

Wyoming Department of Education Required Virtual Education Course Syllabus

BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Language Arts
Course ID	CALA86322	Grade Level	9, 10, 11, 12
Course Name	AP English Literature & Composition A	# of Credits	0.5
SCED Code	01006E0.5012	Curriculum Type	Connections Academy

COURSE DESCRIPTION

For a year, the student will participate in an AP upscale dining experience in the AP Literature and Composition course. The student will act as a food critic of exquisite literary cuisine. Menu items include reading, analyzing, writing, rewriting, and discussing creations by the master chefs, renowned authors. With intensive concentration on composition skills and on authors' narrative techniques, this dining experience equips the student with recipes for success in college, in a career, and on the AP exam.

WYOMING CONTENT AND PERFORMANCE STANDARDS

R.CCR.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
R.CCR.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.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).
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.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.9-10.7	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.9-10.9	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.11-12.1d	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.11-12.2e	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.11-12.7	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.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.
L.CCR.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES
Module 1 Topics Addressed: allusion, paraphrasing, quoting, romanticism, timed essay, research essay	W.CCR.7, W.CCR.9, W.CCR.10, W.9-10.7, W.9-10.9, W.9-10.10, W.11-12.7, W.11-12.9, W.11-12.10, L.CCR.5, L.9-10.5, L.11-12.5	<ul style="list-style-type: none"> •Develop a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness. •Use a variety of sentence structures, including appropriate use of subordinate and coordinate constructions. •Develop a logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis.
Module 2 Topics Addressed: meter, imagery, allegory, symbolism, quoting, paraphrasing, parenthetical citations, works cited, literary criticism, note taking for the research paper	L.11-12.5, R.CCR.2, RL.9-10.2, RL.9-10.3,	<ul style="list-style-type: none"> •Create a balance of generalization with specific illustrative detail. •Write with an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis. •Write informally about what you think in the process of writing about your reading.
Module 3 Topics Addressed: personal writing, thesis statement, developing parts of the essay, creating a rubric, scoring an essay, symbolism, allegory, characterization, diction, connotation, denotation, syntax, tone, mood, style, setting, theme, MLA documentation, free response, Venn diagram, traits of a hero, character, protagonist, antagonist	W.CCR.7, W.CCR.9, W.CCR.10, W.9-10.7, W.9-10.9, W.11-12.1d, W.11-12.2e	<ul style="list-style-type: none"> •Create a research document, which includes analysis of literary elements and negotiation of differing critical perspectives. •Write effectively under the time constraints on essay exams in college courses in many disciplines, including English. •Analyze authors' narrative techniques, like use of figurative language, imagery, symbolism, and tone. •Evaluate and develop composition skills in areas of structure, style, and theme. study representative literary works from various genres and periods. •Understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form

<p>Module 4: Topics Addressed: lyric poetry, sonnet, iambic pentameter, rhyme scheme, pattern, tone, mood, voice, style, women in literature, research paper, poetry analysis, literary criticism</p>	<p>W.CCR.7, W.CCR.9, W.CCR.10, W.9-10.7, W.9-10.9,</p>	<p>analyze how that meaning is embodied in literary form.</p> <ul style="list-style-type: none"> •Reflect on the social and historical values a literary work reflects and embodies. •Experience, interpret, and evaluate a work of literature with consideration to its social and cultural values writing response and reaction papers. •Write for a variety of purposes. •Analyze and interpret aspects of language and structure. •Make and explain judgments analyzing and interpreting the material involves students in learning how to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value. •Have an awareness of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times. •Analyze a work of literature in regards to its artistry and explore its underlying social and cultural values through analysis, interpretation, and argument. •Write and read with increasing complexity and sophistication. •Analyze short prose passages and poems and through practicing with "open" analytical questions. •Analyze a passage or poem in which students are required to discuss how particular literary elements or features contribute to meaning. •Select a literary work and discuss its relevant features in relation to questions provided.
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