process of rhetorical analysis based on texts from previous AP exams including Alfred Green 2003; Coca Cola vs. Grove Press 1998; Benjamin Banneker 2010; Pink Flamingo Price 2006; and MagnaSoles 2005.
Unit Twelve : Rhetorical Analysis II	RI.11-12.1; RI.11-12.2; RI.11-12.3; RI.11-12.4; RI.11-12.5; RI.11-12.6; RI.11-12.8; RI.11-12.9; RI.11-12.10; W.11-12.2.a; W.11-12.2.b; W.11-12.2.c; W.11-12.2.d; W.11-12.2.e; W.11-12.2.f; W.11-12.4; W.11-12.5; W.11-12.10; L.11-12.6	Students continue to go through the process of rhetorical analysis based on texts from previous AP exams including Environmentalists vs. People First 2009; Immigration 2003; Making a Home in a Restless World 2007; Abigail Adams 2014; and Caesar Chavez 2015.
Unit Thirteen : Argument	RI.11-12.1; RI.11-12.2; RI.11-12.3; RI.11-12.4; RI.11-12.5; RI.11-12.6; RI.11-12.10; W.11-12.1.a; W.11-12.1.b; W.11-12.1.c; W.11-12.1.d; W.11-12.1.e; W.11-12.2.a; W.11-12.2.b; W.11-12.2.c; W.11-12.2.d; W.11-12.2.e; W.11-12.2.f; W.11-12.4; W.11-12.5; W.11-12.10; L.11-12.3.a; L.11-12.6	In this unit, students learn about different types of argumentative writing: defend, challenge, qualify, and develop a position. They go through the process of rhetorical analysis based on texts from previous AP exams including Humorists 2010; Adversity vs. Talent 2009; Certainty vs. Doubt 2012; Corporate Sponsor 2008; Incentivizing Charity 2007; Ownership vs. Self-Identity 2013; Buy Nothing Day 2010; Average Man 2011; Teaching Creativity 2014; and Polite Speech 2015.

Unit Fourteen : Synthesis	RI.11-12.1; RI.11-12.2; RI.11-12.3; RI.11-12.4; RI.11-12.5; RI.11-12.6; RI.11-12.7; RI.11-12.10; W.11-12.2.a; W.11-12.2.b; W.11-12.2.c; W.11-12.2.d; W.11-12.2.e;W.11-12.2.f; W.11-12.4; W.11-12.5; W.11-12.7; W.11-12.10; L.11-12.6	In this unit, students learn about and experience the process of writing synthesis pieces. They identify how a take a position piece differs from an identify factors piece. They practice synthesis analysis using texts from previous AP exams including Locovore Movement 2011; Advertising 2007; Space Exploration 2009; and Monuments 2013. They also evaluate some student writing to identify what makes an excellent essay.
Unit Fifteen : Multiple-Choice Test	RI.11-12.7; RI.11-12.10; W.11-12.2.a; W.11-12.2.b; W.11-12.2.c; W.11-12.2.d; W.11-12.2.e;W.11-12.2.f; W.11-12.4; W.11-12.5; W.11-12.7; W.11-12.10; L.11-12.1.a; L.11-12.2.b; L.11-12.4.b; L.11-12.4.c; L.11-12.4.d; L.11-12.5.b; L.11-12.6	Students focus on skills to help them score well on a variety of multiple-choice questions: main idea, inference, rhetorical, diction, grammar, form, tone or attitude, purpose, and footnote. They also identify strategies that will empower them to “play to their strengths,” and they discuss the most effective passage order for the exam.