

# 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	AC04006	Grade Level	LA
Course Name	AP English Literature and Composition	# of Credits	1
SCED Code	01006	Curriculum Type	Acellus

### COURSE DESCRIPTION

Acellus AP English Literature and Composition is designed for students who have mastered the basic English curriculum and wish to be challenged by higher-level reading and analysis. It engages students in becoming skilled readers and writers of prose from a variety of rhetorical contexts. The course also includes AP Exam prep. Acellus AP English Literature and Composition has been audited and approved by College Board. Acellus AP English Literature and Composition is A-G Approved through the University of California.

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
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.11-12.2	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, 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 literature, including stories, dramas, and poems, 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.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9.a	a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
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, well-reasoned exchange of ideas.
SL.11-12.1.b	b. Work with peers to promote civil, democratic discussions and decision-making, 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.11-12.3	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.11-12.2	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.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: Short Fiction Analysis	RL.11-12.1; RL.11-12.2; RL.11-12.3; RL.11-12.4; RL.11-12.5; RL.11-12.10; RL.11-12.6; RL.11-12.9; W.11-12.4; W.11-12.5; W.11-12.9.a; W.11-12.10; L.11-12.3.a; L.11-12.4.a; L.11-12.4.d; L.11-12.5.a; L.11-12.6	Students learn how to read fiction responsively and know the difference between syntax and diction. They explore plot in works by Oates, Faulkner, and Dubus. They explore character in works by Chai and Updike. They explore setting and point of view in works by Hemingway, Chekhov, Oates, and Walker. They explore symbolism in works by Divakaruni and Colette and explore theme, style, tone, and irony in works by Carver, Chopin, O'Connor, and Walker. They also learn how to put the elements together, and while they read these fictional texts, they study words to develop vocabulary and understanding.
Unit Two: Writing Short Fiction Analysis	RL.11-12.1; RL.11-12.2; RL.11-12.3; RL.11-12.4; RL.11-12.5; RL.11-12.10; RL.11-12.9; 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.11-12.9.a; W.11-12.10; L.11-12.3.a; SL.11-12.1.a; SL.11-12.1.b; SL.11-12.1.c; SL.11-12.1.d; SL.11-12.3; SL.11-12.4	In this unit, students learn how to write a short fiction analysis: from prompt diagnosis, to element selection, to creating all the pieces (introduction, body paragraphs, conclusion), to different types of organization (chronology or topical). After learning about technique, they go through the process of creating a fiction analysis for "The Street," "Kiss of the Fur Queen," and "The Other Paris."
Unit Three: Poetry Analysis	RL.11-12.1; RL.11-12.2; RL.11-12.3; RL.11-12.4; RL.11-12.5; RL.11-12.10; RL.11-12.6; RL.11-12.9; W.11-12.4; W.11-12.5; W.11-12.9.a; W.11-12.10; L.11-12.4.a; L.11-12.4.d; L.11-12.6; L.11-12.5.b	As students experience many selections of poetry, they learn how to read poetry responsively, what terms to use for poetry, and how to analyze poetry using the TP-CASTT device. They explore word choice, word order, and tone in works by Hayden, Morgan, Dickinson, Herrick, Marvell, Blake, Roethke, Whitman, and Keats. They explore figurative language in works by Atwood and Bradstreet and explore symbols, allegories, and irony in works by Frost, Poe, and Robinson. Students also learn about rhyme scheme, types of meter, and poetic forms including sonnet, villanelle, epigram, elegy, and ode while reading works by Cory, Wordsworth, Thomas, Dunbar, Hudgins, Frost, Shakespeare, and Stafford.

Unit Four: Writing Poetry Analysis	RL.11-12.1; RL.11-12.2; RL.11-12.3; RL.11-12.4; RL.11-12.5; RL.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.11-12.9.a; W.11-12.10; L.11-12.3.a	In this unit, students learn how to write a poetry analysis: from prompt diagnosis, to element selection, to creating all the pieces (introduction, body paragraphs, conclusion), to different types of organization (chronology, topical, or compare/contrast using the block method or point-by-point). After learning about technique, they go through the process of creating a poetry analysis for "Century Quilt" and "An Echo Sonnet."
Unit Five: Drama Analysis	RL.11-12.1; RL.11-12.2; RL.11-12.3; RL.11-12.4; RL.11-12.5; RL.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.11-12.9.a; 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.11-12.3; SL.11-12.4	Students learn how to analyze drama for setting, plot, characters, symbols, and theme while reading "A Raisin in the Sun," "Death of a Salesman," and "Hamlet."
Unit Six: Novel Study I	RL.11-12.1; RL.11-12.2; RL.11-12.3; RL.11-12.4; RL.11-12.5; RL.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.11-12.9.a; W.11-12.10; L.11-12.4.a	Students learn how to analyze a novel for setting, plot, characters, symbols, and theme while reading "Revolutionary Road."
Unit Seven: Novel Study II	RL.11-12.1; RL.11-12.2; RL.11-12.3; RL.11-12.4; RL.11-12.5; RL.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.11-12.9.a; W.11-12.10; L.11-12.4.a; SL.11-12.1.a; SL.11-12.1.b; SL.11-12.1.c; SL.11-12.1.d; SL.11-12.3; SL.11-12.4	Students learn how to analyze a novel for setting, plot, characters, symbols, and theme while reading "As I Lay Dying."
Unit Eight: Novel Study III	RL.11-12.1; RL.11-12.2; RL.11-12.3; RL.11-12.4; RL.11-12.5; RL.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.11-12.9.a; W.11-12.10	Students learn how to analyze a novel for setting, plot, characters, symbols, and theme while reading "Adventures of Huckleberry Finn."

<p>Unit Nine: Writing the AP Free Response Essay</p>	<p>RL.11-12.1; RL.11-12.2; RL.11-12.3; RL.11-12.4; RL.11-12.5; RL.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.11-12.9.a; 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.11-12.3; SL.11-12.4</p>	<p>In this unit, students learn how to write a free response essay from prompt diagnosis, to selecting works, to creating all the pieces (introduction, body paragraphs, conclusion), to organization. They also learn the order of writing essay responses and how to manage time on the essay.</p>
<p>Unit Ten: Tackling the AP Multiple Choice</p>	<p>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.11-12.9.a; W.11-12.10; L.11-12.1.a; L.11-12.2.a; L.11-12.2.b; L.11-12.4.b; L.11-12.5.b; SL.11-12.1.a; SL.11-12.1.b; SL.11-12.1.c; SL.11-12.1.d; SL.11-12.3; SL.11-12.4</p>	<p>In this unit, students learn strategies for answering multiple-choice questions. They practice answering questions about main idea, inference, rhetorical questions, diction, language, grammar, structure, and meter. They also learn how to use passage order to their advantage during an exam.</p>